



For more information:
29275 Santiago Road
Temecula, CA 92592
(951) 506-0944
information@oakhillca.org

Providing an exemplary 21st century education with a global perspective to students of the Temecula Valley.

SCHOOL MISSION STATEMENT

Our mission at Oakhill Academy is to provide an exemplary 21st century education with a global perspective. We provide a personalized rigorous curriculum taught by passionate, highly qualified educators. Principles of Ownership, Wisdom, Leadership, and Service (O.W.L.S.) drive all aspects of our program. Through these principles students are encouraged to think critically and creatively, and to live meaningful lives as responsible world citizens.



CORE PRINCIPLES

Ownership

Wisdom

Leadership

Service



LEARNER OUTCOMES

OWNERSHIP- *I own my own actions, both good and bad. I am proud of my good decisions and I take responsibility for my unwise decisions.*

I will:

- Think independently and reflect upon behavior and learning to promote intellectual, physical, and emotional growth.
- Demonstrate responsibility and accountability for my actions.
- Plan for achieving future goals.
- Use decision making processes that are logical and effective.
- Show, understand, and appreciate the value of hard work.

WISDOM- *I am here to learn. I use what I know to make my home, my classroom, my city, my country, and my world a better place.*

I will:

- Apply critical thinking skills to resolve challenges in creative ways.
- Synthesize, evaluate and apply information.
- Use technology tools effectively, creatively, and responsibly.
- Recognize global issues and their impact on individuals and communities.
- Apply active listening, speaking, reading and writing strategies to real-world situations

LEADERSHIP- *I am a person of action. I don't wait for others to tell me what to do. I lead others to do the right thing.*

I will:

- Contribute my time and talents to improve the quality of life for others, value diversity and remain culturally sensitive.
- Be proactive and seek to be positive agents of change.
- Foster positive relationships in diverse settings.
- Demonstrate ambition and take initiative to set challenging goals.
- Appreciate the contributions of others.

SERVICE- *I take care of those around me. I always look for ways to help someone in need.*

I will:

- Model compassion for fellow human beings.
- Connect to my community to help resolve real-world problems and make a positive impact.
- Share responsibilities and am mindful of the opinions and contributions of others.
- Acknowledge my unique talents and gifts and share them with others in a positive way.
- Use my time, energy, and talents to improve the quality of life for myself, my school, community, state, nation, and world.



General Information about our Elementary Program

Our elementary program combines core content areas such as literacy, math, science, and social studies, with co-curricular subjects like music, art, library, and physical education to provide our students with a well-balanced, developmentally appropriate set of experiences that promote creative thinking, support curiosity about learning, and develop global awareness.

Our instructional strategies are based on the best practices found around the world and encourage inquiry and critical thinking. Through careful and ongoing assessment of a child's development, teachers provide an instructional program that equips children with the skills, concepts, and tools needed for continued learning. A low teacher-to-student ratio helps to support learning.

Through the use of the Responsive Classroom approach, teachers endeavor to foster the social skills of cooperation, assertion, responsibility, empathy, and self-control in all students.

SPECIAL AREA CLASSES

In addition to the regular classroom subjects above, children in the elementary school attend classes with trained specialist in the following areas.

ART

Students are taught the basic foundations in art production to develop the knowledge, techniques, and processes for creative expression. Emphasis on the role of art in cultures throughout history. Instruction concentrates on technique, compositions and processes of visual problem solving. Exploration of traditional and non-traditional art media including; watercolor, tempera and acrylic painting, printmaking, paper construction, collage and clay. Discovery through multidisciplinary lessons in conjunction with classroom curriculum is also a focus.



WORLD LANGUAGES (SPANISH, FRENCH, and CHINESE)

To succeed in the twenty-first century, today's students need to develop linguistic and cultural literacy, including academic knowledge and proficiency in English and world languages and cultures. But learning about languages and cultures is not enough; rather, our students are provided with opportunities to learn languages and cultures through participation in communicative interactions that prepare them for real-world language use and global citizenship. We believe that language learning needs to be a

lifelong endeavor.



DRAMA

Our drama program a process-oriented class in which students rehearse and perform a scripted play. Students are introduced to acting, stage essentials, drama theory, auditioning, monologues, scene studies, objective work and improvisational skills. In addition, students learn about self-discipline and the importance of hard work, creativity and imaginative play, listening and observation skills, and self confidence. Our aim is for students to enjoy the rewards that come with working together to achieve a common goal through the study of the dramatic arts. Each year, our students will be involved in



Elementary School Program of Studies

Oakhill Academy
Second Grade



a winter production and a spring production. In addition to these shows, students will share their learning about drama in three showcases throughout the year, at the end of each trimester.

LIBRARY

The mission of Oakhill Academy's school library is to provide an accessible, enjoyable, welcoming place for students and teachers to find books, resources, and materials that will promote a love of reading and lifelong learning.



MUSIC



The teaching of music develops pupils' ability to listen and to appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfillment. Students learn technical skills and the core elements of performing, composing, appraising and listening.

PHYSICAL EDUCATION

Through the Physical Education Program, the students perform activities that develop fine and gross muscle coordination. They learn the fundamentals of soccer, basketball, and other organized sports. Sportsmanship and teamwork are stressed at all grade levels.



SECOND GRADE PROGRAM DESCRIPTION

LITERACY

The Language Arts Program has been developed to enable all students to be introduced to language as a viable form of communication, an invaluable skill, to extend thinking about themselves, others and the world, and an art to be enjoyed. Language as a skill provides the students with important tools to listen attentively, to speak fluently, to read and comprehend, to compose and to be clearly understood. The integrated approach to language arts defines the curriculum with a form of authentic, literature-based instruction. This exposure to a variety of authors vicariously opens new worlds of adventure, interesting characters, social issues, and cultures from around the world.

Reading

At Oakhill, we aim to develop reading fluency, thinking, and independence and the ability to apply the skills they are taught in reading for pleasure as well as for constructing meaning about what they read in the content areas.

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Responding to literature is another integral part of our reading program. Students are encouraged to make connections about their reading by responding to what they have read in words, pictures, or discussions with other students and teachers. As students progress through the

elementary grades, the elements of fiction and nonfiction texts such as setting, characterization, plot, problem and solution, glossary, captions etc. are introduced and reinforced. Students are taught to use strategies like paraphrasing, retelling, and visualization to help them make sense of what they read.

Reading



In all grades, teachers read aloud to students as well as encourage them to read independently or with a partner. Each grade level has an extensive classroom library with a full range of books including poetry, realistic fiction, fantasy, science fiction, and classic novels. In addition, the elementary school library is well-equipped with a wide variety of reading materials. Students are encouraged to borrow materials that interest them as well as to use library as a quiet place to simply sit and read a favorite book.

Research demonstrates that the single best predictor of reading achievement is the amount of time spent reading.

The Reader's Workshop model is used to ensure that all students are reading books that are "just right" for them, and that they are able to advance appropriately based on their own personal stage of readiness and interest.

Writing

Writing skills are developed at all levels of the Elementary School curriculum. Children write daily as they explore ideas, communicate their experiences, and respond to the literature they read. The Writer's Workshop approach helps students develop fluency and build confidence in writing. This model involves a mini-lesson where the teacher explicitly teaches strategies and skills related to a genre study. Students write to topics of their choice and have the opportunity to develop pieces through the full writing process of drafting, revising, editing, and then producing a final copy. Teachers are able to confer with individuals and small groups of students to help with revision and editing and provide individual instruction. The Writer's Workshop will foster high-level thinking through regular chances to synthesize, analyze, and critique while building writing independence.



Spelling/Word Work



Beginning in Junior Kindergarten, children are encouraged to make the connection between sounds and letters in words, and by Grade 1 they begin to make a gradual transition from invented to standard spellings through the study of some high-frequency words and common spelling patterns. In Grades 2–5, children are held accountable for correctly spelling more difficult high-frequency words, while learning to apply spelling generalizations and patterns. Children are taught how to consult a dictionary and electronic spell-checkers for spelling assistance, and final drafts of writing are edited for correct spelling.

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LANGUAGE ARTS UNITS OF STUDY		
READING	WRITING	WORD WORK
Launching the Reader's Workshop	Launching the Writer's Workshop	Unit 1 (2 weeks): letter-keyword sound for consonants and vowels, concepts of consonant digraphs, letter-keyword sound for digraphs, concept of consonant blends, concept of digraph blends, spelling of /k/ sounds, closed syllable type
Taking Charge of Reading		Unit 2 (2 weeks): bonus letter spelling rule, glued sounds, blending and reading words with glued sounds, segmenting and spelling words with bonus letters and blue sounds, prosody, fluent passage reading, story retelling
	Improving Narrative Writing	Unit 3 (1 week): concept of closed syllable exceptions, glued sounds, story retelling, fluent passage reading
Unit 4 (2 weeks): review suffixes, comparison suffixes, spelling procedure for words with suffixes, forming plurals, forming present and past tense, categorizing vowels and consonant suffixes, fluent passage reading		
Character Challenges	Lab Reports and Science Books (Information)	Unit 5 (2 weeks) Reading and spelling two-syllable, review syllable concept in multisyllabic words, compound words, syllable division rules for dividing between closed syllables, procedure for spelling words with more than one syllable, spelling of <i>ic</i> at the end of multisyllabic words
Reading Nonfiction About the World		Unit 6 (2 weeks) review vowel-consonant-e syllables, spelling option procedure, two-syllable words with closed and vowel-consonant-e syllables, vowel-consonant-e exception
		Unit 7 (3 weeks) open syllable type, y as a vowel, combining open syllables with closed and vowel-consonant e syllables, additional syllable division rules
Series Reading and Cross-Genre Reading Clubs		Unit 8 (1 week) R-controlled, sounds of <i>ar</i> and <i>or</i> , combining r-controlled syllables and other syllable types
	Writing About Reading (Opinion)	Unit 9 (2 weeks)

Elementary School Program of Studies

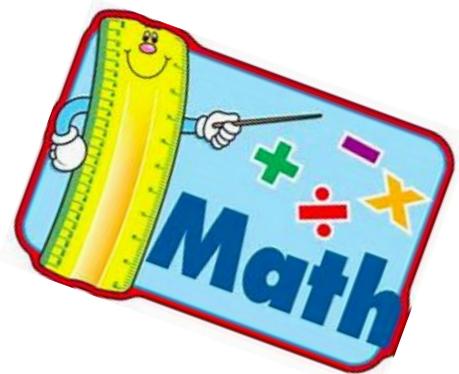
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		<p>sound <i>er, ir, ur</i>, spelling option procedure for /er/ wound, combining r-controlled syllables with <i>er, ir, and ur</i> with other syllable types, dictionary skills</p>
		<p>Unit 10 (2 weeks) double vowel syllable type, sounds of <i>ai</i> and <i>ay</i>, use of spelling option procedure for /a/ sound, combining all types of syllables, homophones</p>
Nonfiction Reading Clubs		<p>Unit 11 (2 weeks) sounds of <i>ee, ea,</i> and <i>ey</i>, use of spelling option for /e/ sound</p>
		<p>Unit 12 (1 week) sounds of <i>oi</i> and <i>oy</i>, spelling generalizations of /oi/ sound</p>
		<p>Unit 13 (2 weeks) the long o sound of <i>oa, oe,</i> and <i>ow</i>, use of spelling option procedure for /o/ sound</p>
Reading and Role Playing	Big Thoughts in Small Packages (Poetry)	<p>Unit 14 (2 weeks) the /ou/ sound of <i>ou</i> and <i>ow</i>, flexibility in sound choices for reading, spelling generalizations of /ou/ sound</p>
		<p>Unit 15 (2 weeks) the /u/ sound of <i>oo, ou, ue,</i> and <i>ew</i>, the /u/ sound of <i>ue</i>, use of the spelling option procedure for /u/ and /u/ sounds</p>
Readers Can Read About Science Topics to Become Experts		<p>Unit 16 (1 weeks) sounds of <i>au</i> and <i>aw</i>, spelling generalizations for the /o/ sound</p>
		<p>Unit 17 (2 weeks) consonant-le syllable type, spelling consonant-le words, review of all 6 syllable types</p>

MATHEMATICS AND NUMERACY

The impact of technology on society and a scan of the future trends clearly indicates that instruction must go beyond the content taught and actively engage learners in demonstrating how they can select, interpret, use, and share selected information. The mathematics program at Oakhill incorporates into the curriculum both conceptual and procedural understandings of math as well as arithmetical computation, ensuring that students have a deep understanding of math concepts and are strong problem solvers who can compute well and communicate their



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thinking. The seven strands of mathematical concepts are introduced, developed, and enhanced at every grade level with a spiraling curriculum that builds on the skills learned in prior years. These strands include: *Computation*, *Problem Solving*, *Numbers and Operations*, *Statistics and Probability*, *Measurement*, *Algebraic Concepts*, and *Geometry*.

In addition to the content standards, the Common Core integrates 8 Standards for Mathematical Practice. These describe a variety of proficiencies that teachers should focus on developing in their students. These practices draw from both The National Council for Teachers of Mathematics (NCTM) and the National Research Council's report *Adding it Up*.

Standards for Student Mathematical Practice

- 1 Make sense of problems and persevere in solving them.**
Illustration: A person stacking blocks.
Keep on going!
- 2 Reason abstractly and quantitatively.**
Write a story for the mathematical equation.
 $\frac{1}{2} \times 4$
DeJuan exercises $\frac{1}{2}$ hour a day for 4 days. How many total hours does he exercise?
Think what makes sense.
- 3 Construct viable arguments and critique the reasoning of others.**
Illustration: Two people talking.
I agree.
Talk and explain.
- 4 Model with mathematics.**
Illustration: A number line from 0 to 2 with jumps of $\frac{1}{2}$.
 $\frac{1}{2} \times 4 = 2$ or $4 \times \frac{1}{2} = 2$
Show your thinking.
- 5 Use appropriate tools strategically.**
Illustration: A person using a calculator.
 $3 \times 2 = 6$
Use the right tools.
- 6 Attend to precision.**
Illustration: Conversion of 120 minutes to 2 hours.
symbol: equals [the same as]
units of measure
Check your work.
- 7 Look for and make use of structure.**
Illustration: Grid showing $8 + 4 = 12$.
See the pattern or connection.
- 8 Look for and express regularity in repeated reasoning.**
Illustration: Magnifying glass over shapes.
See the pattern or connection.

RESA 3350 Van Born Road • Waco, TX 76798-2927
736.324.1300 • 736.324.1620 (fax) • www.resa.net
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COMMON CORE
MATH
Grade 2

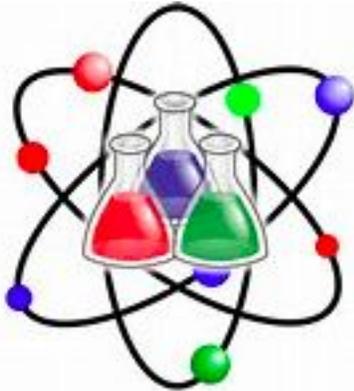
Second grade mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

The specific mathematical topics for second grade are as follows:

- Topic 1: Sums and Differences to 100
- Topic 2: Addition and Subtraction of Length Units
- Topic 3: Place Value, Counting, and Comparison of Numbers to 1,000
- Topic 4: Addition and Subtraction Within 200 with Word Problems to 100
- Topic 5: Addition and Subtraction Within 1,000 with Word Problems to 100
- Topic 6: Foundations of Multiplication and Division
- Topic 7: Problem Solving with Length, Money, and Data
- Topic 8: Time, Shapes, and Fractions as Equal Parts of Shapes



SCIENCE



Science

The science program at Oakhill uses the inquiry method based on the FOSS Science System and correlated to appropriate standards and benchmarks. FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the

established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world.

FOSS GRADES 2 MODULES		
LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE
<p>INSECTS</p>	<p>Balance and Motion</p> <p>BALANCE AND MOTION</p>	<p>PEBBLES, SILT, AND SAND</p>



SOCIAL STUDIES

The elementary social studies curriculum is designed to promote curiosity about the world in which we live. Through readings, activities, and discussions, students begin to understand about where they live, how the first civilizations began, the development of society, and the interrelatedness of the environment and human activities. At each grade level the eight key areas of social studies (standards) are addressed through an overarching theme. These standards require students not only to acquire core knowledge in history and social science, but also to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. In kindergarten through grade three, students are introduced to the basic concepts of each discipline: **history**, **geography**, **civics**, and **economics**.



Beginning at grade four, the disciplines are woven together within the standards at each grade. The critical thinking skills that support the study of history–social science are outlined in the sections for grades five, eight, and ten. To approach subject matter as historians, geographers, economists, and political scientists, students are expected to employ these skills as they master the content.



Grade Two—People Who Make a Difference

Families Today and in the Past

Geography and Mapping Skills: People, Places, and Environments

Government Institutions and Practices

Economics: People Who Supply Our Goods and Services

Biographies: People Who Made A Difference

