

Katonah-Lewisboro School District

Curriculum Guide

Second Grade

2018-2019



SECOND GRADE CURRICULUM OVERVIEW

The district curriculum is based on the current New York State Learning Standards.

English Language Arts and Literacy: K-5

The Katonah Lewisboro School District is committed to using a balanced literacy approach which includes explicit instruction and opportunities for students to develop skills and strategies in the areas of reading, writing, listening, and speaking.

Students engage in a comprehensive literacy program which includes the following components of effective instruction.

Reading Instruction	Writing Instruction
Reading Workshop <ul style="list-style-type: none">- Mini-lesson (explicit instruction includes modeling and demonstration)- Independent reading- Small group instruction (guided reading and strategy lessons)- Share Read Aloud Shared Reading Word Study – phonics, spelling, and vocabulary	Writing Workshop <ul style="list-style-type: none">- Mini-lesson (explicit instruction includes modeling and demonstration)- Independent writing- Conferring- Small group instruction- Share Shared and Interactive Writing Mechanics, spelling, grammar, and punctuation

Our **reading curriculum** includes a balance of literature and nonfiction (informational text). Students read daily to improve their fluency, comprehension, and stamina. The level of text complexity increases throughout the K-5 years, and assessments are used to match students with appropriate texts. Additionally, students are taught how to self-select texts for identified purposes and enjoyment. Explicit instruction focuses on foundational skills, fluency, and comprehension.

The **writing curriculum** includes three main types of writing: narrative, informational, and opinion. Students write daily to improve their stamina, volume, and craft. Writing occurs across the curriculum and for a variety of purposes. Students engage in both the writing process and on-demand experiences.

Speaking and listening are also important components of the literacy program. Students are taught how to effectively communicate with each other, engage in opportunities to think critically, and talk with each other about content, strategies, and original ideas.

Second Grade:

Students in second grade will gain more skills in reading, writing, speaking and listening. They continue to learn and practice rules for matching sounds to letters that make up words, and they learn how to tackle new words, using word parts and context, to figure out their meaning. Students learn strategies to build their reading skills including fluency and comprehension. In writing, students study author's craft and techniques in various genres and apply their learning to their own writing.

A multi-sensory program called *Fundations* is used in the primary grades to provide systematic and explicit instruction to deepen student word knowledge as they learn more about word structures (vowels, consonants, blends, digraphs, digraph blends), the six syllable types, unexpected vowel sounds, base words, suffixes and multi-syllabic words providing the students with tools to become successful spellers. Students will continue to build a high frequency word bank (including Trick Words), further develop their vocabulary, practice reading with fluency, expression and understanding, and practice rules for capitalization. Daily activities provide opportunities for practice in order for skill application to transfer into reading and writing. Throughout the year, assessments monitor student progress and are used to determine appropriate instruction for students.

A sample of what your child will be working on in second grade includes:

- Paying close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, why and how questions
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently
- Engaging in a writing unit of study, *Lessons from the Masters: Improving Narrative Writing*: Students learn how to create engaging narratives by stretching out small moments and writing in detail.
- Engaging in a writing unit of study, *Writing About Reading*: Students read closely and gather evidence from texts to craft persuasive arguments.
- Engaging in a writing unit of study, *The How-to- Guide for Nonfiction Writing*: Students demonstrate their expertise by writing lots of nonfiction books teaching readers about different topics.
- Taking part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic
- Retelling key information or ideas from media or books read aloud or independently
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; joy/enjoy/enjoyable)
- Learn to appreciate literature more fully

MATHEMATICS

The Katonah Lewisboro School District has adopted the hands-on and minds-on K-6 Math Curriculum enVisionmath2.0 as the instructional resource to use within our math workshop model. Students explore grade level concepts with engaging materials, manipulatives, videos, online access and interdisciplinary activities that support student learning. The program is organized to promote focus and coherence each day. Assessments provide meaningful feedback to support student learning. The comprehensive program focuses on Common Core Clusters, develops understanding, and most importantly, connects mathematical content and processes. Learning is also supported through small group and collaborative activities.

In second grade, students will fluently add and subtract within 20. They will also use place value understanding and properties of operations to add and subtract. Students will represent and solve problems involving addition and subtraction. They will measure, compare and estimate lengths in standard units. Students will represent and interpret data. Students will reason with shapes and their attributes. The Common Core Domains covered in second grade are Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

The Common Core Learning Standards focus on the Mathematical Practices listed below:

- **Make sense of problems and persevere in solving them**
- **Reason abstractly and quantitatively**
- **Construct viable arguments and critique the reasoning of others**
- **Model with mathematics**
- **Use appropriate tools strategically**
- **Attend to precision**
- **Look for and make use of structure**
- **Look for and express regularity in repeated reasoning**

SCIENCE

The Science and Technology Concepts Program (STC) was adopted in the summer of 2012. STC was developed by scientists and experienced educators working with the National Science Resources Center (NSRC). The NSRC was established by the National Academies and the Smithsonian Institution. The STC program is aligned with National and State Standards for Science instruction.

The STC program is inquiry based. Questions are asked of students, and some questions are crafted by students as they explore and learn. Students independently and cooperatively work to conduct investigations, make predictions, record data, reflect on and share findings, and apply the skills and knowledge they gain to new situations.

The STC program has age appropriate concepts and skills embedded in each unit. Meaningful connections are made with other disciplines, and from unit to unit and grade to grade. Units include identified resources for informational texts that are aligned with the ELA Common Core

Curriculum. These informational texts, in which reading selections are relevant to the topic itself, will further help students make connections to concepts. A clear scope and sequence ensures that as students proceed through the program, they will be well grounded in the different areas of study: life science, earth science, and physical science.

Topics include:

1. Changes in Matter

Students investigate and describe the properties of solids, liquids, and gases and changes in the states/phases of matter. Concepts explored include freezing, melting, evaporation, and condensation of water as well as chemical reactions between solids and liquids. Students conduct experiments to create phase changes such as rusting, dissolving, and crystallization strengthening students' investigative and critical thinking skills.

2. Balancing & Weighing

Through hands-on investigations, students discover that balance is affected by three variables: mass of an object, length of a lever arm, and position of the fulcrum. Students develop an understanding of how density, mass, and volume are related. Students use objects and tools to make comparisons and represent their results using tables, graphs, and charts.

3. Life Cycle of Butterflies

This unit further explores the concept of a life cycle by inviting students to investigate one organism for eight weeks: the painted lady butterfly. Students observe, record, and describe in words and drawings the metamorphosis from caterpillar to chrysalis to butterfly. Students study the structure and function of a butterfly and discover how each part helps it survive. Finally, students compare the life cycle of the butterfly to that of other organisms and cycles in nature.

4. Phases of the Moon, Natural Cycles, and Patterns

Students observe and describe the motions of the sun, moon, and stars. The movement of these objects through space can be traced and measured over various time segments. Students will learn to identify sequences of changes and look for patterns including how the appearance of the moon changes as it moves in a path around the sun and how the Earth rotates around the sun. Seasonal changes in our environment are also studied during this unit.

SOCIAL STUDIES

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the district's program, Social Studies provides coordinated, systematic study that draws upon all of the other disciplines as well as anchored in the New York State Common Core Standards for Literacy and Writing and the New York State Learning Standards for Social Studies. The primary purpose of the Social Studies program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The five learning standards, adopted by New York State provide the overall foundation for the Social Studies Curriculum. Each unit of study is derived from and/or aligned to these standards.

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

In the grade two social studies program, supported by *Some People I Know*, Houghton Mifflin, students explore U.S. geography through the study of communities in the United States. Studies include content examples from cultures other than the students’ own and from a variety of perspectives including geographic, socio-economic, and ethnic. Students continue to learn how to locate places on maps and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizens in their communities.

HEALTH

The health program, *The Great Body Shop*, is designed to promote decision making and behaviors that foster better health. Though students study similar topics at each grade, the depth of content and complexity of ideas build from grade to grade. All students study growth and development, nutrition, safety, illness prevention, substance abuse prevention, personal safety, family life, and community health.

Second Grade Topics include:

- Let's Stay Safe
- How You Think
- The Wide World of Food
- Your Heart, Small But Strong
- When I Feel Afraid
- Babies ... and How You Grew
- Drugs Are Dangerous
- Germs! They Make You Sick
- Me and My Skin
- Muscles in Motion

TECHNOLOGY

Rather than being a separate program, technology is seen as a tool to enhance student learning and is, therefore, integrated throughout the curriculum. Students have access to technology tools in the classroom, library media center, and computer lab.

Students:

- Understand and practice responsible use of technology systems and information
- Use technology tools to enhance productivity and creativity
- Use a variety of media formats to communicate information and ideas effectively
- Use technology resources for solving problems and making informed decisions

In addition to previously learned skills, in second grade students:

- Identify the function of physical components of a computer system: monitor, keyboard, mouse, CPU/computer
- Identify the function(s) of "file/save," "file/save as," and "file/open" to save and open files on the network
- Use appropriate word processing program to enter, save, print, and retrieve text
- Create text boxes in a multimedia program to enter text

LIBRARY MEDIA

The Katonah-Lewisboro Library Media Program is designed to foster a love of reading and teach the skills that enable students to become effective and efficient users and producers of information. Student exploration of technology for learning and information is a key component of the library curriculum. The library media program integrates skills into all content areas at each grade level. These skills are taught in collaboration with the classroom teacher in the context of the curriculum. The three main areas of emphasis in the library media program are:

The Information Problem-Solving Process

- Formulate appropriate questions
- Locate applicable sources
- Analyze and evaluate information retrieved
- Synthesize learning
- Evaluate the problem-solving process
- Clearly present their findings.

Literature Appreciation

Students acquire an appreciation of a wide range of literature in a variety of formats.

Technology

Students develop the ability to use the tools necessary to access and communicate information.

Second grade students:

- Distinguish between fiction and non-fiction call numbers
- Compare and contrast the works of an author through author studies
- Select literature to read independently
- Formulate simple research questions
- Use appropriate technology to locate and collect information from a variety of sources
- Use age appropriate multi-media
- Participate in creating class presentations
- Demonstrate age appropriate digital citizenship

ART

The elementary art curriculum allows students to focus on a variety of drawing and painting skills and two-dimensional design in the atmosphere of a traditional *atelier* while adhering to the canon of fine arts as well as the New York State Learning Standards for Visual Arts.

Through the paradigm of art history and criticism we will focus on the elements and principles of art and design with an emphasis on composition and creative problem solving.

Across all grade levels, there is an emphasis on STREAM (Science, Technology, Research, Engineering, Art/Design, and Mathematics). From architectural design to perspective study, to

color and value theory and three-dimensional design, STREAM is interwoven and is coming more to the forefront of visual art education.

Students will create projects that apply these skills to a linear (one and two-point) perspective, full color drawing; a still life painting, landscape painting and portraiture.

Students are required to complete projects and sketchbook assignments. Successful students are willing to be creative, take risks, show evidence of effort and master visual language and cognitive skills.

MUSIC

Second grade students continue to develop their musical skills through creative dance, song and composition. Solfege will be expanded upon and children will start to sight read simple melodic passages. Singing rounds and developing vocal independence will be emphasized. Music notation and music vocabulary will be expanded upon. Various musical forms will be introduced through musical examples, with a focus on binary form. Students will be exposed to multi-cultural songs and dances. Students will participate in a Patriotic Concert at the end of the year.

PHYSICAL EDUCATION

The physical education department places a strong emphasis on physical fitness at all levels. Students are introduced to age appropriate fitness concepts and skills which are emphasized in all grade levels.

The K-5 curriculum encourages the development of the following in students:

- Physical fitness (both cardiovascular and muscular-skeletal)
- Communication skills
- Cooperation
- Risk-taking
- Safety
- Self-initiative
- Leadership
- Trust
- Self-respect, as well as respect for others