2nd Grade Curriculum Guide

Riverside Public Schools District 96

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Language Arts

District 96 is committed to an integrated, holistic, and challenging language arts program, which includes high expectations in reading, writing, listening, speaking, spelling, and grammar. Success is provided at each child's developmental level through differentiated instruction. We believe in creating a low-risk environment that nurtures the joy and appreciation of language and life long learning.

A balanced literacy program is implemented to give students the tools to become independent learners. Open Court Reading and the school's leveled library serve as resources for the balanced literacy program. Balanced literacy provides and cultivates the skills of reading, writing, learning about words, thinking, listening, and speaking through the use of the following components:

Modeled/Shared Writing: *Teacher and students collaborate to write text; teacher acts as scribe*
- Develops concepts of print
- Develops writing strategies
- Supports reading development
- Provides model for a variety of writing styles
- Models connections among and between sounds, letters, and words
- Produces text that students can read independently
- Necessitates communicating in a clear and specific manner

Interactive Writing: *Teacher and students compose together using a "shared pen" technique in which students do some of the writing*
- Provides opportunities to plan and construct texts
- Increases spelling knowledge
- Produces written language resources in the classroom
- Creates opportunities to apply what has been learned

Independent Writing: *Students write independently*
- Strengthens text sequence
- Develops understanding of multiple uses of writing
- Supports reading development
- Develops writing strategies
- Provides opportunities to write authentically for audience and purpose

Reading Aloud: *Teacher reads selection aloud to students*
- Provides adult model of fluent reading
- Develops sense of story/text
- Develops vocabulary
- Encourages prediction
- Builds a community of readers
- Develops active listening
- Models strategies through think-alouds

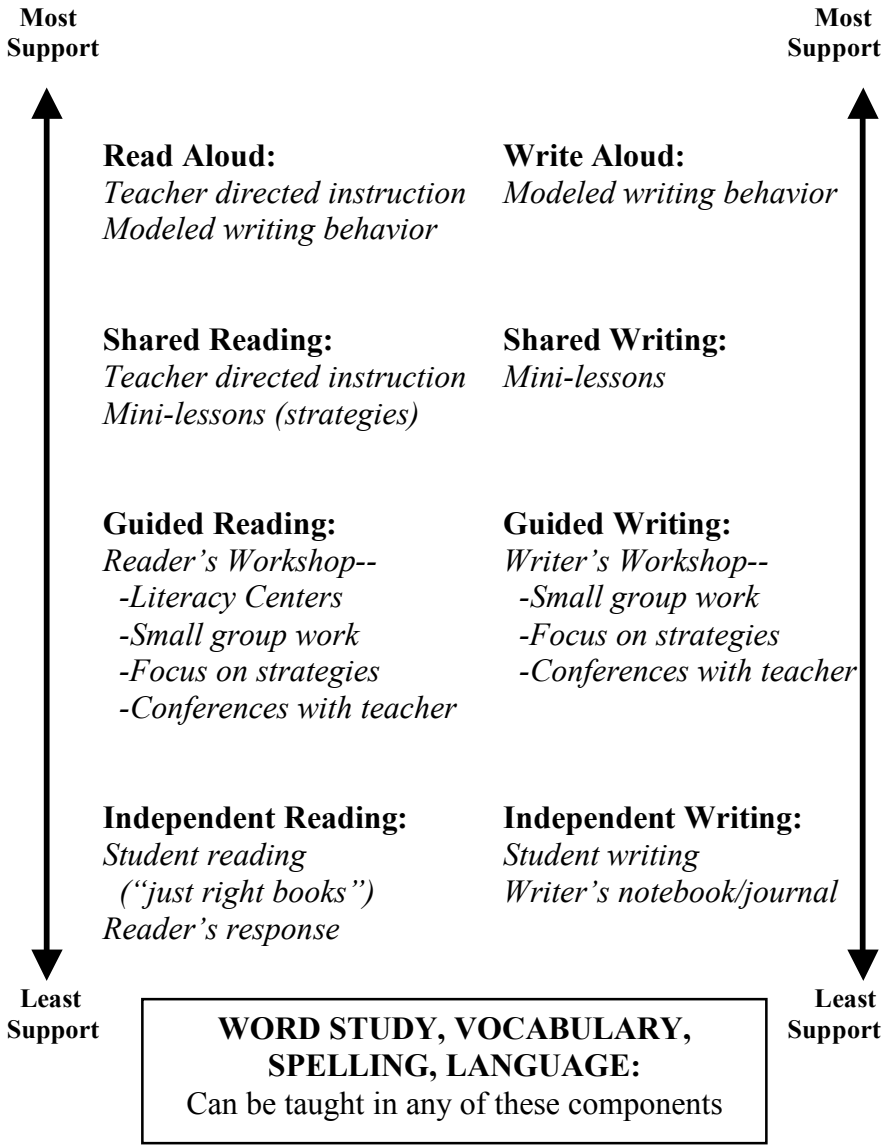
Shared Reading: *Teacher and students read text together*
- Demonstrates awareness of text
- Develops sense of story or content
- Promotes reading strategies
- Develops fluency and phrasing
- Increases comprehension
- Encourages politeness and respect
- Promotes vocabulary development

Guided Reading: *Teacher introduces a selection at student's instructional level within flexible, small groups*
- Promotes reading strategies
- Increases comprehension
- Encourages independent reading
- Expands belief in own ability
- Promotes vocabulary development

Independent Reading: *Students read independently*
- Encourages strategic reading that is purposeful and active
- Increases comprehension
- Supports writing development
- Extends experiences with a variety of written texts
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new text
- Provides opportunities to independently monitor and clarify their own understanding

A Balanced Literacy Framework

Because we believe children learn through a variety of experiences, our goal in Riverside District 96 is to incorporate whole group, small group, and independent learning experiences into every day situations.



2nd Grade Literacy Goals

Reading

- Has a large core of high-frequency words that are recognized automatically
- Constructs meaning from text
- Uses multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
- Has flexible ways of solving words, including analysis of letter-sound relationships, meaning, and language structure.
- Understands, interprets, and uses information in informational text
- Knows how to monitor reading based on genre
- Reads with phrasing and fluency at appropriate levels
- Applies strategies for reading comprehension
- Reads books organized into chapters
- Reads a variety of genres
- Independently chooses to read just right books

Writing

- Makes accurate attempts to spell words conventionally
- Works on writing over time to produce longer, more complex texts
- Produces pieces of writing that have dialogue, beginnings, and endings
- Writes about one idea and supports with details
- Uses appropriate capitalization and punctuation
- Demonstrates use of correct writing conventions
- Writes for specific audiences
- Writes for meaningful purposes while being thoughtful of organization, word choice, and voice
- Revises a piece of writing
- Has exposure to writing various genres

Speaking and Listening

- Makes meaningful contributions during classroom activities
- Speaks clearly and with expression
- Responds to questions with clarity and insight
- Is a confident speaker in classroom discussions
- Uses oral language to critique, interpret, and apply information
- Practices good listening habits
- Follows directions

Math

Students are provided a curriculum that is rich in opportunities and materials for exploration, inquiry, and thinking, and is centered on learner needs. *Everyday Mathematics* is a research-based curriculum developed by the University of Chicago School Mathematics Project. The balanced math curriculum contains concepts that come from five major areas: Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. The following information shows the instructional goals for each unit. However, these goals are adapted through differentiated instruction, based on each child's individualized learning needs.

Unit 1: Numbers and Routines

Students will:

- Write and order numbers
- Count coin combinations
- Tell time to the nearest half-hour
- Know basic addition facts
- Count bill combinations
- Find missing addends
- Complete and describe a number pattern
- Solve number-grid puzzles using number-grid patterns
- Use number models to write equivalent names for numbers
- Calculate the value of coin combinations
- Compare numbers
- Identify odd and even numbers

Unit 2: Addition and Subtraction Facts

Students will:

- Write number stories using simple facts
- Recall math facts more quickly than a calculator
- Count back by 5's
- Solve +0 and +1 addition facts
- Know doubles facts
- Write fact families for dominoes
- Write a number story to describe a number sentence
- Use counting patterns on the number grid

(Unit 2 continued)

- Write number sentences and generate equivalent names for a given number
- Extend a numeric pattern using addition and subtraction
- Solve "What's My Rule?" problems using addition and subtraction with a known rule
- Write a fact family from a Fact Triangle
- Write a number story for a number model

Unit 3: Place Value, Money, and Time

Students will:

- Write numbers shown with base-10 blocks
- Show coin combinations
- Record tally marks for a given number
- Show time to the nearest half-hour
- Show equivalent names for 20
- Create number patterns and rules in Frames-and-Arrows problems
- Make the largest number from two digits
- Calculate the value of coin combinations

Unit 4: Addition and Subtraction

Students will:

- Solve number stories
- Solve parts-and-total situations
- Write equivalent names for $1.00
- Read, show temperature, and solve temperature-change problems
- Estimate the total cost of two items
- Tell time to the nearest quarter-hour
- Record subtraction facts
- Make ballpark estimates
- Solve problems involving addition of multidigit multiples of ten

Unit 5: 3-D and 2-D Shapes
Students will:
- Read the time and match it to its digital notation
- Use a straightedge to draw a line segment
- Identify parallel lines
- Name 2-dimensional shapes
- Use ballpark estimates for addition problems
- Find the difference between 2-digit numbers
- Complete patterns in a number grid
- Complete 2-dimensional symmetric shapes

Unit 6: Whole-Number Operations and Number Stories
Students will:
- Add three numbers
- Read graphs
- Solve number stories
- Use probability language
- Create $1.00 using different coin combinations
- Combine equal groups to find the total
- Draw rectangular arrays
- Draw and measure a 3-inch line segment
- Use counters and drawings to solve equal-sharing problems

Unit 7: Patterns and Rules
Students will:
- Count by 2's
- Find the difference between 2-digit numbers and any higher multiple of 10
- Solve addition problems with multiple addends
- Use a rule to follow a pattern
- Draw a 5-by-3 array
- Compare standard and metric units of length
- Tell time to the quarter-hour
- Find the median

Unit 8: Fractions
Students will:
- Model fractions as equal parts of a region and name the fraction
- Record addition and subtraction facts
- Calculate coin combinations
- Identify the value of digits in numbers
- Record equivalent fraction pairs
- Record equivalent units of time
- Find fractions of a collection

Unit 9: Measurement
Students will:
- Find the modes for data sets
- Use a ruler to measure the lengths of objects
- Measure to the nearest inch
- Measure the sides of a rectangle to the nearest inch
- Find a fraction of a collection
- Record addition and subtraction facts
- Share counters equally
- Continue numeric patterns
- Write number sentences and generate equivalent names for numbers

Unit 10: Decimals and Place Value
Students will:
- Calculate coin and bill combinations
- Estimate the combined values of two items
- Model fractions as equal parts of a collection
- Identify a rule for a function
- Read the temperature
- Record addition and subtraction facts
- Estimate the amount of change from a transaction
- Convert between units of time
- Identify the value of digits
- Identify fractions of a collection

For more information, please visit http://everydaymath.uchicago.edu/

Social Studies

We seek to promote informed, responsible, and participatory citizens. In order to achieve civic competence, students will be provided a solid foundation in the areas of history, geography, economics, political science, and culture. The Scott Foresman Social Studies series guides daily instruction in the following content areas:

1. Where We Live
- Neighborhoods
- Communities
- State
- Country

2. Our Beautiful Earth
- Geography
- Where People Live
- Movement of Goods
- Natural Resources

3. Working Together
- Goods and Services
- Communities, Factories, Banks, International Trade in Relation to Goods and Services

4. Why We Need Government
- Local Government
- State Government
- Federal Government
- Voting for Leaders
- Land of Freedom

5. Our Country's History
- First Americans
- Colonies
- A Growing Country
- Remembering Americans

6. Studying the Past
- Family History
- Celebrations
- American Landmarks
- People and Places in History

For more information, please visit www.sfsocialstudies.com

Science

We are committed to an integrated, hands-on, balanced approach to science education, which includes life, earth, physical, and environmental sciences. The Scott Foresman Science series guides daily science instruction in the following content areas:

Force, Magnets, and Electricity

Upon completion of this unit of study, students should be able to:

- Identify ways to make objects move
- Describe how gravity effects objects
- Identify when magnets attract and repel each other
- Identify some objects a magnet will attract
- Explain how electricity moves
- Name some ways to use electricity safely

Weather and Seasons

Upon completion of this unit of study, students should be able to:

- Identify weather measuring instruments
- Use measuring tools
- Understand how sunlight affects soil, water, and air temperatures
- Identify weather conditions and learn their effects on plants and animals
- Learn the water cycle
- Describe some weather conditions and how to stay safe

The Solar System

Upon completion of this unit of study, students should be able to:

- Understand that the rotation of the earth causes day and night
- Identify sun and planets
- Identify space exploration

Animals

Upon completion of this unit of study, students should be able to:

- Demonstrate understanding that animals grow and change
- Identify various habitats that animals live in
- Demonstrate understanding of food sources
- Explain methods of protection

Fossils

Upon completion of this unit of study, students should be able to:

- Explain what fossils are and how they are formed
- Explain that fossils provide evidence about dinosaurs
- Identify some dinosaurs and their characteristics
- Identify events that may have caused the extinction of dinosaurs

Human Body – Digestion

Upon completion of this unit of study, students should be able to:

- Explain how digestion works
- Identify what organs are used

For more information, please visit http://www.sfscience.com/

Physical Education

The goal of the physical education program is to improve physical fitness and skill levels, develop cooperative social skills, enhance positive learning experiences, and encourage a desire for life-long fitness. Students attend physical education class 2 days per week, and also participate in teacher-directed P.E. 3 days per week. Through a variety of movement experiences, including games and sport-related activities, students will:

- Demonstrate the fundamental locomotor skills of jogging, running, skipping, galloping, hopping, jumping, sliding, and leaping
- Demonstrate the non-locomotor skills of bending, stretching, pushing, pulling, swinging, swaying, twisting, turning, and balancing
- Demonstrate the manipulative skills of tossing, catching, throwing, rolling, kicking, trapping, dribbling, and striking
- Demonstrate simple combinations of basic locomotor skills, non-locomotor skills, and manipulative skills
- Identify and demonstrate spatial awareness in relationship to objects and people
- Choose between safe and unsafe practices/behaviors
- Demonstrate ability to follow directions, rules, and procedures during physical activity
- Demonstrate the components of good sportsmanship
- Demonstrate ways to resolve conflict during physical activities
- Identify changes that take place in the body after moderate/vigorous physical activity including faster heartbeat, increased pulse rate, and rapid breathing
- Identify and demonstrate appropriate warm-up and cool-down activities
- Perform sustained moderate/vigorous activity for longer periods of time that improves cardiovascular endurance, muscular strength, and flexibility
- Identify a health-related goal
- Discuss behavioral choices that impact wellness

Art

The purpose of the art program is to improve creativity, enhance a positive learning experience, and to encourage a desire to embrace the area of art. Students attend art class once each week for 50 minutes. Through weekly art instruction, students will:

- Identify the color wheel
- Identify primary colors and use to mix secondary colors
- Recognize shape is 2 dimensional and form is 3 dimensional
- Compare and contrast a variety of textures
- Incorporate textures in 2-D and 3-D art works
- Identify symmetrical and asymetrical balance in a picture
- Realize a picture is divided into areas – foreground, middle ground, and background
- Be aware of size progression from foreground to background
- Identify the horizon line/baseline
- Identify and use positive/negative space
- Use a variety of drawing and painting tools – markers, crayons, chalk, oil pastels, pencils, brushes, and sponges
- Realize there is a difference between tempera and water color paint and how it is applied
- Use scissors and glue to create composition
- Use basic hand building techniques to create ceramic/clay sculpture
- Use surface decoration to create textures on clay
- Create art from 3 sources: memory, observation, and imagination
- Express ideas, thoughts, and feelings in art work

Music

The intention of the elementary music program in District 96 is to engage each student on a journey of appreciation, understanding and exploration of the world of music. Students attend music class twice a week for 30 minutes each. Through singing, performing on instruments, improvising, moving, composing, reading, notating, listening, analyzing, describing, and evaluating, students in District 96 will grow in the knowledge, passion and joy of music.

The curriculum unfolds through six basic musical concepts; rhythm, melody, harmony, tone color, form and expressive qualities. Innate to the curriculum is a spiral effect where earlier concepts are reinforced and expanded upon.

Second Grade Music Curriculum

- Rhythm – half notes and rests, whole notes and rests, tied notes.
- Melody – melodic patterns, solfege do, re, mi, fa, sol, la, high do (pentatonic scale)
- Harmony – two or more pitches sounding simultaneously, student melodic and rhythmic ostinatos
- Tone Color – various tone qualities produced by individuals and groups, string instruments
- Form – long and short phrases, ABA form, repeat sign
- Expressive Qualities: **style –** seasonal songs and celebrations for Veteran's Day and programs/concerts, songs of different cultures
  dynamics – pianissimo, fortissimo, crescendo, decrescendo
  tempo – sudden changes
- History/Appreciation - Wolfgang Amadeus Mozart

Social/Emotional

The purpose of the social work classroom program is to engage students in activities that promote self-awareness, interpersonal skills, and responsible behavior. Thirty-minute lessons are administered monthly by the school social worker within the classroom setting. The following areas are addressed through story telling, artwork, role-play, and/or class discussion:

- Recognize individual and group similarities and differences
- Use communication and social skills to interact effectively with others
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
- Apply decision-making skills to deal responsibly with daily social situations
- Identify bullying behavior and how it affects people
- Identify and manage one's emotions and behavior
- Identify peer strengths

Notes