

# SECOND GRADE CURRICULUM 2020-2021



INSPIRE ↕ LEARN ↕ ACHIEVE  
**TOGETHER**

## **IN THIS CLASSROOM**

**We believe that learning  
is a lifetime adventure.**

**We believe in facing each day  
with minds open to knowledge  
and hearts open to love.**

**We believe in the freedom  
to wonder, to ask, to explore,  
to imagine, to create.**

**We believe that success means doing  
our best, being our best  
and feeling proud of our effort.**

**We believe that every one  
of us has special talents,  
and that the talents of each of us  
help all of us.**

**We believe in ourselves,  
in each other,**

**IN THIS CLASSROOM**

**by Jan Halyer**

# SECOND GRADE CURRICULUM GUIDE

## READING

The *Wonders* reading curriculum is designed specifically for the State Standards for Reading/Grammar. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient instruction. The program provides support for: building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources. Using a rich range of diverse print and digital media, *Wonders* provides the instructional support and materials that were created to teach the rigor, intent, and depth of the new State Standards.

## Keyboarding

*Keyboarding Without Tears* will be implemented as the Keyboarding curriculum. Keyboarding instruction will be introduced in Media and additional practice will be provided in the classroom.

## Handwriting

The students will be practicing *Zaner-Bloser* manuscript. This will be done in their daily work.

## Writing

The students will learn and apply elements from a variety of genres including Narrative Writing, Expository Nonfiction, Opinion Writing, Poetry, Letter Writing, and Functional Nonfiction. This will be implemented through the *Being a Writer* Curriculum.

## Spelling

Spelling will be integrated with our *Wonders* Reading Curriculum. It is a phonics based spelling program. The students will focus on 1-2 phonics skills a week. *Wonders* Spelling allows students to practice specific phonetic skills and patterns each week.

## MATH

The *Bridges* math curriculum is based upon state and locally approved standards for student learning. Students will be learning the following:

- solve two-step addition and subtraction story problems to 100
- add and subtract to 20; know addition facts to 20 by memory
- read and write 3-digit numbers using numerals, words, and expanded notation ( $726 = 700 + 20 + 6$ )
- understand that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones
- use symbols  $>$ ,  $=$ ,  $<$  to compare two 3-digit numbers
- add and subtract 2-digit numbers accurately and efficiently, and explain strategies for doing so

- add and subtract 3-digit numbers using models, sketches, and/or numbers, and explain strategies for doing so
- estimate and measure length in centimeters and meters, inches and feet.
- divide circles and rectangles into two, three, and four equal parts and describe the parts
- recognize, draw, and analyze 2- and 3-D shapes
- solve money problems involving dollars, quarters, dimes, nickels, and pennies

## **SCIENCE**

Our curriculum will be taken from the *Houghton Mifflin Harcourt Science Fusion* series, along with additional teacher supplemented learning experiences. We will be covering Life Science, Physical Science, and Earth Science.

## **SOCIAL STUDIES**

The emphasis in our social studies curriculum includes the study of community, mapping skills, cultural awareness, government, and observances of various holidays. Our lessons are derived from the *McGraw-Hill* series. Topics may include: upcoming elections, Holidays Around the World, Martin Luther King Jr., and President’s Day.

## **GUIDANCE**

Guidance classes as well as small group lessons and individual guidance assistance are an integral part of the school curriculum. Guidance lessons are designed to promote student growth in three areas: social/emotional domain, academic/educational domain, and career/occupational domain. The school counselor works with staff and parents in various ways to support a positive school experience for all students.

## **PHYSICAL EDUCATION**

The primary purpose of the physical education program is to provide students with the opportunities to gain the knowledge, understanding, and skills to practice healthy physical activities throughout their lives. All students are taught to work together and treat others with respect and good sportsmanship.

## **MUSIC**

General/Vocal Music

Kindergarten – Grade 3

Content Standards

Music lessons teach the following sequentially from Kindergarten through third grade, throughout the year and the sequence of grades.

- Singing, alone and with others, a varied repertoire of music.  
High, medium, low ranges  
Sing a pentatonic song with pitch accuracy  
Sing from a varied repertoire of songs

- Sing songs from different cultures and different eras
  - Reading and Notation of Melody and rhythm
- Steady beat, no beat, fast, slow  
 Short and long sounds, silence and sound  
 Quarter notes, half notes, eighth notes, whole notes and corresponding rests, 2/4, 3/4, & 4/4 meters  
 Space notes, line notes, melodic contour, upward, downward, pitch names  
 Bar line, measure, double bar line, repeat sign, ties, phrases,  
 Accent, staccato, marcato, legato, syncopation  
 Loud, soft, pp through ff dynamic markings, cresc., decresc.  
 Pentatonic scale, major scale  
 Learn and use notes as pitches and rhythm on the music staff  
 Recognize when melodies move by step, skip or repeated notes  
 Learn pitch names  
 Sharps, flats, naturals, treble clef, ledger lines,  
 Perform on unpitched instruments, recognize instruments by sight and sound  
 Play a steady beat on instrument  
 Play a rhythm to a known song  
 Use instruments properly  
 Play rhythm notation  
 Recognize instrument families of the orchestra and band  
 Introduce instruments from different cultures  
 Introducing the structural components of form and harmony.  
 Same/ different, using pictures, icons, letters, patterns,  
 Call and response, question and answer, Introduction, Interlude  
     Sectional forms: AB, ABA, Rondo, Theme and Variations  
     Ostinato, round, countermelody, partner songs, harmony in 3rds & 6ths  
 Composing, arranging and improvising melodies, rhythms, variations and accompaniments within specified guidelines as a class.  
 Listening to, analyzing, evaluating and describing music and music performances and styles  
 Listening to many different genres of musical style  
 Listening to or performing music of various cultures
- Understanding music in relation to history and culture.

## **TECHNOLOGY**

Technology is taught sequentially from Kindergarten through fifth grade. New skills are introduced at each grade level. Mastery of age appropriate skills begins in second grade and continues on. Performance indicators have been determined for each grade and checklists have been developed to track the growth of skills for each student.

Second grade students are introduced to many technology skills including but not limited to:

- Log into and out of the network using correct user name
- Identify computer parts using correct terms

- Proper way to exit a program
- Show proper care of equipment
- Navigate through instructional software and launch new programs
- Use cursor; enter key, backspace and arrow keys
- Apply editing techniques (e.g. spell-check, copy, cut paste)
- Use thumb on space bar
- Add simple graphics
- Show proper position of mouse to point and click
- Use multimedia resources
- Access Teacher web sites
- Maneuver within web-based resources

## ART

The elementary art curriculum encompasses the Art Elements and Design Principles in a comprehensive art education model and uses the Nebraska K-12 Fine Arts Standards.

### **Major Art Concepts for Second Grade**

**Line:** line direction (vertical, horizontal, diagonal, zigzag, curved) line description (thick, thin, rough, smooth, solid, broken, active, calm)  
**Shape:** geometric, free-form

**Color:** color wheel, color mixing, secondary, warm, cool

**Value:** light, dark

**Space:** overlapping

**Form:** sculpture

**Texture:** actual, visual

**Pattern:** regular pattern

**Balance:** facial symmetry, proportion, asymmetrical

**Emphasis:** Emphasis

## SPANISH

	UNIT 1	UNIT 2	UNIT 3
SECOND GRADE	Numbers 1-30	School supplies	Family members

- Students will receive a “Spanish Squares” sheet at the beginning of each unit. It consists of 5 tasks or skills the students are to master by the end of the unit. Students are asked to practice the skills every day at home and return the individual Squares signed, when they have

mastered the task/skill. Parent involvement, support, and encouragement in this process not only increases student acquisition of Spanish but also gives students an increased sense of confidence.

- Please access our Spanish website for vocabulary lists, copies of assignments, and copies of the Spanish Squares. The website also has additional practice for students.
- WEBSITE ADDRESS: <http://bennington.ishareinfo.org/kadeshina/index.cfm>

**ASSESSMENT OF LEARNING** - The school system assesses students according to procedures in its local assessment plan which meets the assessment requirements specified by the Nebraska Department of Education's Rule 10: *Regulations and Procedures for the Accreditation of Schools*.

### **DISCIPLINE POLICY**

Our discipline policy focuses on prevention. By creating a positive environment with clear expectations, we hope to eliminate potential conflicts. Each room has a slightly different variation of discipline based upon the Bennington Public Schools core DWP skills. Students are part of the establishment of their own classroom rules and expectations are clearly defined.

**PORTFOLIOS** - Your student will receive a portfolio in lieu of a report card. You will have an opportunity to view your students' portfolio at each of the conference times and then be able to keep it at the end of the year. The portfolio will show the growth of your student from the beginning of the year to the end of the year. District Assessment Reports will be available online and at conferences.

### **Our students are assessed on the following tests:**

**District Assessments:** These are given in the subject areas of reading, language arts, science, and math. They are administered throughout the school year.

**Measure of Academic Progress (MAP):** This standardized achievement test is administered to second graders in the fall, winter, and spring.