

Second Grade Curriculum Guide

Bennington Elementary



Bennington Elementary
11620 N. 156th Street
Bennington, NE 6800

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 2

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.

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>

TECHNOLOGY

Skills mastered at Second Grade

- Identify computer parts using correct terms
- Show proper care of equipment
- Navigate through instructional software and launch new programs
- Use cursor; enter key, backspace and arrow keys
- Use thumb on space bar
- Show proper position of mouse to point and click
- Use multimedia resources
- Use common network courtesies such as using your own password
- Use simple graphics in class stories

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.

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*.

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.