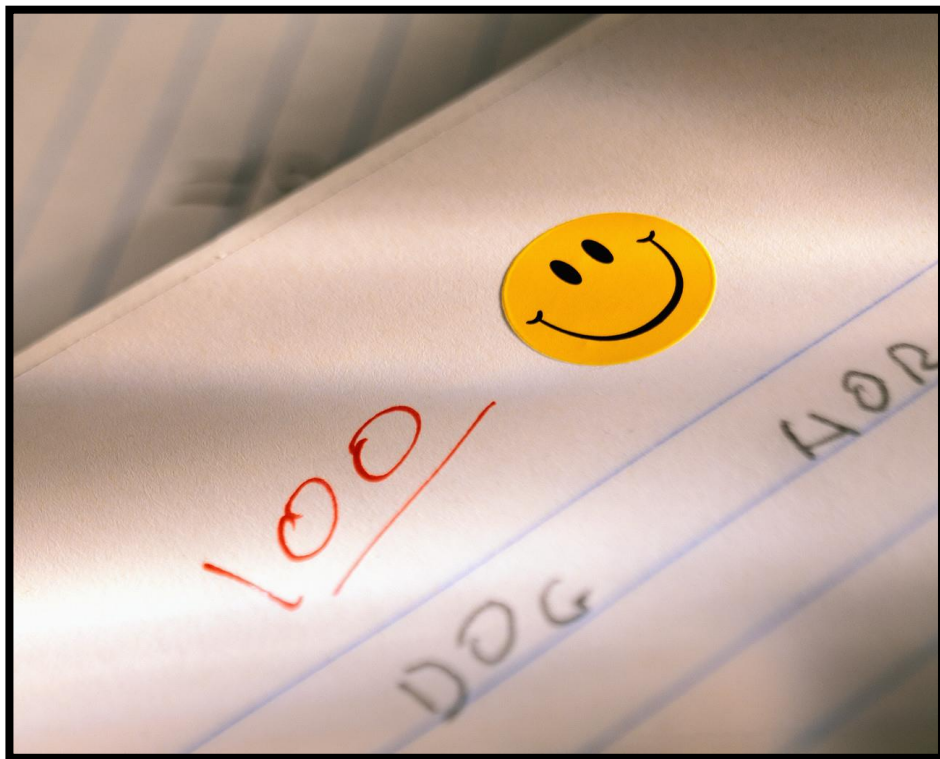


# SECOND GRADE CURRICULUM



*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*

## **Bennington Public Schools Language Arts Mission Statement**

Bennington Public Schools is committed to helping all students become successful readers, writers, listeners, and speakers.

Students will be provided with reading skills based on both the structure of language and the meaning of language in context that they can apply.

Bennington students will become independent readers, writers, listeners, and speakers through a balanced literacy instructional program.

Bennington's balanced literacy program will consist of:

- systematic & explicit instruction in:
  - phonemic awareness
  - phonics
  - fluency
  - vocabulary
  - comprehension of both factual & fictional material
- reading aloud both student & teacher
- shared reading
- guided reading in flexible groups
- independent reading
- instruction in the Six-Trait Writing + 1 Model
  - voice
  - ideas
  - word choice
  - organization
  - fluency
  - conventions
  - presentation
- modeled and shared writing
- interactive writing
- independent writing
- speaking instruction & opportunities
- listening instruction & opportunities

## **SECOND GRADE CURRICULUM GUIDE**

**READING** - The reading curriculum is based upon state and locally approved standards for learning. We will be reading a variety of different literature genres. We use the Harcourt Storytown reading series which integrates reading, phonics, and language skills. We also integrate guided reading groups into our curriculum. These groups are very flexible and focus on each child's individual reading and phonics needs.

**READER'S THEATER** - This is an important piece of our reading curriculum, as it develops fluency, public speaking experience, and reading with expression. Students will be provided a script most weeks to be practiced each night. Poetry reading will be included with our Reader's Theater.

**SPELLING** - Bennington Elementary has adopted the Sitton Spelling series. The students' instruction will focus on spelling patterns, writing application, and word analysis. There is not a weekly spelling list. Instead, the students are required to master the Level 2 Core Words (see attached) by the end of the year. These words will be recycled periodically throughout the year to help your child become a proficient speller. Assessment will take place at the end of each unit. The units are approximately 7-10 days. The students' "spelling words" will be presented in the context of a story. After the test, words missed will be placed on a "words to learn list" for home study.

**WRITING** - We will be doing a variety of writing in the classroom throughout the year. The district adopted Scholastic Traits Writing curriculum is based upon the Six +1 Traits of writing, which are the foundational skills needed to be proficient writers across the curriculum.

**HANDWRITING** - The students will be practicing Zaner-Bloser manuscript. This will be done in their daily work. Please see attached for a model.

**MATH** - The math curriculum is based upon state and locally approved standards for student learning. We use the Scott Foresman Envision math series which incorporates a variety of activities using writing, literature, manipulatives, and problem-solving. Students still need to learn their basic addition and subtraction facts. There will be weekly addition and subtraction timed tests. The skills covered in math are on the attached list.

**SCIENCE** - The science curriculum is based upon state and locally approved standards for student learning, as with all subject areas. Our curriculum will be taken from the Scott Foresman science series, along with additional teacher supplemented learning experiences. We will be covering Life Science, Physical Science, and Earth Science.

Life Science

Plants  
Animals  
Fossils

Physical Science

Matter  
Sound, Heat, and Light  
Force, Magnets, and  
Electricity

Earth Science

The Earth  
Weather and Seasons  
The Solar System

**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 Scott Foresman 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, letter, 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** - Big Ideas

1. Communicating: People communicate ideas and feelings through art.
  - Concept 1. “Good Neighbors” – Art provides ways to express what we think feel, and believe about our communities.
  - Concept 2. “World Treasures” – Artists’ experiences and cultures shape the art they create.
2. Problem Solving: People solve problems through art.
  - Concept 1. “Surprises Everywhere” – Useful items can be made beautiful, becoming works of art.

Concept 2. “Mix & Match” – Color is a beautiful element artists use to express feelings.

3. Connecting: Art is a means of connecting people to the world.

Concept 1. “Celebrate Each Other” – Art touches the people in our lives.

Concept 2. “Nature’s Way” – From earliest times, artists have been inspired by their natural environments.

Focus

Elements

Line – Vertical & Horizontal

Color – Complimentary

Shape – Geometric, Organic, & Symbols

Texture – Tactile & Visual

Space – Background & Foreground

Principles

Balance – Asymmetrical

## 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

**HOMEWORK** - Students will be given homework throughout the week. The student is required to have his or her homework returned the next day completed. Please check your student's homework folder each night to review enclosed materials. Homework policies may vary from classroom to classroom.

**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.

**SEMESTER MILK** – Second graders have either a morning or afternoon milk break. Students are able to purchase milk from the school. See student handbook for more details.

**FRIDAY FOLDERS/ENVELOPES** - Students will have a folder/envelop that will be sent home each Friday containing important notices and recent corrected papers. This folder must be returned to school the following school day. Please take the time to look through your students' folder/envelop each week and sign it before sending back to school.

**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.

**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:

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

**TERRA NOVA CTBS:** This standardized achievement test is administered to second graders in the spring.



## Second Grade Basic Math Skills

### ADDITION

- Fact families
- Addition doubles
- Addition strategies
- Adding single digits up to sums of 20
- Add 3, 1 digit numbers
- Add 2 digit numbers with and without regrouping
- Add 3 digit numbers without regrouping
- Problem solving using addition

### SUBTRACTION

- Subtraction strategies
- Subtract single digit from up to 20
- Subtract 2 digit numbers with and without regrouping
- Subtract 3 digit numbers without regrouping
- Problem solving using subtraction

### PLACE VALUE

- Place value from 0 – 1000

### NUMBERS

- Read and write numbers from 0 – 1000
- Using greater than and less than
- Round numbers up to 1000 to the nearest named place
- Ordinal numbers through 20<sup>th</sup>
- Count and write by 2's, 3's, 4's, 5's, and 10's

### MONEY

- Identify and count money amounts up to \$10
- Make change to \$1

### TIME

- Tell time to hour,  $\frac{1}{2}$  hour, 15 minute, and 5 minute
- Retrieve information from a calendar

### DATA AND GRAPHS

- Bar graphs

### MEASUREMENT

- Measure using centimeters and inches

### FRACTIONS

- Identify fractions
- Probability

### ALGEBRAIC CONCEPTS

- Identify and describe patterns

### GEOMETRY

- 2 and 3 dimensional geometric shapes