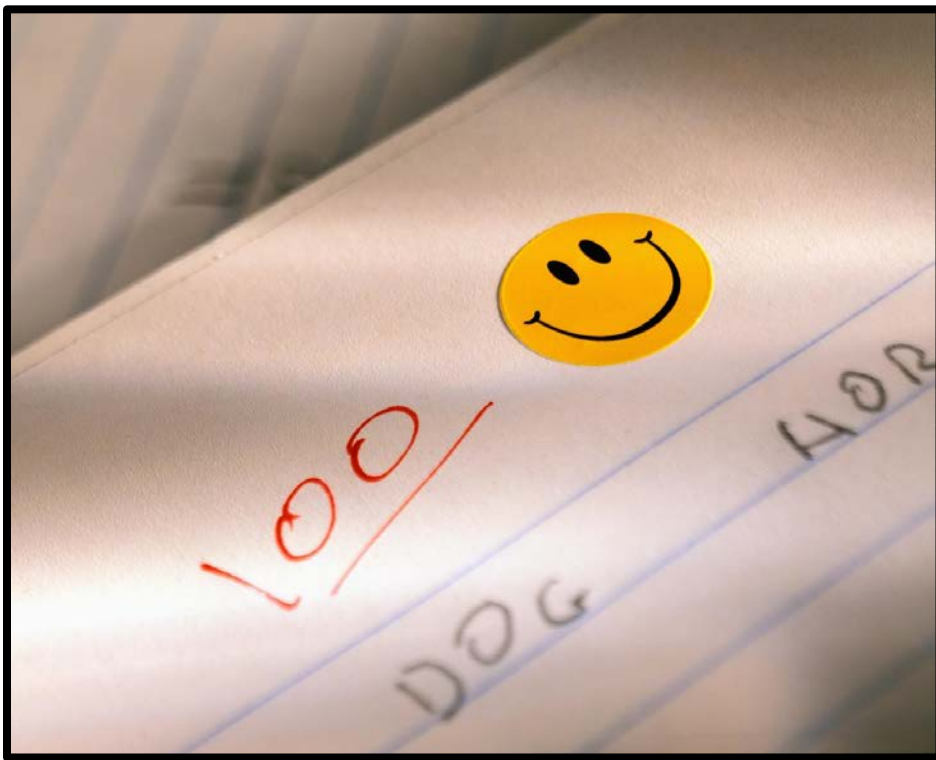


SECOND GRADE CURRICULUM



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 – In reading we will be using the McGraw-Hill Reading Wonders series called *Unlock the Wonders of Reading. Reading Wonders* is designed specifically for the State Standards for Reading/Language Arts. 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
- 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.

READER'S THEATER - This is an important piece of our reading curriculum, as it develops fluency, public speaking experience, and reading with expression. Poetry reading will be included with our Reader's Theater.

SPELLING - Bennington 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. Our writing curriculum, from Scholastic, is based upon the Six +1 Traits of writing, which are the foundational skills needed to be proficient writers across the curriculum. Areas of emphasis will consist of Ideas, Word Choice, Sentence Fluency, Voice, Organization, Conventions, and Presentation in pieces that are created following an accurate writing process, using children's literature as a guide.

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. 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 district has adopted the Science Fusion curriculum from Harcourt. It is based upon state and locally approved standards for student learning, as with all subject areas. We will be covering Life Science topics such as plants and animals; Earth Science topics such as features of the earth and its resources and weather patterns; and will study the solar system and some various astronomy aspects.


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. Additional topics may include: upcoming elections, Holidays Around the World, Martin Luther King Jr., and President’s Day.

GUIDANCE - Once a week, our elementary guidance counselor will come to the classroom. The curriculum our district uses for our guidance program is through the Mendez Foundation. In the fall we do a program entitled Too Good for Violence, and in the spring we do Too Good for Drugs. Topics such as drugs, alcohol, tobacco, bullying, and peer pressure are covered. In addition, we learn about creating a healthy lifestyle through friendship, effective communication, self-care, and managing emotions. We teach these subjects through role-plays, games, and activities. Supplemental topics beyond our Mendez curriculum are also studied such as career exploration, academic success, empathy/self-esteem, safety and stranger danger. In addition to classroom guidance instruction, our counselor is available to work with individual students and small groups. Groups are available for topics such as learning social skills, making friends, coping with grief/loss and adjusting to divorce/separation.

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 - The Mission of Bennington's Music Department is to engage students in the study of music, giving them the opportunity to be creative in an environment that fosters self-expression, teamwork and cultural diversity.

	2nd Grade
Rhythm	 Identification of 2/4 4/4 Measure/Bar line
Melody/Pitch	Skips, steps, repeats S-M-L-D-R Echo singing, signing, and playing
Form	Rondo Interlude Repeat Sign Round/Canon Verse, refrain
Texture/ Harmony	2 ostinati 2 measure ostinati 2 part speech and singing Broken Bordun Octave Bordun Do Pentatonic Major/minor
Expression	Loud/soft Crescendo/decrescendo
History/Style/ Timbre	Folk song repertoire Singing games Nursery rhymes Program music Classroom instruments Multicultural songs

ART - The elementary art curriculum encompasses the Art Elements and Design Principles in a comprehensive art education model and uses the National Art Standards.

Focus

Unit 1: Line and Shape

Unit 2: Space and Form

Unit 3: Color

Unit 4: Texture, Pattern and Rhythm

Unit 5: Space, Proportion and Distortion

Unit 6: Balance, Variety, Unity and Harmony

Elements

- Line – Sketch
- Color – Monochromatic
- Shape – Two Dimensional
- Value – Tints & Shades
- Space – Background, Foreground, & Middle ground Positive & Negative Space
- Form – Three Dimensional

Principles

- Proportion – Knee's & Elbows
- Balance – Radial Balance
- Contrast – Shape Contrast
- Unity/Variety – A Cohesive Unit

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/LIBRARY-MEDIA

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 may be assigned homework. Homework is practice of knowledge and skills previously taught. This practice is completed outside of the regular

instruction. Students will still be held accountable to complete work assigned outside of the classroom (homework folder).

Discipline Policy- The district uses the Discipline with Purpose curriculum to teach and promote self-discipline in and out of the classroom. There are fifteen self-discipline skills that give the students fifteen opportunities to “WAIT” and make the right choice. The skills are categorized in three skill areas: Basic Skills, Constructive Skills, and Generative Skills. A skill is taught and revisited each month.

Basic Skills-listening, following instructions, questioning, sharing-time,space, people & things, and basic social skills

Constructive Skills-cooperating with others, understanding the rules, completing a task, exhibiting leadership, and communicating effectively

Generative Skills-organizing-time, space, people & things, resolving mutual problems, taking the initiative in problem solving, distinguishing fact from feeling, and sacrificing and serving others.

DOJO

Pine Creek has adopted Class DOJO as a school-wide discipline program that correlates with the Discipline with Purpose skills. This program records positive points for the student when demonstrating Discipline with Purpose skills. It also records needs improvement when a child has not met the expectation of the skills. This program helps Pine Creek create a positive culture school-wide, it gives students a voice to show off their skills and classwork, and helps share information with parents along with class videos and photos of wonderful classroom moments.

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.

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. Each student will also be presented with a SIMS report indicating the child’s scores for the district assessments taken throughout the year. It is not a report card, but it will be presented to give parents a deeper understanding of student progression on the core standards throughout 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.

NWEA MAP: Academic progress will monitored and reported three times a year.

