

## Second Grade Curriculum Information

Revised: August 2016

### ART

#### I. Overview/Course Description

Second grade children begin to develop deeper understandings of the elements and principles of art. Recognizing and using line, shape, color and texture effectively and expressively are focused upon as well as developing art appreciation and history through artist and culture studies. A variety of media is explored.

#### II. Course Outline/Primary Units of Study

- A. Recognizing, naming and applying the Elements of Shape
  - 1. Colorful Bird drawing
  - 2. Cave Painting Mural mixed media (Ancient art)
- B. Using line and shape to create patterns and textures
  - 1. Animal Etching (Albrecht Durer)
  - 2. Kente Cloth Weaving (African cultural craft)
- C. Recognizing, naming and mixing primary and secondary colors
  - 1. Observational Leaf Drawing
  - 2. Starry Night movement (Van Gogh)
- D. Understanding value and temperature of colors
  - 1. Pumpkin Still Life in chalk pastel (various still life artists)
  - 2. Winter Cardinals mixed media (Pieter Bruegel the elder)
  - 3. Aboriginal Dot Painting (Australian cultural art)
- E. Understanding and using symmetrical balance
  - 1. Ancient Greek Column architectural drawing (Ancient art)
  - 2. Aztec Sunny Face clay sculpture (cultural art)
- F. Understanding and using space, perspective
  - 1. Positive and Negative Hearts using analogous colors
  - 2. Bison on the Plains landscape painting (western artists Remington, Russell, Cowan)
  - 3. Machine Prints mixed media

#### III. Materials, Resources, Books, Textbooks

- A. Mona Brookes, *Drawing with Children*
- B. Videos on Caves of Lascaux, virtual tour
- C. Various handouts on drawing, how to draw from multiple sources
- D. Art print handouts from various masters and cultural time periods
- E. Projected artworks from the masters
- F. British Museum website on Ancient Greece
- G. "Getting to Know" art video series
- H. Various books including:
  - 1. *Drawing Lessons from a Bear*, David McPhail
  - 2. *Come Look with Me: Exploring Landscape Art with Children*, Gladys Blizzard
  - 3. *The Cave Painter of Lascaux*, Roberta Angeletti
  - 4. *A Bird in Winter*, Helene Kerillis
  - 5. *A Stranger in the Woods*, Carl Sams & Jean Stoick
  - 6. *Buffalo Woman*, Paul Goble
- I. Media, including: Crayon, marker, art pencils, tempera paint, chalk pastel, oil pastel, collage, mixed media, clay, weaving

#### IV. Objectives/Skills

- A. Methods, Materials, Techniques

1. Practice using dry media including pencil, crayons, markers, chalk and oil pastels
2. Practice using wet media including tempera and watercolor paint and proper brush handling to explore and mix paints
3. Practice assemblage and collage including proper handling of scissors and glue
4. Understand and apply printmaking and stamp printing techniques
5. Use methods to create a textile artwork (stitchery, weaving)
6. Use sculpture materials such as clay modeling, paper

**B. Elements of Design**

1. Identify, practice and use LINE variety including thick, thin, curved, spiral, angled, zigzag, horizontal, vertical, diagonal.
2. Identify, name and mix PRIMARY and SECONDARY COLORS
3. Name, identify and use WARM COLORS and COOL COLORS
4. Identify VALUE as being the lightness or darkness of a color
5. Create TINTS(add white) and SHADES(add black) of a color
6. Identify and use ORGANIC(irregular) and GEOMETRIC SHAPES(square, circle, triangle, etc.) in an artwork
7. Recognize TEXTURE as the look or feel of a surface and create a variety in artwork (rough, smooth, shiny, bumpy, furry)
8. Recognize FORM as a 3-D object having, length, width, height
9. Recognize SPACE as an area including POSITIVE(within shapes, forms) and NEGATIVE(area outside shapes, forms)
10. Recognize how artists create shallow and deep SPACE on a 2-D surface

**C. Principles of Design**

1. Recognize and use formal and informal PATTERNS(repeated lines, shapes, colors, forms in repetition)
2. Recognize and use symmetrical (formal) BALANCE(arrangement of elements to give equal visual weight in art)
3. Explore PROPORTION (size relationship of one part to another) and scale in creating 2-D artwork
4. Introduce and use HORIZON LINE, FOREGROUND, MIDDLEGROUND, BACKGROUND in a composition

**D. Observation, Expression, Exhibition, Safety**

1. Understand still life, landscape, portrait and figures in creating artworks through direct observation and discussion
2. Practice ways to describe, group categories, and discuss similarities and differences in art regarding a culture or style
3. Practice how to present work, make decisions, and explain process in creating artwork
4. Introduce digital media and technology as means of documenting or creating art
5. Consistently care for own artwork through use of a portfolio to document and evaluate artistic development
6. Consistently demonstrate cautious respect for art materials and tools
7. Consistently demonstrate caring for and cleaning of art materials and tools

**V. Assessments**

- A. Rubrics listing skills for each project
- B. Teacher observation
- C. Oral group critiques
- D. Individual oral or written critiques
- E. Student participation

## **LANGUAGE ARTS**

### **I. Overview/Course Description**

Reading emphasizes the development of higher-level skills such as listening, inferential thinking, plot and setting, sequencing, and characterization. The students learn to read for information by exploring and responding to various forms of literature. Second grade students communicate and participate in both written and oral language routines through independent and group activities. Identified language skills are highlighted within the students' writing and emphasized throughout all areas of study.

### **II. Course Outline/Primary Units of Study**

#### Reading

- A. Development of higher reading skills
- B. Plot, setting, sequencing, characterization, predicting, making connections
- C. Fact and fiction
- D. Book projects
- E. Class presentations

#### Writing

- A. Book reports
- B. Responding to literature through writing
- C. Narrative, how-to, descriptive, persuasive
- D. Paragraphs
- E. Ideas, organization, word choice, sentence fluency
- F. Revising, editing, publishing
- G. Creative writing and think maps
- H. Summaries

#### Handwriting

- A. Legible printing
- B. Cursive

#### Spelling/Vocabulary

- A. Weekly word lists
- B. Weekly vocabulary
- C. Word of the Week

#### Grammar

- A. Identify parts of speech
- B. Basic punctuation
- C. Simple and compound sentences

### **III. Materials, Resources, Books, Textbooks**

- A. Everyday Spelling
- B. Specific chapter books, student chosen books
- C. D'Nealian Handwriting

### **IV. Objectives/Skills**

#### Reading

- A. Fluency, reads with expression
- B. Recognition of symbols
- C. Identifies beginning/ending sounds
- D. Is able to blend letters/sounds
- E. Is able to decode words
- F. Uses a variety of strategies to understand and gain meaning from text
- G. Develops sight word recognition
- H. Reads grade level text

- I. Makes story predictions
- J. Comprehends at grade level
- K. States main idea of the story or text
- L. Recalls sequence of events
- M. Identifies/describes story-plot elements
- N. Reads to follow directions
- O. Reads to learn new information, answer questions, and solve problems
- P. Understands cause and effect

#### Writing

- A. Engages in the writing process
- B. Uses appropriate punctuation
- C. Uses appropriate capitalization
- D. Writes using complete sentences
- E. Participates in journaling
- F. Produces creative writing
- G. Writes for appropriate audience and purpose

#### Handwriting

- A. Prints legibly
- B. Uses appropriate spacing
- C. Begins cursive

#### Spelling/Vocabulary

- A. Spells grade level words correctly
- B. Defines and uses unit vocabulary
- C. Defines and uses Word of the Week

#### Grammar

- A. Identifies nouns, verbs, adjectives, pronouns, adverbs
- B. Uses correct punctuation
- C. Understand homophones, singular/plural, possessive, tenses
- D. Writes using different types of sentences

### V. Assessments

- A. Weekly spelling tests
- B. Vocabulary quizzes
- C. Accelerated Reading quizzes
- D. STAR Test
- E. Teacher observation

## MATHEMATICS

### I. Overview/Course Description

Singapore Math provides the base for instruction in second grade math. Students build upon their knowledge of math through a combination of written activities, games, and manipulatives. Students develop skills in addition and subtraction facts, place value, money, time, geometric concepts, whole number operations, number stories, patterns, fractions, measurement, decimals, and place value. In addition to methodical development of fact power through the use of games, students will learn the important relationships between addition and subtraction and multiplication and division. Problem solving is part of each new concept and allows the students to apply their mathematical knowledge to a variety of situations.

### II. Course Outline/Primary Units of Study

- A. Numbers to 1000
  - 1. Looking back

2. Hundreds, tens, ones
3. Comparing numbers
- B. Addition and Subtraction
  1. Meanings of addition and subtraction
  2. Addition, subtraction without renaming
  3. Addition, subtraction with renaming
  4. Finding the missing number
  5. Methods for mental addition and subtraction
- C. Length
  1. Measuring length
  2. Measuring length in meters, centimeters, yards, feet, inches
- D. Weight
  1. Measuring weight in kilograms, grams, pounds, ounces
- E. Multiplication Tables of 2 and 3
  1. Learning tables for the 2s and 3s
  2. Dividing by 2s and 3s
- H. Multiplication and Division
  1. Multiplying and dividing by 4, 5, 10
  2. Division with a remainder
- I. Money
  1. Dollars and cents
  2. Adding and subtracting money
- J. Fractions
  1. Halves and quarters
  2. Writing fractions
  3. Fraction of a set
- K. Time
  1. Telling time before and after the hour
  2. Time intervals
  3. Other units of time
- L. Capacity
  1. Comparing capacities
  2. Liters
  3. Gallons, quarts, pints, cups
- M. Tables and Graphs
  1. Picture and bar graphs
- N. Geometry
  1. Flat and curved surfaces
  2. Making shapes

### III. Materials, Resources, Books, Textbooks

- A. *Singapore Math*: Primary Mathematics 2a / 2b workbook, standards edition 2008
- B. *Singapore Math*: Primary Mathematics 2a / 2b textbook
- C. Classroom math manipulatives such as base ten sets, Judy clocks, pattern blocks, etc.
- D. Math interactive notebook with math tools

### IV. Objectives/Skills

- A. Knows addition and subtraction facts
- B. Solves problems with/without regrouping
- C. Counts by 1s, 2s, 5s, and 10s
- D. Recognizes numbers to 1000
- E. Writes numbers up to 1,000

- F. Identifies place value to 1000
- G. Orders, compares numbers up to 1,000
- H. Identifies odd and even numbers
- I. Understands and writes symbols for greater than, less than, and equal to
- J. Completes number and shape patterns
- K. Solves word problems
- L. Recognizes and counts coins
- M. Makes reasonable number estimates
- N. Knows multiplication facts through 10s
- O. Measures by inch and centimeter
- P. Uses a calendar
- Q. Identifies and creates equal groups through division
- R. Identifies and compares fractions
- S. Tells time by the hour, half hour, and quarter hour
- T. Estimates temperature, length, weight, and capacity
- U. Identifies and compares geometric shapes
- V. Interprets data on a graph

## **V. Assessments**

- A. Teacher observation
- B. End of chapter / unit written assessments
- C. Oral math facts
- D. Math activities
- E. Math centers

## **MUSIC**

### **I. Overview/Course Description**

Second graders in music learn how to read and notate rhythms, further develop their singing voices, and begin to sing high, middle, and low sounds, as well as in two parts. They begin exploring more instruments such as xylophones, and drums, and learn ways to create “effects” and accompaniments with them. They also increase their experience of music from other cultures and American folk songs.

### **II. Course Outline/Primary Units of Study**

Through various songs, dances, instrument activities, and games children begin to build upon their knowledge of the elements of music- Rhythm, Melody, Harmony, Form, and Timbre. Songs and dances appropriate to each season and holiday are used to facilitate learning. New concepts are introduced, and are then reinforced and assessed in lessons following.

#### **A. Rhythm**

1. Students become very comfortable keeping a pulse in order to expand their rhythmic skills.
2. Students learn that eighth notes can have flags or beams, and further develop their rhythmic dictation.
3. Students learn that two quarter notes equals a half note. Students experience the half note in many ways, as well as its corresponding rest, the half rest.
4. Students begin to experience time signatures for the first time. They learn to recognize  $\frac{2}{4}$ ,  $\frac{3}{4}$ , and  $\frac{4}{4}$  time.

#### **B. Melody**

1. Students spend the year developing proper vocal technique through the use of Kodaly hand signals.
2. In the second grade, students begin the year using the So, Mi and La scale tones.

Students begin to read music through the process of placing these notes on a staff, and by the end of the year, have included the scale tones Do and Re. Students are prepared to learn all scale tones in the next school year through this gradual process.

#### C. Harmony

1. Students develop proper mallet technique learning how to play harmony and accompaniment instruments such as xylophones and glockenspiels.
2. Students learn what an ostinato is and how it can be used on instruments to harmonize with and accompany a melody.
3. Students learn how to distinguish major from minor tonalities.
4. Students learn about vocal ostinato and suspended pitch, which allows them to begin to sing in two-parts.
5. Children learn how to play a simple accompaniment called a “broken bordun” on a xylophone. Students now have multiple ways to express and create harmony in music.

#### D. Form

1. Students experience musical phrases through movement activities and songs.
2. Students experience, create, and label a “coda” - Something short at the end of a song.
3. Students experience and develop their use of AB, ABA, and ABC forms in music. Forms are expressed through movement, singing, and instrument activities.
4. Students learn to identify a bar line, double bar, and label the term measure. This reinforces the concept of phrase, and builds on music reading and writing.

#### E. Timbre

1. Students learn how to distinguish, play, and sing forte and piano dynamics.
2. Students learn to aurally identify pitched percussion instruments- xylophone, metallophone, and glockenspiel.
3. Students learn how to “accent” certain pitches and rhythms in music using the voice and instruments, and label the term.
4. Students learn proper hand drum technique. They apply many musical concepts learned to playing the hand drum including rhythmic notation, accent, and ostinato.
5. Students are introduced to all instruments of the symphony orchestra.

#### F. Music History and Culture

1. During the school year, students learn traditional music from different cultures such as Sioux Indian, Jewish, Mexican, Swedish folk, Irish, Honduran, African American spirituals, and Japanese folk.
2. Students spend a significant amount of time becoming familiar with American folk songs, as well as patriotic music.
3. Students study the composer George Frideric Handel and learn about Handel’s “Messiah.”
4. Students learn about the branches of the military, the significance of Veterans’ Day, and participate in a Veterans’ Day ceremony.

G. Performances: Second graders have two performance opportunities during the school year. For the month prior to each performance, students learn to rehearse responsibly, and are taught to use proper vocal technique and performance posture.

1. Veterans Day (November)
2. Grandparents Day (April)

### III. Materials, Resources, Books, Textbooks

- A. *Game Plan Grade 2*, Jeff Kriske, Randy DeLelles
- B. *Mallet Madness*, Artie Almeida

### IV. Objectives/Skills

- A. Demonstrates participation and responsibility for performances
- B. Demonstrates listening and retention skills for topics taught

- C. Demonstrates age-appropriate vocal technique
- D. Maintains a steady beat when playing
- E. Developing proper percussive instrument technique
- F. Developing pattern recognition
- G. Developing rhythmic notational reading skills
- H. Understands notational symbols
- I. Developing use of hand signals for singing
- J. Uses music as a tool for creative expression

#### **V. Assessments**

- A. Teacher observation
- B. Class participation
- C. Performance participation
- D. Periodic student conferences/conversations
- E. Periodic student written assessments

### **PHYSICAL EDUCATION**

#### **I. Overview/Course Description**

The focus of second grade physical education is on continuing to develop physical abilities and movement skills. Students are introduced to specific sport units. The basic skills of these sports are taught through drills and activities. Game concepts continue to be enhanced. Fitness concepts are taught and practiced targeting cardio-respiratory endurance through a weekly running program. These fitness concepts are further taught and enhanced targeting muscular endurance, flexibility, muscular strength, and balance through a weekly station workout.

#### **II. Course Outline/Primary Units of Study**

- A. Volleyball, Flag Football, Soccer and Basketball
- B. Racquet Sports and Overhand throwing games
- C. Jump Roping

#### **III. Materials, Resources, Books, Textbooks**

- A. Shape America
- B. Active Games
- C. Lead-up Games for Super Sports

#### **IV. Objectives/Skills**

- A. Moves with coordination, flexibility (running, balancing, climbing)
- B. Demonstrates body, space awareness
- C. Exercises control over body movement
- D. Participates actively on running/fitness frenzy days
- E. Developing manipulative skills

#### **V. Assessments**

- A. Teacher Observation
- B. Peer Observation
- C. Performance tasks

### **SCIENCE**

#### **I. Overview/Course Description**

The Lower School science curriculum is based upon a program called *Interactive Science* and provides students with the foundations for observing, communicating, measuring, comparing, describing, classifying, predicting, collecting data, and interpreting data. It is built to foster curiosity, inventiveness, persistence, and enthusiasm. Children learn by doing and reflecting upon this active learning. Materials from a variety of programs are utilized to explore life, earth and space, technology, human and physical sciences. Second grade children study balancing and weighing, the solar system and the moon, effects of seasonal changes on plants and animals, soils, plant resources, food chains, the study of weather, matter, energy, motion and force.

## **II. Course Outline/Primary Units of Study**

### **A. Science, Engineering and Technology**

1. Questions scientists ask
2. Skills scientists have
3. Tools scientists use and how scientists stay safe
4. How scientists find answers
5. How scientists collect and share data

### **B. Physical Science**

1. Properties of matter
2. Solids, liquids and gases
3. How matter changes
4. The effects of cooling and heating on matter
5. Combining materials
6. Energy, motion and force
7. Understanding magnets

### **C. Earth Science**

1. Describing rocks
2. Water on Earth
3. Natural and manmade resources
4. Describing weather
5. Measuring weather
6. How weather changes
7. Water cycle
8. Moon and stars

### **D. Life Science**

1. Plant needs
2. Animal classifications
3. Animal needs
4. Where do plants and animals live?
5. How the environment affects the growth and behavior of plants and animals
6. How living things get their food
7. Animals surviving in their environment
8. Parts of a plant
9. Lifecycles of some insects

## **III. Materials, Resources, Books, Textbooks**

- A. *Interactive Science* Workbook by Pearson Texas
- B. Student-created science notebook
- C. Classroom lab tools and supplies

## **IV. Objectives/Skills**

- A. Uses the Scientific Method to perform experiments
- B. Uses observation and inquiry skills to explore scientific curiosities and make discoveries

- C. Describes and records scientific observations in a science notebook
- D. Demonstrates an understanding of the topics covered during the trimester
- E. Participates in science activities and labs appropriately

#### **V. Assessments**

- A. Oral and written quizzes
- B. Teacher observation
- C. Student participation in class activities and labs

### **SOCIAL STUDIES**

#### **I. Overview/Course Description**

In second grade social studies, instruction focuses on the study of where we live, our country long ago and our country today, as well as the understanding of maps and the elements of cardinal directions, map keys, symbols, and scales.

#### **II. Course Outline/Primary Units of Study**

- A. Civic Studies
  - 1. Communities and their leaders
  - 2. Veterans Day
  - 3. Presidential research
  - 4. Current events
- B. Geography
  - 1. Maps: cardinal directions, keys, symbols, and scales
  - 2. States of the United States
  - 3. Countries and continents around the world
  - 4. Continents on a map or globe
  - 5. Hemispheres, poles, and the equator
- C. History
  - 1. Pioneers and Westward Expansion
  - 2. Create a timeline of famous positive accomplishments

#### **III. Materials, Resources, Books, Textbooks**

- A. Biographies
- B. Internet research
- C. *Social Studies Alive*
- D. Various picture books

#### **IV. Objectives/Skills**

- A. Learn the leaders of different communities
- B. Understand the jobs and sacrifice of veterans
- C. Research presidents' lives and accomplishments
- D. Use newspapers/internet to report on current events
- E. Read a map
- F. Locate continents, countries and states on a map
- G. Learn how the United States was formed
- H. Read biographies of positive people's accomplishments

#### **V. Assessments**

- A. Group work
- B. Interactive Social Studies folders
- C. Activity engagement/observation

D. Teacher observation

## **SPANISH**

### **I. Overview/Course Description**

Second grade students expand their linguistic base through attention to proper pronunciation and intonation via individual and group participation. Student learning is enhanced through question/answer role playing, rhymes, poems, group games, skits, and dialogues. Word recognition and reading are developed through simple sound-letter correspondences and introductions of simple phrases. Cultural awareness and comprehension are emphasized as students become more aware of the world around them.

### **II. Course Outline/Primary Units of Study**

- A. Question/answer role-playing
- B. Sounds, rhymes, poems and round robin oral practice
- C. Skits and conversations using specific vocabulary
- D. Response to commands and expressions of emotion
- E. Identification and descriptions of Hispanic cultures

### **III. Materials, Resources, Books, Textbooks**

- A. Resource book, *Teach Them Spanish!*
- B. Cultural videos with authentic Spanish dialogue
- C. Short narratives with Spanish vocabulary and cultural facts
- D. Spanish/English dictionaries
- E. Audiobooks in Spanish

### **IV. Objectives/Skills**

- A. Development of accurate pronunciation
- B. Asking and answering questions in Spanish
- C. Writing short narratives using descriptive vocabulary
- D. Development of oral comprehension through conversations
- E. Reading comprehension of basic Spanish texts

### **V. Assessments**

- A. Individual and small-group conversations to demonstrate listening and speaking skills
- B. Writing assignments in which students identify facts and describe Hispanic cultures
- C. Review of vocabulary and cultural information through writing or conversation
- D. Individual and class discussions about basic texts to show development of reading comprehension