
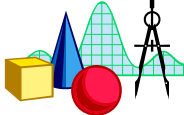






SECOND GRADE CURRICULUM

TOPIC	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
LITERACY Philosophy			
Reading	<i>How does literacy help me understand my world?</i>		
<ul style="list-style-type: none"> • Settings Defined • Minimum Expectations <p>Glossary of Literacy Settings</p>  <p>Pat, the proficient reader</p>	Mini Lesson – 2 times per week Read Aloud/Think Aloud- 5 times per week Shared Reading/Think Aloud – 2 times per week Guided Reading- 3 times per week Independent Reading – 5 times per week		
Strategies	<i>Connect Known to New</i> <i>Form Sensory Images</i> <i>Fix-up Strategies</i>	<i>Infer Meaning</i> <i>Determine Importance</i> <i>Fix-up Strategies</i>	<i>Synthesize Ideas</i> <i>Determine Importance</i> <i>Ask Questions</i> <i>Fix-up Strategies</i>
K-2 Parent Pamphlets	Form Sensory Images Connect Known to New	Infer Meaning Determine Importance	Synthesize Ideas Ask Questions
Writing - -Writing Workshop	<i>How does writing help me communicate my understanding of the world?</i>		
	<p>There are three essential components in a writing workshop: a mini-lesson, independent writing time, and time for a structured response. The teacher provides formal writing instruction through focus lessons that emphasize quality, content and form. The writing process emphasizes pre-writing, drafting, feedback/questioning, revising, editing and publishing/sharing.</p> <p>The time students spend on "assigned writing -prompts" is balanced with time students spend on "self-selected" writing. The ultimate goal of writing workshop is to develop lifelong writers with effective communication skills.</p>		
6 Traits of Writing	Ideas, Organization and Conventions	Voice, Word Choice and Conventions	Sentence Fluency Conventions

Genre	Narrative	Expository	Poetry Persuasive
Word Study	<p><i>Mastery of the following spelling patterns:</i></p> <ul style="list-style-type: none"> • Short vowel patterns in words like sat, men, did, mom, cup, cash. • Long vowel patterns in words like made, nail, gray, sleep, clean, hide, dime, bright, dry, hope, nose, boat, show, cone. • Consonant blends such as those made with S,L, and R in words like stay, spot, black, glass, bring, frog. • Plurals: -s and -es in words like lips, eyes, birds, horses, classes. • -ed and -ing endings in words like wanted, played, rained, eating, making, doing, riding, running. • Compound words such as inside, baseball, raincoat, bluebird. 		
Speaking & Listening	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Interpret verbal and non-verbal messages to construct appropriate responses. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use contextual cues to select verbal and non-verbal strategies in formal and informal speaking situations. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Monitor and to correct listening and speaking strategies in formal and informal situations.
Literature	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identifying rhyming and pattern text • Use personal experiences to make relevant connections to literature 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Distinguish between reality and fiction 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify setting, character, problem and resolution • Identify narration and use of dialogue • Identify features of fiction and nonfiction
Accessing & Acquiring Information	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Organize information effectively for the purpose. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Establish a purpose for inquiry • Locate, evaluate, and select sources of information appropriate to the purpose • Locate, evaluate, and select information from sources appropriate to 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Select and use formats to communicate information effectively to support their purposes

		the purpose	
Handwriting	Review and practice <i>D'Nealian Manuscript</i> ; Introduce <i>D'Nealian Cursive</i>		
MATH Philosophy			
Focus Areas		<i>Number and Operation Measurement</i>	<i>Number and Operation Measurement</i>
Problem Solving	Act it Out Graphs	Draw a Picture	Organized List
Objectives Assessed	<i>Students will be able to...</i> <ul style="list-style-type: none"> Name and understand the value of a penny, nickel, dime, quarter, half dollar and dollar bill Demonstrate an understanding of relative magnitude and position of numbers from 0 - 100 Represent a problem and its solution by making a graph or chart 	<i>Students will be able to...</i> <ul style="list-style-type: none"> Show different combinations of coins to represent a given amount of money Add multi-digit numbers with and without renaming Select appropriate operation to solve 	<i>Students will be able to...</i> <ul style="list-style-type: none"> Represent a problem and its solution by making an organized list Subtract multi-digit numbers from multi-digit numbers with and without renaming Demonstrate an understanding of the value of the digits in the 1's, 10's, 100's place in numbers to 1000 Measure length, mass capacity, and time using standard units
K – 2 Parent Pamphlets	Trimester 1	Trimester 2	Trimester 3
SCIENCE Philosophy	K-5 Overview		

<p>Inquiry</p> 	<p>Life Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You</p>	<p>Physical Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You</p>	<p>Earth Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You</p>
<p>Content/Hands-On Learning</p>	<p>Life Cycles of Butterflies Star Lab Energy / Sink and Float</p>		
<p><u>THINKING ACROSS THE CURRICULUM</u></p>			
<p><u>HEALTH</u></p>			
<p>Focus</p>	<p>Personal Health and Nutrition Prevention and control of Diseases Intro to Food Pyramid and Healthy Snack</p>		
<p>SOCIAL SCIENCE <u>Philosophy</u></p>			
<p>Umbrella Questions – Big Ideas</p>	<p><i>What are the relationships in a community?</i></p>	<p><i>How and why do communities change?</i></p>	<p><i>How does place affect communities?</i></p>
<p>Themes</p>	<p>Relationships</p>	<p>Change</p>	<p>Place</p>
<p>Case Studies</p>	<p>Naperville (Now)</p>	<p>Naperville (Long ago/Today)</p>	<p>Australia and Egypt; Kenya (optional)</p>
<p>Inquiry</p> 	<p>Citizenship What are the rights and responsibilities of members of a community? Interdependence How are members of a community dependent on each other? Diversity</p>	<p>Change What is change? Relationships What are the affects of change on people? Needs How does change affect people’s needs and wants? Physical Environment</p>	<p>Needs How does place affect how people meet their needs and wants? Relationship How does place affect culture/people? Work How does place affect</p>

	<p>How do individual beliefs impact choices?</p> <p>Relationships What are the relationships between child and community?</p> <p>Physical Environment What is the relationship between a community and the environment?</p> <p>Power What is the relationship between the government and the people?</p>	<p>What is the relationship between change and physical environment?</p>	<p>jobs?</p> <p>Choices How does place affect leisure?</p> <p>Systems How does place determine transportation and communication?</p> <p>Physical Environment How does place impact how people live?</p> <p>Innovation How does place influence technology and innovation?</p>
Civic Virtues	<p>Diversity Common Good Individual Rights Truth</p>	<p>Common Good Equality of opportunity</p>	<p>Diversity Common Good</p>
ACADEMICALLY TALENTED			
SOCIAL EMOTIONAL GOALS			
TEXTBOOKS			