

Kehoe-France Northshore

2nd Grade Curriculum

English Language Arts

The grade two language arts curriculum provides systematic, explicit skills instruction in reading and writing. Explicit instruction in phonics, decoding and comprehension addresses the needs of the developing reader and writer. Skills are applied in literature and language-rich activities to ensure that all students become fluent readers, writers, listeners, and speakers. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Strand (Written Language – Reading) – Phase 3: Learners show an understanding that text is used to convey meaning in different ways and for different purposes – they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Reading - Decoding and Encoding:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish between long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Vowel patterns
 - Vowel digraphs
 - R-controlled vowels
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes (un-, re-, mis-, dis-) and suffixes (-ful, -less, -ness)
 - Identify words with inconsistent, but common spelling sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words. (memory words)
- Review consonant sounds.
- Review consonant blends and digraphs.
- Recognize syllables
- Read and spell base words and with endings.
- Read compound words.

Reading - Comprehension Skills (Literature and Informational Text):

- Ask and answer questions as who, what, where, when, why, and how to demonstrate understandings of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters respond to major events and challenges.
- Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story by different authors or from different cultures.
- By the end of the year, read and comprehend literature, including stories and poetry, the grades 2-3 text complexity.
- Connect text to self or experience.
- Identify rhyme, rhyme, repetition.
- Determine cause and effect.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images contribute to and clarify a text.
- Describe how reasons or evidence support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity.
- Generate questions to make and confirm predictions.
- Determine fact and opinion.
- Sequencing events

Reading – Vocabulary:

- Examine word usage and effectiveness.
- Clarify the meaning of unknown and multiple-meaning words and phrases.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of a new word formed when a known prefix is added to as known word.
 - Use a known root word as a clue to the meaning of an unknown word.
 - Use knowledge of individual words to predict the meaning of compound words.
- Homonyms, synonyms, antonyms, and sequence words
- Demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use.
 - Distinguish the meaning of closely related verbs and adjectives.

- Use words and phrase acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Reading – Fluency:

- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding
- Read on-level text with accuracy, appropriate rate, and expression on successive readings.
- Read with natural phrasing.
- Use proper pitch and volume.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

IB Strand (Written Language – Writing) – Phase 2: Learners show an understanding that writing is a means of recording, remembering, and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Writing:

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.
- Write a friendly letter
- Similes, onomatopoeia, alliteration
- Use descriptive language.

IB Strand (Oral Language – Speaking and Listening) – Phase 3: Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener’s perception of what they hear is unique. They are compelling rules about the use of different aspects of language.

Speaking and Listening:

- Speak at appropriate volume and rate.
- Speak with expression and presence.
- Participate in collaborative conversations.
 - Follow agreed-upon rules for discussion.
 - Build on others’ conversations by linking their comments to the remarks of others.

- Ask for clarification with further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally through other media.
- Ask and answer questions, gather information, deepen understanding of a topic or issue.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems with support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Use language to communicate ideas producing complete sentences when appropriate to task, audience, and situation.

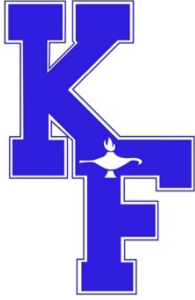
Language:

- Use collective nouns
- Form and use frequently occurring irregular plural nouns.
- Use reflexive nouns (e.g, myself, ourselves) and indefinite pronouns (e.g., anyone, everything)
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is being modified.
- Produce, expand, and rearrange complete simple and compound sentences.
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Understand and compare formal and informal uses of English.
- Produce, expand, and rearrange complete simple and compound sentences.
- Comparative adjectives (-er, -est)
- Commas, periods, quotation marks (dialogue)
- Past, present, future tenses
- Conjunctions
- Types of sentences
- End punctuation
- Use complete sentences.
- Capitalization of days, months, and titles

IB Strand (Viewing and Presenting) - Phase 3: Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Information Resources:

- Alphabetical order
- Use references and resources.
- Use the library.
- Use graphic organizers.



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2nd Grade Curriculum

Mathematics

By the end of second grade, students understand place value and number relationships as they add and subtract, and they use simple concepts of multiplication. They measure with appropriate units. They classify shapes and see relationships among them by paying attention to the elements that compose them. They collect and analyze data and verify answers. The following are some examples of skills and concepts developed in the areas of:

IB Strand (Number) – Phase 2: Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds and beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Operations and Algebraic Thinking:

- Represent and solve one and two step problems involving addition and subtraction.
 - Add and subtract within 100 to solve one- and two-step word problems.
- Fluently add and subtract within 20 using mental strategies.
- Know from memory sums of two one-digit numbers.
- Work with equal groups of objects to gain foundations for multiplication.
- Determine whether a group of objects (up to 20) as odd or even by pairing or counting them in 2s; write an equation to express an even number as a sum.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total sum of equal addends.
- Equal shares and parts of a shape (halves, thirds, fourths, etc.), describe a whole as two halves, three thirds, four fourths.

IB Strand (Pattern and Function) - Phase 2: Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Number and Operations in Base Ten:

- Understand place value through hundreds.
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare three digit numbers using $>$, $=$, and $<$ symbols.
- Round numbers to the nearest 10; estimate sums and differences.
- Use place value understanding and properties of operations to add and subtract
 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or relationship between addition and subtraction.
 - Add up to four two-digit numbers.
 - Add and subtract within 1000 with and without regrouping.
 - Mentally add 10 or 100 to a given number between 100-900, and mentally subtract 10 or 100 from a given number 100-900.
 - Explain why addition and subtraction strategies work, using place value and the properties of operations.

IB Strand (Measurement) - Phase 2: Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature, and time.

IB Strand (Data Handling) - Phase 2: Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Measurement and Data:

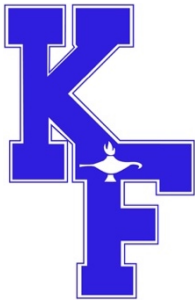
- Measure and estimate lengths in standard units (inches, feet, centimeters, and meters) and using appropriate tools.
 - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
 - Estimate lengths using inches, feet, centimeters, and meters.
 - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

- Relate addition and subtraction to length.
 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
- Work with time and money.
 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
 - Elapsed time (hour and half hour)
 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
- Represent and interpret data: pictographs and bar graphs.
 - Generate measurement data to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.
 - Draw a pictograph and a bar graph to represent a data set with up to four categories. Solve simple put together, take apart, and compare problems using information presented in a bar graph.

IB Strand (Shape and Space) – Phase 2: Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create, and use simple directions and specific vocabulary to describe paths, regions, positions, and boundaries of their immediate environment.

Geometry:

- Reason with geometric shapes and their attributes.
- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into row and columns of same-size squares and count to find the total of them (area).



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2nd Grade Curriculum

Science

In second grade, students continue to learn the earth and our universe are constantly changing; and energy and matter interact and cause change in our physical world. In class the students develop and use basic process skills as they learn, investigate, hypothesize, evaluate, and build an understanding of the science process. Science news related topics along with child initiated topics are incorporated into the curriculum. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Science Strands: Materials and Matter/Earth and Space

Science and Engineering Practices:

- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.
- Construct an argument with evidence to support a claim.

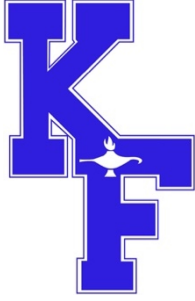
Physical Science:

- **Structure and Properties of Matter**
 - Different kinds of matter exist (solid, liquid, gas)
 - Matter can be described and classified by its observable properties. (color, texture, hardness, or flexibility)
 - Different properties are suited for different purposes. (strength, flexibility, hardness, texture, absorbency)
 - A variety of objects can be built up from a small set of pieces.
 - Observe, describe, and record the characteristics of materials that make up different objects (metal, non-metal, plastic, rocks, wood, paper)
 - Heating and cooling a substance can cause changes. Sometimes these changes are reversible or irreversible.

Earth Science/Earth and Human Activity:

- **Resources: Identify renewable and non-renewable resources.**
 - Describe that energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment.

- Generate and compare solutions to reduce impacts of natural Earth processes on humans.
- Maps show where things are located. One can map the shape and kinds of land and water in an area.
- Model the shapes and kinds of land and bodies of water in an area. A map can show the shapes and kinds of land and water in an area.
- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.



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2nd Grade Curriculum

Social Studies

In second grade, students build upon skills learned in first grade in order to use historical thinking skills to explore continuity and change in their community, the United States, and the world, develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills, learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences, develop an understanding of basic economic concepts necessary to make informed individual and family decisions, use basic economic principles to explain how businesses supply goods and services to consumers, and explain how community members are part of a global workforce. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Social Studies Strands: Social Organization and Culture/Human Systems and Economic Activities/Human and Natural Environments/Resources and the Environment/Continuity and Change Through Time

Historical Thinking Skills:

- Create simple timelines to describe important events in the history of the school or local community.
- Compare and contrast the present day community to that of the past using primary sources.
- Describe people and events associated with national symbols, landmarks, and essential documents.
- Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance.
- Describe how the achievements of famous Americans, of the past and present, changed society.
- Identify historical turning points and describe their impact on students' lives using maps, documents, visuals, and technology.
- Describe how early explorers and settlers, American Indian nations, and western migration influenced the development of the United States.

Maps, Globes, and Environment:

- Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community.
- Interpret physical maps using title, key, symbols, compass rose (cardinal and intermediate directions), and alpha numeric grids.
- Construct maps of familiar places that include a title, key/legend, symbols, and compass rose.
- Identify major geographical features in the local region, state, and country
- Describe how location, weather, and physical features affect where people live and work.
- Describe changes in the characteristics of the local community over time
- Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- Describe the vegetation, the animal life, and the cultural characteristics of the people specific to local regions and how they are interdependent.
- Identify natural resources and cite ways people conserve, protect, and replenish them.

Citizenship:

- Define the character traits of good citizens and discuss examples of responsible citizens.
- Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community.

Economic Decision Making:

- Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs.
- Distinguish between needs and wants of people by responding to real life situations.

Producers and Consumers:

- Describe how people can be both producers and consumers of local goods and services.
- Identify the specialized work necessary to manufacture, transport, and market goods and services.
- Provide examples of how money and barter are used to obtain resources (goods and services).

Careers:

- Describe different types of domestic and international jobs/careers in which people work to earn income.
- Describe skills and education needed for specific jobs.

World History:

- Identify dance, music, and the arts of various cultures.
- Identify the significant historical achievements of various cultures around the world.