

CURRICULUM SUMMARY

Second Grade
2009-2010



THAT ALL
WILL LEARN

PATTONVILLE

SCHOOL DISTRICT



Curriculum/Instruction

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Michael A. Fulton, Ed.D., Superintendent of Schools
Tim A. Pecoraro, Ed. D., Assistant Superintendent, Curriculum/Instruction

August, 2009

Dear Parent/Guardian,

The beginning of a new school year is always an exciting time for students, parents, staff, and community members. Every year there are many new concepts and skills to learn. This brochure provides an overview of the curriculum for your child's grade level. Important goals and objectives are listed for each curriculum area. We are emphasizing reading and writing in all the curriculum areas.

Parents/guardians play a critical role in helping children become successful in school. For example, we know from research on parent involvement that frequent parent/child conversations about what a child is learning at school are associated with high levels of student achievement. We believe the information in this overview can help you talk with your child and your child's teacher about learning.

We hope that this information is helpful as an additional support for you and your child. I have listed below staff members who were instrumental in developing this informational curriculum guide. If you have any questions, please do not hesitate to call my office or any coordinator that is listed below.

Sincerely,

Tim A. Pecoraro, Ed.D. (213-8007)
Assistant Superintendent,
Curriculum/Instruction

Curriculum/Coordinators/Directors

Art	Montie Richter	213-8032
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Communication Arts	Pickett Lema	213-8238
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**SECOND GRADE
CURRICULUM SUMMARY**

COMMUNICATION ARTS

PHILOSOPHY

The communication arts (reading, writing, listening and speaking) are integral to all the content areas of schooling and thus contribute to the total education of future citizens. This curriculum addresses student achievement through a focus on the individual as part of a broader society as well as on individual student perspectives and needs. This focus is paired with high expectations within designated, specific literacy skills and strategies.

GOALS: Students will

1. read and evaluate fiction, poetry and drama
2. read and evaluate nonfiction works and material
3. speak and write in standard English (including grammar, usage, punctuation, spelling, capitalization)
4. write formally and informally

The following items are expected to be mastered by the end of second grade.

<u>I. Skills and Strategies Applied to Reading Process</u>	
Phonics	
Identify long and short vowel sounds	
Recognize consonant clusters	Pre-Reading
Identify consonant digraphs	Prior Knowledge/Preview
Recognize vowel combinations	Connect prior knowledge to fictional text
Use spelling patterns: Onsets/rimes and double letters	Connect prior knowledge to nonfiction or informational text
Use specified practice activities to learn designated high frequency words	Predict
Recognize and uses synonyms	Make, adjust and confirm predictions about ideas and content in stories.
Recognize and uses antonyms	Make, adjust and confirm predictions about the content in nonfiction or informational text
Explore homophones	Purpose for Reading
Learn about words with multiple meanings	Identify author's purpose in fiction & nonfiction text
Recognize and makes compound words	Choose appropriate books
Form possessives (e.g. Dan's coat)	During Reading
Use past tense	Self-Question and Correct: Relevant questions for collecting information
Recognize syllables	Infer: Inferences about character, setting and problem
Form plurals	Check Prediction
Form and understands contractions	Use cueing systems to decode words (syntax, visual and meaning)
Form comparison words	Predict and check: confirm and adjust
Add suffixes to base words (er and y)	Post Reading
Form and use abbreviations (e.g. Mr. Mrs.)	Question to Clarify: Ask question to clarify comprehension
Make connections between words (lake/like/bike)	Reflect/Analyze: Think and talk about the text after reading
	Draw Conclusions: Construct conclusions based upon an entire story
Fluency: Read grade level instructional text with fluency, accuracy and expression.	Summarize: Identify events in logical sequence
Vocabulary	Identify main idea and details: Identify theme and related events
Decode new words using multiple phonics and structural analysis strategies.	Making Connections

Find smaller word parts inside multi-syllabic words	Text-to-Text: Determine similarities between two texts, fiction or nonfiction
Make connections between words using analogies and word parts	Text-to-Self: Determine similarities between one's self and a fiction or nonfiction text
Define unknown words using context clues	Text-to-World: Determine similarities between a text and the world
Identify multiple meanings of words and homophones	
Identify synonyms and antonyms to expand vocabulary	
II. Reading Fiction: Comprehend, Analyze and Evaluate	
Text Features	Text Elements
Locate and apply text features: Title, pictures, table of contents	Elements of Literature: character, setting, problem and solution
Literary Devices	Make predictions: Make, adjust and confirm predictions about ideas and content in stories.
Identify author's use of rhythm, rhyme and alliteration in poetry and prose—with assistance	Draw conclusions: Make conclusions based on an entire story
	Cause and effect: Related character motives to the consequences of their actions in fiction.
	Compare and contrast: Compare and contrast story elements of two pieces of fictional text.
	Choose appropriate books for reading
	Determine author's purpose for text, through discussion or written assignment
III. Reading Nonfiction: Comprehend, Analyze and Evaluate	
Text Features	Cause and effect: Identify and describe relationships
Apply text features: titles, headings, table of contents	Draw conclusions: Use multiple sources in science and/or social studies to write a summary of conclusions
Interpret graphic information: charts, graphs, etc.	Makes predictions: anticipate meaning
Literary Devices	Compare/contrast: Compare and contrast a nonfiction text with another related text, either nonfiction or fiction.
Identifies sensory details	Author's purpose: discuss reason author wrote text
Interprets figurative language	Inferences: Draws inferences from problems and solutions
Text Elements	Understanding directions
Main idea: Generalizes central focus of text	Simple Directions: Read and follow simple directions to perform a task.
Sequence of events: Retell all story events in sequential order	
IV. Writing Skills and Strategies	
Writing Process	Writing Conventions
Use a graphic organizer to organize thoughts before writing a rough draft	Use correct spacing between letters in and word and among words.
Construct a draft from the information represented in the graphic organizer	Write with legible manuscript handwriting
Write stories with a beginning, middle and end	Begin use of cursive handwriting
Writing contains details	Capitalize names of towns, cities, states, days of the week, beginning of sentences and proper nouns
Write paragraphs with a controlling idea	Use punctuation including periods, question marks, quotation marks and commas
Reread and revise work	Use parts of speech correctly in written text including adjectives, pronouns, common/proper/singular/plural nouns, past/present verb tenses
Edit and proofread for capitalization and ending punctuation	Write sentences with correct subject/verb agreement
Set goals at writing conferences to improve writing	Use print sources to verify correct spelling
Self-evaluate writing and makes additional changes	Use transitional spelling to spell unknown words during independent writing

Use references including picture dictionary, word wall, dictionary, informational trade books, encyclopedia, newspaper and Internet for short report.	Forms of Writing
Publish writing—with assistance	Narrative text: Record a series of events in chronological order using all basic story elements
Technology Skills	Identify important information in text
Write a paragraph on the computer	Expository text: Include a main idea and supporting details—with assistance.
	Simple friendly letter
	Literature response: Respond to a piece of literature, either through discussion or a written assignment
	Concept Definition: Choose a concept and completes a concept definition map followed by construction of a paragraph from the information.
	Compare/Contrast: Write a paragraph discussing the similarities and differences between two or more concepts/items
	Writes for specific purposes including: problem/solution, cause & effect, persuasion/argumentation, poetry
<u>V. Listening and Speaking Skills and Strategies</u>	
Listening	Speaking
Purpose: Listen for enjoyment, information, to solve problems, for directions to complete a simple task, to give feedback	Speaks using appropriate volume, using eye contact, appropriate body language and speaks at appropriate times
Behavior: Prepare to listen, listens without interruptions, maintains eye contact, uses appropriate body language	Speaks maintaining a clear focus, on appropriate subject matter with the use of correct grammar
	Gives clear oral directions to complete a simple task
<u>VI. Information Literacy</u>	
Research plan: Formulate key words and questions to locate resources on a topic of interest—with assistance	Sources consulted: Give credit, through discussion, for others' ideas, images and information.
Acquires information: Locate information on key words and questions in provided resources—with assistance	Media messages: Identify intended messages conveyed through oral and visual media—with assistance

MATHEMATICS

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of mathematics, sets high standards for student achievement in mathematics, and provides access to meaningful mathematics. This document provides teachers with the support needed to create an environment where students are actively involved in exploring, developing, testing, discussing and applying mathematical ideas.

The mathematics classroom of today is very different from the classroom of twenty years ago. In order to prepare our students for their futures, our curriculum must include a broad range of mathematical content. No longer can mathematics focus solely on arithmetic and be taught in isolation from other subjects. Learning and using mathematics must become an important aspect of the entire school curriculum.

GOALS: Students will

1. learn to value mathematics.
2. become confident in their ability to do mathematics.
3. become mathematical problem solvers.
4. learn to communicate mathematically.
5. learn to reason mathematically.

MATHEMATICS (Continued)

OBJECTIVES

Number Sense

- show pennies, nickels, dimes and quarters for a given amount
- make tallies and give the total
- find equivalent names for numbers
- know and express automatically the values of digits in 2-, 3-, and 4-digit numbers
- know all addition facts
- know easy subtraction facts
- add and subtract with multiples
- solve addition and subtraction number stories
- add three 1-digit numbers mentally
- know complements of 10
- find missing addends for the next multiple of 10
- solve number-grid puzzles
- shade a specified fractional part of a region
- give the fraction name for the shaded area
- read and write money amounts in decimal notation
- use equivalent coins to show money amounts in different ways
- use a calculator to compute money amounts
- know exchange values of U.S. coins

Geometric and Spatial Sense/Measurement

- tell time to 5-minute intervals
- draw line segments
- identify 2-dimensional shapes
- measure to the nearest inch and to the nearest centimeter
- measure to the nearest centimeter
- identify equivalencies for inches, feet, and yards
- use a ruler, tape measure, and meter/yardstick correctly
- demonstrate calendar concepts and skills

Data Analysis, Probability and Statistics

- plot data on a bar graph
- compare quantities from a bar graph

SCIENCE/HEALTH

PHILOSOPHY

The Pattonville science/health program is founded on the basis of exploring a few topics in depth rather than trying to cover a broad spectrum of material. Over the course of twelve years in Pattonville, a student will study many facets of science and health with an emphasis on activities and experiences. Scientific inquiry, the relevance of science to everyday life and science content focus the curriculum development.

The science curriculum is organized to show connections between various content fields of science. Each grade level spirals specific content to upper grades. Science content is also connected to other curricular areas and expands the Pattonville Literacy Project.

GOALS: Students will:

1. Develop a better understanding of the natural world;
2. Develop higher-order thinking skills by building a foundation of basic science/health processes and content.
and
3. Understand the relationship between science/health and their daily life.

OBJECTIVES

Science Processes that form the foundation for scientific inquiry and showing relevance to daily life:

- observe, describe, measure, classify, compare, communicate

Science Content

- Earth Systems - water, seasons and weather, classification of rocks and minerals
- Life Systems - life processes, characteristics of plant and animal diversity, adaptation
- Ecology - interactions of organisms and the environment

Health

- Community health
- Environmental health
- Family life
- Mental health
- Nutrition
- Personal health
- Substance abuse

SOCIAL STUDIES

PHILOSOPHY

The Pattonville School District realizes the importance of the social studies. At the second grade the student should begin to understand their role and obligations as a citizen. This is accomplished by instruction in geography, history and economics. In addition, the student will begin to understand cultural diversity and their own connections to the global community.

GOALS: Students will

1. study economic concepts related to work, production of goods and trade
2. obtain greater understanding of maps and geography
3. study peoples of different cultures
4. study the rights and responsibilities of citizenship

OBJECTIVES

Democratic Understandings and Civic Values

- learn citizens work together to solve problems
- recognize and explain U.S. symbols (Flag, Pledge of Allegiance, Statue of Liberty, Eagle, Liberty Bell)
- learn qualities of a good leader

History

- learn about Native Americans through study of their way of life, homes, clothing, etc.
- learn reasons behind U.S. historical events (exploration, settlement, Civil War, Western movement)

Economics

- study the world of work (earning/saving money, different jobs)
- study the production process using flow charts/role playing
- learn how trade/transportation contributes to economic interdependence

Geography

- identify and locate seven continents and four oceans on a map/globe
- identify and locate landforms (mountains, island, etc.) and bodies of water (rivers, lakes, etc.) on a map/globe
- use compass rose, calendar and map keys to gather and explain geographic information
- learn about limited resources effect on environment

SOCIAL STUDIES (Continued)

Social/Cultural

- recognize groups to which they belong/their roles
- distinguish between urban, rural, suburban living
- appreciate diverse cultures through foods, clothing and seasons

INSTRUCTIONAL TECHNOLOGY

PHILOSOPHY

Pattonville School District believes that technology is an integral part of a quality educational program. Learning to utilize technology as a tool to analyze, communicate, design, and research, will ensure our students' success now and in future real life situations.

GOALS: Students will

1. demonstrate knowledge and utilization of computer equipment e.g. how to operate, correct terminology, troubleshooting problems, etc.
2. demonstrate knowledge and utilization of other computer related technology, e.g. CD-ROM, video discs, digital cameras, optical scanners, sound recording, etc.
3. demonstrate how to utilize various types of computer software e.g. content based, word processing, desk-top publishing, spreadsheet, data base, drawing, etc.
4. demonstrate how to incorporate computer technology into language arts, mathematics, science, social studies, music, art and physical education.
5. demonstrate knowledge and utilization of Internet resources.
6. demonstrate knowledge and utilization of electronic mail.
7. demonstrate correct touch-typing keyboarding technique.
8. demonstrate an understanding and compliance with ethical issues as they relate to computer technology.
9. develop an understanding of how computer technology is used in our society.

LIBRARY MEDIA

Library Media Services formally integrates library and research instruction with the communication arts and social studies curriculum guides. Library Media Specialists collaborate with teachers to infuse the appropriate learning into the core content areas. Library Media Specialists serve on curriculum development committees as a part of this process. This approach has the advantage of synthesizing classroom activities with information literacy skills that are appropriate to the immediate task. Further advantages include focusing on practical student needs, on-going collaboration with classroom teachers and scheduling for optimal learning.

Specific content and processes identified in the Grade-Level Expectations provide teachers and Library Media Specialists the necessary context for achieving measurable learner objectives. Two major areas of focus include Communication Arts: Information Literacy and Social Studies: Tools of Social Science Inquiry. Samples of specific projects and activities are identified in the pages that follow. All projects and activities requiring the participation of the school librarian are not listed given the amount of creativity and diversity necessary to meet the learning needs of all students in our schools. Clearly, teachers and Library Media Specialists collaborate and integrate library and research instruction through the use of the Grade-Level Expectations.

ART

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of art in the school curriculum. Second grade art will help develop and enhance creativity, communication, expressing of ideas, understanding cultural diversity, and prepare for the future. These will be emphasized through instruction in processes, applications, thinking skills, and equal opportunities to learn.

GOALS: Students will

1. acquire skills to develop ideas.
2. understand people have visually recorded experiences and ideas throughout time.
3. recognize and use elements and principles of design.
4. continue acquired skills to next grade level.

OBJECTIVES

- use a variety of tools and processes
- use various brush techniques
- combine shapes to make larger shapes
- recognize different color grouping and contrasts of value
- describe general subjects/categories in art (landscapes, still-life, etc.)
- examine ways individuals, cultures, and groups express their identity
- identify reasons people create art
- identify ways art is used in the present and for the future

PHYSICAL EDUCATION

PHILOSOPHY

The Pattonville School District recognizes that physical education is a vital part of today's education. The general goal of education and physical education is the same - the well-rounded development of students as responsible citizens. It provides each child with maximal opportunities for involvement in situations calling for motor, mental and emotional responses which will result in optimal and desirable modifications in skills, knowledge, attitudes and behavior.

GOALS: Students will:

1. develop and maintain a suitable level of physical fitness and healthy lifestyle.
2. develop body management and motor skills for lifetime physical activity.
3. develop a knowledge of fitness, skill and safety concepts.
4. develop self-esteem, cooperation and sportsmanship.

OBJECTIVES

Body and Spatial Awareness

- identify various body parts
- Identify left and right parts and directions

Developmental Games/Activities

- cooperate effectively in small group games and relays
- demonstrate jumping a long rope
- demonstrate turning and jumping an individual rope

Fundamental Manipulative/Movement Skills

- perform various locomotor skills
- perform movements on various body parts and in multiple directions
- demonstrate a proper and accurate overhand throw
- demonstrate a fundamental two-hand catch

PHYSICAL EDUCATION (Continued)

Gymnastics

- demonstrate a standing start/finish forward roll
- perform a balance on one foot
- demonstrate a forward/backward walk and turn on a low balance beam
- demonstrate an inverted hang on apparatus

Personal Fitness

- exhibit an approved level of health related fitness
- demonstrate knowledge of stretching activities

Rhythms/Dance

- demonstrate a basic beat coordination
- perform singing games with a partner

GENERAL/VOCAL MUSIC

RATIONALE

The Pattonville School District recognizes elementary music as a basic and vital part of the child's education. It is a valuable and usable lifelong skill like reading, writing and mathematics. Music is a unique aesthetic art and is necessary in a child's education. Because music is an art that can be expressed in many ways, the child should have an equal opportunity to participate in all music experiences and activities to his/her highest level of competence. Public performance is an important experience, but not the primary focus. It is a natural extension of the music curriculum.

GOALS: Students will

1. develop positive attitude toward music.
2. acquire the essential elements of music literacy.
3. gain a deeper understanding of music and its relationship to other arts.
4. develop a respect for all people and their ethnic culture/customs.

COURSE DESCRIPTION:

Second grade students receive instruction in forty minute class periods twice weekly for a total of eighty minutes per week. Learning in music is an ongoing developmental process. Student progress is formally reported each year. Through singing, moving, playing, listening, reading and/or improvising, the child will acquire skills related to the musical elements of rhythm, melody, texture/harmony, form, and tone color. The learner objectives are as follows.

- Rhythm - Identify and perform half notes and half rests
- Meter - Demonstrate duple and triple meter
- Melody - Play and sing sol, mi, and la patterns
Identify the music staff and place mi, sol and la on the staff
- Harmony/Texture - Play and sing a melodic ostinato
- Expressive Qualities - Identify and define loud (forte) and soft (piano)

- Form - Identify and use the repeat sign
Differentiate between verse and refrain
- History - Experience multi-cultural styles of music
- Tone Color - Distinguish between various pitched percussion Instruments
Demonstrate recognition of well known orchestral instruments

CHARACTER*plus* EDUCATION

PHILOSOPHY

The Pattonville School District has developed a character education program, CHARACTER*plus* of Pattonville, in coordination with regional and national character education programs

Teachers have unique opportunities within their classrooms to directly affect how students learn to appreciate themselves, their classmates, their teachers and their families. The classroom environment that we create, both socially and emotionally, influences what the students learn about their relationship to the world at large. It is important that teachers consciously teach children to show positive attitudes, be responsible, and realize their potentials.

GOALS

The goal of CHARACTER*plus* is to integrate character education into the core curriculum and all aspects of the school environment. Listed below is a list of character traits identified by a committee of Pattonville parents and staff. The Character*plus* of Pattonville committee selects a trait to be highlighted each month.

- Cooperation
- Courage
- Discretion
- Goal setting
- Honesty
- Assertiveness
- Initiative
- Kindness
- Commitment
- Compassion
- Peace
- Integrity
- Respect
- Responsible decision-making
- Responsibility
- Self-control
- Self-esteem
- Patience
- Service
- Time management
- Perseverance
- Reliability



Michael A. Fulton, Ed. D.
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