

South Windsor Public Schools

Eli Terry Elementary School
Orchard Hill Elementary School
Philip R. Smith Elementary School
Pleasant Valley Elementary School

Curriculum Guide **2nd Grade**



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LITERACY

Unit Name	Skills/Student Outcomes
Reading Literature and Informational Text	<ul style="list-style-type: none"> • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral RL.2 • Describe how characters in a story respond to major events and challenges RL.3 • Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song RL.4 • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action RL.5 • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud RL.6 • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures RL.9 • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text RI.1 • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text RI.2 • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text RI.3 • Identify the main purpose of a text, including what the author wants to answer, explain, or describe RI.6 • Compare and contrast the most important points presented by two texts on the same topic RI.9 • Explain how specific images contribute to and clarify a text RI.7 • Describe how reasons support specific points the author makes in a text RI.8 • By the end of the year, read and comprehend literature and informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range RL/ RI.10
Writing	<ul style="list-style-type: none"> • 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 (e.g., because and also) to connect opinion and reasons, and provide a concluding statement or section W.1 • 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 W.2 • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section W.3 • Participate in shared research and writing projects W.7 • With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing; and use a variety of digital tools to produce and publish writing, including in collaboration with peers W.5
Speaking and Listening	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups SL.2 • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue SL.3 • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences SL.4
Language and Foundational Skills in Reading	<ul style="list-style-type: none"> • Recognize and read grade-appropriate irregularly spelled words RF.2f • Use context to confirm or self-correct word recognition and understanding, rereading as necessary RF.4.c • Use adjectives and adverbs, and choose between them depending on what is to be modified L.1.e • Capitalize holidays, product names, and geographic names L.2.a • Use commas in greetings and closings of letters L.2.b • Use an apostrophe to form contractions and frequently occurring possessives L.2.c • Produce, expand, and rearrange complete simple and compound sentences L.1.f • Use sentence-level context as a clue to the meaning of a word or phrase L.4.a • Use knowledge of the meaning of individual words to predict the meaning of compound words L.4.d • Distinguish shades of meaning among closely related verbs and closely related adjectives L.5.b

MATHEMATICS

Domain Name	Skills/Student Outcomes
Operations and Algebraic Thinking	<p><i>Represent and solve problems involving addition and subtraction</i></p> <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions 2.OA.A.1 <p><i>Add and subtract within 20</i></p> <ul style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies 2.OA.B.2 <p><i>Work with equal groups of objects to gain foundations for multiplication</i></p> <ul style="list-style-type: none"> Determine whether a group of objects (up to 20) has an odd or even number of members 2.OA.C.3 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 as a sum of equal addends 2.OA.C.4
Number and Operations in Base Ten	<p><i>Understand place value</i></p> <ul style="list-style-type: none"> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones 2.NBT.A.1 Count within 1000; skip-count by 5s, 10s, and 100s 2.NBT.A.2 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form 2.NBT.A.3 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons 2.NBT.A.4 <p><i>Use place value understanding and properties of operations to add and subtract</i></p> <ul style="list-style-type: none"> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction 2.NBT.B.5 Add up to four two-digit numbers using strategies based on place value and properties of operations 2.NBT.B.6 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method 2.NBT.B.7 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900 2.NBT.B.8 Explain why addition and subtraction strategies work, using place value and the properties of operations 2.NBT.B.9
Measurement and Data	<p><i>Measure and estimate lengths in standard units</i></p> <ul style="list-style-type: none"> Measure the length of an object by selecting/using appropriate tools such as rulers, yard and meter sticks and measuring tapes 2.MD.A.1 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 2.MD.A.2 Estimate lengths using units of inches, feet, centimeters, and meters 2.MD.A.3 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit 2.MD.A.4 <p><i>Relate addition and subtraction to length</i></p> <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units 2.MD.B.5 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram 2.MD.B.6 <p><i>Work with time and money</i></p> <ul style="list-style-type: none"> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.MD.C.7 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately 2.MD.C.8 <p><i>Represent and interpret data</i></p> <ul style="list-style-type: none"> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object; show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units 2.MD.D.9 Draw a picture graph and a bar graph (with single-unit scale) 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 2.MD.D.10
Geometry	<p><i>Reason with shapes and their attributes</i></p> <ul style="list-style-type: none"> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces; identify triangles, quadrilaterals, pentagons, hexagons, and cubes 2.G.A.1 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them 2.G.A.2 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths 2.G.A.3

SCIENCE

Unit Name	Skills/Student Outcomes
Balancing and Weighing	<ul style="list-style-type: none"> The properties of materials and organisms can be described more accurately through the use of standard measuring units. Various tools can be used to measure, describe and compare different objects and organisms. <p style="text-align: right;">1.4</p>
Properties of Matter	<ul style="list-style-type: none"> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties 2-PS1-1 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose 2-PS1-2 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object 2-PS1-3 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot 2-PS1-4
Relationships Within Ecosystems	<ul style="list-style-type: none"> Plan and conduct an investigation to determine if plants need sunlight and water to grow 2-LS2-1 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants 2-LS2-2 Make observations of plants and animals to compare the diversity of life in different habitats 2-LS4-1

SOCIAL STUDIES

Unit Name	Skills/Student Outcomes
Maps and Globes: Local Heroes	<ul style="list-style-type: none"> Compare life in the past to life in the present HIST 2.2 Generate questions about individuals and groups who have shaped a significant historical change HIST 2.3 Explain perspectives of people in the past to those of people in the present HIST 2.4 Compare different accounts of the same historical event HIST 2.5 Generate possible reasons for an event or development in the past HIST 2.10 Select which reasons might be more likely than others to explain a historical event or development HIST 2.11
Cultural Awareness and Celebrations	<ul style="list-style-type: none"> Create a chronological sequence of multiple events HIST 2.1 Generate questions about a particular historical source as it relates to a particular historical event or development HIST 2.9 Construct geographic representations of familiar places GEO 2.1 Use geographic representations to describe places and interactions that shape them GEO 2.2 Use geographic representations to identify cultural and environmental characteristics of place GEO 2.3 Explain how the environment affects people's lives GEO 2.4 Explain how humans affect the culture and environment of places/region GEO 2.5 Identify cultural and environmental characteristics of a place/region GEO 2.6
Our Community: South Windsor Town and Government	<ul style="list-style-type: none"> Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority CIV 2.1 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group CIV 2.2 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules CIV 2.3 Compare their own point of view with others' perspectives CIV 2.4 Explain how people can work together to make decisions in the classroom CIV 2.5 Identify and explain how rules function in public (classroom and school) settings CIV 2.6 Describe how people have tried to improve their communities over time CIV 2.7 Explain how scarcity necessitates decision-making ECO 2.1 Identify the benefits and costs of making various personal decisions ECO 2.2 Describe the goods and services that people in the local community produce and those that are produced in other communities ECO 2.3

S.T.E.M.

Module Name	Skills/Student Outcomes
Matter and Materials Science: Properties of Matter	<ul style="list-style-type: none"> Evaluate a problem in a new and novel situation Apply a step by step design process to solve a problem Identify observable properties of real world objects
The Changing Earth	<ul style="list-style-type: none"> Evaluate a problem in a new and novel situation Apply a step by step design process to solve a problem Perform investigations to find answers to questions Interpret maps or other visual resources to communicate and use spatial information

HEALTH EDUCATION

Unit Name	Skills/Student Outcomes
Nutrition	<ul style="list-style-type: none"> Identify the 5 food groups Identify the effects each food group has on the body Create a balanced plate by looking through a grocery ad to select the proper foods
Substance Abuse	<ul style="list-style-type: none"> Identify tobacco products Examine the effects of alcohol on the body
Growth and Development	<ul style="list-style-type: none"> Define the terms communicable (infectious) and non-communicable (non-infectious) diseases Identify ways to help prevent disease Understand how communicable diseases are spread Observe and discuss how bodies grow and change

PHYSICAL EDUCATION

Unit Name	Skills/Student Outcomes
Manipulative <i>Units may include: Volleyball, Basketball, Throwing/Catching (Football, Frisbee, etc.)</i>	<ul style="list-style-type: none"> Demonstrate proper technique of skills with correct body placement Establish rules for unit and exhibit fair and safe playing procedures Show progress toward achieving mature form in the more complex manipulative skills
Striking <i>Units may include: Soccer, Tennis, Floor Hockey, Badminton, Baseball/Softball</i>	<ul style="list-style-type: none"> Recognize the importance of practicing to improve performance Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns Demonstrate the correct body position for striking various implements
Fitness	<ul style="list-style-type: none"> Developmentally appropriate recognition of the effects of physical activity and exercise Demonstrate a variety of activities that increase heart rate, stretch and strengthen muscles Locate pulse Recognize feeling of stretching muscles Recognize feeling of muscle burn
Locomotor Movements	<ul style="list-style-type: none"> Successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, and walking) using a variety of pathways and speeds, while maintaining body control

VISUAL ARTS

Unit Name	Skills/Student Outcomes
Claywork	<ul style="list-style-type: none"> • Introduction to hand building techniques (pinch, slab, and imprinting to pinch/pull, coil and carving) • Introduction to glazing process • Introduction to use of clay tools
Drawing	<ul style="list-style-type: none"> • Introduction to use and care of drawing materials • Introduction to exploration of pencils, crayons, colored pencils, pens, markers, chalk, pastels, etc. • Introduction to exploration of mark making • Introduction to pictorial space and realistic rendering (grade 2)
Painting	<ul style="list-style-type: none"> • Color identification (primary/secondary to warm/cool and complementary) • Color mixing primaries • Introduction to use and care of painting tools • Introduction to palette • Introduction/review of tempera and water color paints • Introduction/review of paint application techniques
Printmaking	<ul style="list-style-type: none"> • Introduction to the use and care of printing tools and materials • Introduction to the printing process (impression/repetition)
Responding <i>(embedded throughout all projects as well as VTS)</i>	<ul style="list-style-type: none"> • Introduction to looking at and talking about artwork; be able to describe and examine details • Looking at and talking about art heritage and cultures from around the world • Introduction to listening and discussion skills; consider and respect the thoughts and ideas of others • Introduction to "art detectives" (hunting for clues) • Begin to use art vocabulary in expressing thoughts and opinions • Introduction to interpreting what is going on in artwork
Fabrics/Textiles	<ul style="list-style-type: none"> • Introduction to creating with fabrics/textiles such as yarns, cloth, felt • Introduction to collaging techniques
Sculpture	<ul style="list-style-type: none"> • Introduction to 2D vs 3D concepts, sculptural artwork has many sides • Introduction to creating 3D artwork using a variety of materials and methods • Introduction to moving sculptures: mobiles, etc.

MUSIC

Unit Name	Skills/Student Outcomes
Sing	<ul style="list-style-type: none"> • Be able to match pitch when singing 5 note melodic songs and patterns • Be able to use a reading system of solfege to read in stick notation three note melodic songs and patterns • Perform their part in a round
Play	<ul style="list-style-type: none"> • Echo, read and perform four beat rhythm patterns using half, quarter, eighth and sixteenth notes and rests with consistent tempo • Write four beat rhythm patterns using half, quarter, eighth and sixteenth notes and their respective rests with consistent tempo
Create	<ul style="list-style-type: none"> • Communicate an idea through movement and music
Respond	<ul style="list-style-type: none"> • Analyze verse/refrain and question and answer in music • Listen attentively • Articulate composer's intent • Describe their personal preferences in music