

Second Grade

English Language Arts

Second grade students learn to accurately and efficiently decode multi-syllable words of increasing complexity. They continue to refine the accuracy and fluency of their oral reading and to read with appropriate intonation and expression. Reading comprehension strategy instruction accelerates in second grade, as students learn to take greater responsibility for monitoring their understanding of texts. Students learn to ask clarifying questions while reading, such as what, why, or how. Students learn to adjust their pace and style of reading, depending on the type of material read, and they also learn how to determine an author's purpose for writing.

Guided reading, small-group instruction, guided practice and independent practice provide children with instruction tailored to personal learning needs, thus helping students gain independence and mastery in applying learned strategies.

Starting with sentence structure and part of speech, students construct each sentence with a subject and a predicate. They learn to expand their ideas by adding detail to each sentence. They learn preliminary research strategies such as gathering facts and organizing them into paragraphs. Second grade students learn to refine the focus of their writing, and learn to edit and revise drafts to improve clarity, sequence, mechanics and descriptions. Along with factual writing, they learn to express themselves creatively.

Students practice public speaking, sharing with their peers and questioning ideas.

Essential Questions:

- Why is it important to learn how to read fluently and accurately?
- How do we make connections to an author?
- Why use syllables to decode words?
- When do we use different types for writing?

Learning Outcomes:

1. Students will understand the basic features of reading.
2. Students will develop fluent oral reading.
3. Students will read, understand, and respond to grade-level-appropriate material by drawing upon a variety of comprehension strategies including inferential skills.
4. Students retell the story's main ideas as well as the plot, setting, and characters and include a description of the beginning, middle and end of the story.
5. Students will write in a variety of forms such as poems, narratives, journals, stories, friendly letters, lists, summaries, and reports.

6. Students will build a rich oral and written vocabulary through explicit instruction during guided reading.

Resources Used: Scott Foresman Reading, Fountas and Pinnell Guided Reading, Words Their Way

Social Studies

Second grade students understand and appreciate local and global communities and their place in it. They gain a global perspective, learning about the biomes, cultures, and animals of the seven continents of the world. They refine their understanding of absolute and relative map locations and learn to apply geographic terminology in locating and describing places and environments.

Essential Questions:

How does the history of our society affect our lives today?

- How can reading a map help us understand how communities and wild life adapt?
- Why learn about different cultures?

Learning Outcomes:

1. Students will be able to explain how individuals from long ago and the recent past have made a difference in other's lives.
2. Students will understand ways climate, location, and physical surroundings affect the way people and animals live.
3. Students will be able to identify map symbols, continents, and oceans on a world map.

Math

Second grade students build number sense and learn relationships among numbers and quantities up to 1,000. The use of manipulatives continues to be an integral part of the second grade math curriculum as students connect abstract concepts of place value, addition, subtraction, money, and fractions. Students develop the skills to independently solve multi-step real world problems. Students build models to represent and solidify understanding as they begin to study multiplication and division. Second grade students continue to build automaticity with math facts.

Essential Questions:

What would the world be like without fractions?

How are operations related?

Why do numbers count?

Learning Outcomes:

1. Students can fluently add and subtract four two-digit numbers using strategies based on place value and properties of operations.
2. Students can use repeated addition, arrays, and counting by multiples to solve multiplication facts.
3. Students can use repeated subtraction, equal sharing, and equal groups to solve division problems.
4. Students can use addition and subtraction within 100 to solve one and two step word problems.
5. Students will be able to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies while making connections to real life situations.
6. Students will be able to use technology to explore math skills.

Resources Used: Math in Focus

Science

Students explore magnets and magnetic domains to understand the important applications of magnetism. Students define attraction and repulsion. Students will describe how electricity connects from a source to a receiver while building several circuits to demonstrate how circuits function. Second grade students understand that the position of an object can be described by locating it in relation to another object. Students describe an object's motion by recording the change in position over time.

Essential Questions:

- How can we study the behavior of magnets through interaction with other materials?
- How does the transfer of energy create electricity?
- How does a circuit function?
- How do Newton's Laws of Motion affect our everyday life?

Learning Outcomes:

1. Students will be able to identify what objects attract and repel a magnet.
2. Students will describe the process in which energy is transferred in order for electricity and static electricity to flow.
3. Students will identify conductors and insulators.
4. Students will be able to build a simple circuit, series circuit, parallel circuit, and fruit circuit.

5. Students will understand Newton's Laws of Motion and perform experiments to prove each law affects different aspects of everyday life.

Spanish

A critical learning outcome of second grade Spanish at the Rhoades School is for all students to acquire an affinity and appreciation for learning Spanish. To this end, students are active learners of Spanish, engaging in real world encounters, play-based activities, games, songs, and crafts.

By the end of second grade, students have knowledge of Spanish language and grammar concepts, such as: pronunciation of letter sounds, singular and plural forms of nouns and adjectives, gender agreement, prepositions to describe location, expressions of quantity, the concept of how verbs are conjugated, and interrogatives. Students engage in authentic communication and participation that includes listening, speaking, reading, and writing.

Units are organized around thematic topics such as: greetings and salutations, the body, the family, the house, the school community, shopping/clothes, restaurants/food, seasons and weather, and travel. In addition, students grow in their awareness of Hispanic and Latino cultures with exposure to music, art, and literature. Students are encouraged to make connections and comparisons among cultures.

Resources include Spanish picture books, Spanish songs, puppets, and Spanish websites, such as Spanish 4 Teachers, Study Spanish, and Fun for Spanish Teachers.

Visual Arts

Inquiry, discovery, research

At this grade level students should expand the ways they draw and know that there is more than one way to depict 3-dimensional form. In 2nd grade, students begin to develop exposure to drawing from observation, explicitly discussing the differences of drawing from memory. Learning how to look carefully at a subject is challenging, but drawing from observation is a crucial skill and students are often eager to develop their ability. It is developmentally appropriate for students to hone their ability to make conscious choices utilizing media, concepts and technique to represent the observable world. It is also critical that students become more mindful of how these choices affect their artwork and can describe these choices verbally. Students will be exposed to various mediums that will expand their opportunity to make choices in their artwork and experiment with technique.

Essential Questions:

- How might I acquire artistic methodology?
- How will I record what I see?
- How might I create the illusion of 3-dimensional form on a 2-dimensional

surface?

Each activity will follow with a critique to reflect:

- Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.
- The critique process informs judgments about artistic and aesthetic merits in works of art. The processes and philosophies of art and design inform interpretations in works of art.

Sample Activity: Indigenous animals-mixed media

Goal: Students will expand on their classroom studies investigating indigenous animals in the San Diego area. Selecting an animal of their choice, students will draw from observation considering composition while looking closely to depict the features of their animal in a sketch. Students will delve into watercolor techniques to create form, mass, volume and texture.

Objective for watercolors: Through the qualities of watercolors (layering, translucency, etc.) students will learn that watercolor colors can be mixed and techniques (wet on wet, wet on dry & dry on dry) with brushes to represent various textures and effects.

Objective for drawing from observation: Develop their skills in how to look carefully and record what they see in representing their animal.

Reference: Animal R & R

Music

Learning Outcomes:

SECOND GRADE students will:

Continue to extend and develop beat/rhythm competence with ensembles of several layers which include song, instrumental and vocal ostinato, bordouns and melody fragments on the tone bar instruments.

Read and play various combinations of sixteenth notes.

Read and play half and whole notes and their corresponding rests.

Know what a “measure” is.

Be aware of that a “measure” of 4/4 time contains 4 “beats”.

Recognize "ties" and "repeat" symbols and "bar lines" and understand how they are used.

Practice creating their own measures of four and eight beats using the appropriate music symbols.

Play their own and classmates' rhythm compositions on the classroom instruments.

Sing rounds.

Be aware of "dynamics": pianissimo, piano, mezzo piano, forte, mezzo forte, fortissimo, crescendo, and "tempo": andante, allegro, accelerando and the effects these elements have on musical compositions.

Become aware of feelings and "pictures" in compositions by Edvard Grieg "In the Hall of the Mountain King" and Antonio Vivaldi "The Four Seasons" and will respond to this music with their own observations and interpretations through their drawings. They will observe how tempo and dynamics shape this music.

Learn about highlights in the lives of selected composers and glimpse into the corresponding historical periods.

Computer Technology

Kindergarten through 3rd grade technology curriculum is an interdisciplinary approach to the learning of technology and computer programming skills through the content areas of language arts, science, math, art and social studies. There are seven broad categories for computer instruction as defined by ISTE (International Society for Technology in Education):

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

Second Grade Learning Outcomes:

- Students will be able to log on to the network.
- Students will be able to open and save files on the network.
- Students will navigate word processing software.
- Students will illustrate and communicate original ideas and stories using digital tools and media rich resources.
- Students will engineer, construct, and program their own robots.
- Students will keyboard using appropriate keyboarding techniques.
- Students will use appropriate ergonomic positions while keyboarding.
- Students will be introduced to STEM careers.
- Students will use digital tools responsibly as digital citizens.

Tools: Second grade students use Lego Wedos to build robots with motors, gears, sensors, pulleys and other engineering components. Students program their robots with laptops using the Wedo software to move and make noise. Second grade students use PCs to write original stories and word process. iPad apps such as First in Math, Pages, Shadow Puppet, etc. are used to support math, language arts and science skills.

Physical Education

The Rhoades School Physical Education Department understands that practicing physical activity, movement, and sport in a safe environment is essential in the development of the whole student. The staff not only teaches about the physical and mental benefits of exercise and fitness, but also stresses the importance of social skills applied within group game play and sports. The program emphasizes a supportive social arena in physical education classes where students feel safe enough to take risks and express themselves through movement and action, as well as verbally. All movement skills and concepts learned are developmentally appropriate and are taught within a logical, gradual progression to ensure confidence and efficiency. Students not only develop physically and individually on all levels, but also learn how to positively contribute to their peer group in an informal, athletic setting. A student's confidence grows as class offers various opportunities to practice decision-making and leadership skills, as well as developing athletic skills and seeing how physical education knowledge contributes to an overall healthy lifestyle, or wellness.

At The Rhoades School, grades K-5 have physical education class three times each week. At all levels classes include an aerobic warm-up, flexibility/stretching training, specific lead-up activity or game instruction. The majority of the period concludes with the sport/activity/game play.

The main goal of the staff is to promote a fun, safe atmosphere that promotes healthy, educated students that have the skills and confidence needed to enjoy a lifetime of physical activity. Our curriculum is based on the California State Physical Education Framework, and the AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance) general national standards.

Learning Outcomes & Essential Questions:

Each of the following general learning outcomes apply to all grade levels (K-8) at age adjusted expectations within these criteria. For example, for the final standard, a first grade student would demonstrate a lack of interference with others and an eighth grade student would demonstrate respect for officials in a game and show appreciation for all participants with the game.

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performances of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principle, and strategies that apply to the learning and performance of physical activity.

Grades 2-3

Developmental Factors and Essential Questions

DF: Highly flexible, moderate-steady growth in muscle and bones, high energy bursts with periods of rest, high heart rate, begin working cooperatively with a partner.

EQ:

What does sportsmanship look like? Why is it important?

What are the advantages of athletic sneakers in PE?

Why do we need strategies in games?