

## PHYSICAL EDUCATION (CONTINUED)

qualities of movement, body control, spatial and body awareness (kinesthesia); creative movement; imagery and guided discovery.

**Rhythms (25%):** movement to beats and patterns; folk, aerobic and modern dance; creative movement or dance; expression to sounds; improvisation to music; imagery.

**Games (25%):** specific skills; low organized lead-up games; individual, dual, and team sports (soccer, basketball, track and field, softball, floor hockey, and volleyball).

**Gymnastics (25%):** large apparatus; stunts and tumbling; balance and partner activities; developmental exercises.

## HEALTH

Students in Grades K-5 are taught THE GREAT BODY SHOP curriculum. This curriculum is comprehensive and progressive, enabling students to expand their health knowledge from the foundation that was acquired in the previous grade.

Parents will receive monthly bulletins to preview the health topics and information to be covered that month. At the end of each unit of four lessons, students will bring home their colorful and informative student editions for family discussion. Occasionally students will have homework to do with parents regarding that unit's health topic. Although it is not mandatory for students to return the homework assignments, it reinforces students' learning to review at home what is learned at school. Ongoing communication between children and parents regarding health will help prepare children for a lifetime of wellness.

**The following monthly topics are presented during the Grade Two year:**

### SEPTEMBER: INJURY PREVENTION & PERSONAL SAFETY

**Topics:** Safe vs. unsafe conditions; community safety rules & laws; respect for danger signs; respect for others; responsibility for personal safety; refusal skills; predicting consequences; handling emergencies.

### OCTOBER: FUNCTIONS OF THE BODY

**Topics:** Parts of the brain; recognizing different ways of learning; influences on thinking; thinking skills; relationship of the brain to coordination of muscles.

### NOVEMBER: NUTRITION

**Topics:** Food pyramid as a guideline; healthful choices; role of nutrients in the body; importance of a good breakfast; nutrition & self worth.

## TECHNOLOGY

The curriculum for the Rockport Elementary School Technology Program at each grade level develops students' basic technology skills and knowledge using tools to enhance learning. Students also gain an understanding of the issues of ethics and safety relating to the use of electronic media. They apply technology tools for communication, creativity, research, problem-solving, and decision-making to further enhance learning.

### BASIC TECHNOLOGY SKILLS AND KNOWLEDGE

#### Students will:

- Demonstrate ability to recognize the basic components of a computer.
- Demonstrate appropriate use of the mouse and basic keys on the keyboard.
- Develop technology skills in using the basic components of a computer.
- Explore basic keyboarding skills.
- Develop the use of grade level appropriate computer vocabulary.

### ISSUES OF ETHICS AND SAFETY RELATING TO THE USE OF ELECTRONIC MEDIA

## LIBRARY

The curriculum for the Rockport Elementary School Library Media Program at each grade level addresses Information Literacy Skills and Literature Appreciation. In addition to the Massachusetts Curriculum Frameworks, it supports the Information Literacy Standards for Student Learning developed by the Massachusetts School Library Media Association.

### INFORMATION LITERACY SKILLS

#### Students will:

- Use simple electronic encyclopedia to read for information.
- Use online card catalog to locate books.
- Understand alphabetical arrangement of easy books.
- Follow circulation procedures.
- Independently select literature based on personal interest.

### DECEMBER: COMMUNITY HEALTH & SAFETY

**Topics:** Daily exercise for a healthy heart; heart healthy value of different foods & exercise; predicting consequences; empathy.

### JANUARY: ILLNESS PREVENTION

**Topics:** Defining germs; how germs spread; how the body fights germs; antibodies; community health helpers; discussing who can give medicine.

### FEBRUARY: HUMAN GROWTH & DEVELOPMENT

**Topics:** Babies' growth & changes; defining family roles & differences; growing & changing families; responsibilities in families.

### MARCH: SUBSTANCE ABUSE & PREVENTION

**Topics:** Identifying drugs; medicine vs. illegal drugs; good citizenship; importance of healthy choices; positive ways to solve problems; communication; sharing; refusal skills.

### APRIL: SELF WORTH, MENTAL & EMOTIONAL HEALTH

**Topics:** Causes of fear; physical effects on the body; recognizing real dangers; avoiding risky situations; respect & tolerance.

### MAY: ENVIRONMENTAL HEALTH

**Topics:** Function of the skin; healthy hygiene habits; environmental hazards; skin safety; sun damage & protection; healthful meal selections.

### JUNE: PHYSICAL FITNESS

**Topics:** Benefits of exercise on the heart, muscles & bones; goals for exercise; safety routines.

#### Students will:

- Demonstrate responsible use of technology.
- Recognize ownership and authorship of software and student and/or teacher products.

### TECHNOLOGY TOOLS FOR COMMUNICATION, CREATIVITY, RESEARCH, PROBLEM-SOLVING, AND DECISION-MAKING

#### Students will:

- Use a variety of multimedia reference sources with assistance.
- Draw conclusions using information gathered from electronic resources.
- Use grade appropriate curriculum related software to organize information, develop word processing skills, and publish creative work.

A detailed chart of K-5 Technology Learning Goals and Expectations can be viewed at:

<http://teacherweb.com/MA/RockportElementarySchool/ElementaryTechnologyLab/photo1.stm>

It is also possible to link to the above site from our school website at:

<http://www.rockport.k12.ma.us/res/>

- Locate Easy and Fiction books on the shelves using call number.

### LITERATURE APPRECIATION

#### Students will:

- Become familiar with significant authors and illustrators through books, biographies and media.
- Develop an awareness of various literary genres.
- Be introduced to chapter books through book talks.
- Participate in discussions of literature.

For more detailed information on the library curriculum, please visit the Library Curriculum page on the Rockport Elementary School Library website at <http://www.teacherweb.com/MA/RockportElementarySchool/phussey/>

# Rockport Public Schools GRADE TWO Curriculum Overview

**The Rockport Elementary School curriculum supports the learning standards set forth in the Massachusetts Curriculum Frameworks. This brochure was developed to provide you with a brief description and overview of each of the subjects your child will study during the current school year.**



**It is hoped that this overview, as well as continued communication with your child's teacher, will keep you informed about what your child is learning and how he/she is progressing throughout the school year.**

## LANGUAGE ARTS

The Rockport Elementary School Language Arts Curriculum addresses the areas of language (speaking and listening), reading (decoding, comprehension, and literature), and writing (writing process, conventions & grammar, literature response, and in Grades 2-5 narrative & expository writing) through a balanced literacy program.

Speaking and listening are the foundations of verbal communication. These language skills are developed through participation in one-to-one conferences, group meetings, and individual presentations.

Throughout the grades, students are actively engaged in reading a variety of imaginative, expository, and informational texts of increasing complexity, thus helping them to gain an understanding of the elements and structure of different genres. The five critical components essential to reading success (phonological awareness, phonics, fluency, vocabulary, and comprehension) are woven throughout the reading curriculum. Students participate in shared, guided, and independent reading activities, as well as experience interactive read alouds.

Students learn ways to become versatile writers and to effectively communicate their ideas to a variety of audiences. Writing instruction is likewise provided through shared, guided, and independent writing experiences.

Included in this Grade Two overview are *selected* components from each language arts area.

## LANGUAGE

#### Students will:

- Follow agreed-upon rules for discussion.
- Contribute knowledge & ask/respond to class discussion in order to develop a topic for a class project.
- Give and follow oral directions with three or more steps.
- Speak orally about personal experiences or interests and retell stories in sequence, using clear enunciation, adequate volume, and sufficient detail.
- Maintain focus on the topic.
- Identify and sort common words into various classifications and conceptual categories.
- Identify base words and their inflectional forms, words with multiple meanings, and common antonyms, synonyms, and homonyms.
- Determine meanings of words by using a beginning dictionary.
- Recognize that the names of things can also be the names of actions (e.g. fish, dream).
- Identify correct capitalization for names and places, correct capitalization and commas in dates, and appropriate end marks.

## READING

### DECODING

#### Students will:

- Understand and use phonological awareness to blend sounds for complex words.
- Demonstrate knowledge of onsets and rimes.
- Integrate the three cueing systems (semantic/meaning, syntactic/grammatical structure, graphophonic/visual) by searching, predicting, confirming, self-correcting, reading ahead, rereading, and cross checking to monitor reading.

- Use phonics skills/decoding strategies and structural analysis skills to read unfamiliar words.
- Read with fluency, phrasing, and expression.

### COMPREHENSION

#### Students will:

- Use prereading strategies (e.g. activate prior knowledge, make predictions), reading strategies (e.g. visualize, make connections, verify predictions, reread to clarify meaning, draw conclusions) and post reading strategies (e.g. locate information, respond to questions, retell the story, restate a number of significant facts).
- Differentiate between fact and fiction.
- Retell stories with sequencing, organization and details.
- Identify and describe setting, characters, sequence of events, problems and resolutions.
- Identify themes and genres.

### LITERATURE

#### Students will:

- Listen to, experience, or read works representing various genres, themes, authors, and illustrators.
- Develop a personal appreciation for types of genres, favorite authors, and favorite illustrators.
- Read silently for information, pleasure, and insight.
- Maintain a balance between fiction and nonfiction reading.

## WRITING

### WRITING PROCESS

#### Students will:

- Write about self-selected topics known and cared about.
- Stay on selected topic and maintain a focus.
- Use more words and less drawing to express ideas.
- Express voice through words.
- Use more conventional & less developmental spelling to write words.
- Include appropriate facts & details.
- Write in different genres.
- Revise selected pieces for clarity by asking, "Does this make sense? What else will my reader need/want to know?"
- Edit selected pieces for conventions and grammar by using individual proofreading lists & other resources.
- Publish selected pieces.
- Respond positively & appropriately to another student's or teacher's sharing of writing.

### CONVENTIONS & GRAMMAR

#### Students will:

- Use more conventional & less developmental spelling to express ideas.
- Use correct spelling for high-frequency words and words with regular spelling patterns.

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## L A N G U A G E A R T S (CONTINUED)

- Write using legible formation of upper & lower case manuscript letters with appropriate spacing between words & sentences.
- Capitalize proper nouns, the first word in a sentence, and the pronoun I.
- Use periods, questions marks, and exclamation points correctly.
- Use commas in dates and in series.
- Write in complete sentences.

### LITERATURE RESPONSE

#### Students will:

- Give an opinion that is evaluative or reflective.
- Engage the reader by establishing a context and creating a point of view.
- Support ideas by referencing the text and/or personal experiences.

## M A T H E M A T I C S

The Grade Two mathematics program is based on the Investigations in Number, Data, and Space curriculum with supplemental activities from Developing Number Concepts by Kathy Richardson. Skills and concepts from each of the five mathematical strands are addressed.

### **NUMBER SENSE AND OPERATIONS**

#### COMPUTATION

#### Students will:

- Practice, share, and become fluent with multiple strategies for computation and problem solving.
- Master addition facts and related subtraction facts, and use them to solve problems.
- Add and subtract two and three-digit numbers.
- Develop an understanding of and the ability to use the conventional algorithms for addition and subtraction.

### UNDERSTANDING

#### Students will:

- Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.
- Identify and distinguish among multiple uses of numbers including cardinal and ordinal numbers, and numbers as labels and as measurements.
- Identify and represent common fractions as parts of groups, and numbers on the number line.
- Be introduced to and work with understanding the various meanings of addition and subtraction.
- Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20. Work with finding the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation.
- Work with understanding and using the inverse relationship between addition and subtraction to solve problems and check solutions.

### PROBLEM SOLVING

#### Students will:

- Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

### **PATTERNS, RELATIONS, AND ALGEBRA**

#### Students will:

- Identify all patterns on the hundreds chart.

### NARRATIVE WRITING

#### Students will:

- Create a narrative account that involves a setting, characters, and sequence of events (beginning, middle, end).
- Maintain a focus and include relevant information.
- Use descriptive language to develop plot and character.

### EXPOSITORY WRITING

#### Students will:

- Utilize an organizational strategy for informational writing.
- Provide a main idea and some supporting facts and details.
- Use a variety of ways to present ideas and information appropriate to a specific purpose and audience (e.g. description, sequence, diagrams, graphics, etc.).

- Describe and create addition and subtraction number patterns using numbers to 1000.
- Master skip counting by twos, fives, and tens to at least 50, starting at any number.
- Construct and solve open sentences that have variables (e.g.,  $\_ + 7 = 10$ ).
- Write number sentences using  $+$ ,  $-$ ,  $>$ ,  $<$ , and/or  $=$  to represent mathematical relationships in everyday situations.
- Describe functions related to trading, including coin trades and measurement trades.

### **G E O M E T R Y**

#### Students will:

- Describe attributes and parts of two- and three-dimensional shapes.
- Identify, describe, draw, and compare two-dimensional shapes, including both polygonal and curved figures such as circles.
- Recognize congruent shapes.
- Identify shapes that have been rotated, reflected, translated, and enlarged. Describe direction of translations.
- Identify symmetry in two-dimensional shapes.
- Predict the results of putting shapes together and taking them apart.
- Relate geometric ideas to numbers.

### **M E A S U R E M E N T**

#### Students will:

- Master identifying parts of the day, week, month and dates on the calendar.
- Be introduced to elapsed time of days, using the calendar.
- Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.
- Compare the length, weight, area, and volume of two or more objects by using direct comparison.
- Measure and compare common objects using metric and English units of length measurement.
- Select and correctly use the appropriate measurement tools.
- Make and use estimates of measurement, including time, volume, weight, and area.

### **D A T A A N A L Y S I S, S T A T I S T I C S A N D P R O B A B I L I T Y**

#### Students will:

- Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams.
- Formulate inferences and make conjectures about a situation based on information gained from data.
- Make predictions involving probability and chance during classroom activities.

and experimentation are integrated into the science curriculum, not taught as stand alone skills. Areas of study include the sun, living things and their environment, and matter.

### EARTH AND SPACE SCIENCE

#### Students will:

- Recognize that the sun supplies heat and light to the earth and is necessary for life.

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## S C I E N C E (CONTINUED)

### LIFE SCIENCE; TECHNOLOGY/ENGINEERING

#### Students will:

- Recognize that plants and animals have life cycles, and that life cycles vary for different living things.
- Recognize changes in appearance that animals and plants go through as the seasons change.
- Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.
- Describe how human beings use their body parts as tools and compare their use with the ways in which animals use those parts of their bodies.
- Identify the ways in which an organism's habitat provides for its basic needs.
- Use simple tools and materials to draw pictures of their houses and an animal's habitat. Discuss differences and similarities.

## S O C I A L S T U D I E S

Second graders learn world and United States history, geography, economics, and government by studying more about who Americans are and where they came from. They explore their own family's history and learn more about distinctive achievements, customs, events, places, or landmarks from long ago and from around the world. The chief purpose of the Grade Two curriculum is to help students understand that American citizenship embraces all kinds of people, regardless of race, ethnicity, gender, religion, and national origin, and that American students come from all countries and continents in the world.

## M U S I C

Conversational Solfege, a sequential music literacy method developed by a leader in music education, John Feierabend, is taught in Grade Two. This method uses traditional American folk songs, games, dances, and classical music to teach music literacy. It begins with hearing, saying, and writing rhythm patterns. Preservation of our American musical heritage is key in this method while teaching children to hear, say, sing, write, and create music. Most of the year is spent on rhythm patterns. In the spring, the students begin solfege singing melody patterns (Do, Re, Mi). This method addresses the National Standards and Massachusetts Frameworks for music.

## A R T

The Arts are an essential part of the human experience. Arts Education enables students to look at, hear, and feel their environment in a non rigid manner. Through the study and creation of art, appreciation of artists, and the study of art history, students develop the tools necessary to communicate their understanding of the world. The Rockport Elementary School Visual Arts Curriculum seeks to address the Massachusetts Visual Arts Curriculum Frameworks using a variety of approaches.

#### Students will:

- **Become visually aware of detail in the natural and constructed environments** by exploring the relationships between objects, their functions, and their environments.
- **Understand the elements of visual art** by exploring the following basic elements of art: line, color, shape, and form in a variety of works of art.
- **Develop concepts which will in later years, lead to an understanding of order in the visual environment** by identifying examples of contrast in the natural and constructed environment, and in art works.

## P H Y S I C A L E D U C A T I O N

Physical education addresses the cognitive, physical, social, and emotional domains of the child. Through a variety of movement activities and assessments students learn and apply spatial awareness concepts, team-building skills, problem-solving skills, imagery, and guided discovery. Movement activities encompass developmentally appropriate manipulative, locomotor, and non-locomotor skills as individuals and in teams, as well as application of movement concepts such as direction, balance, range, force absorption, and body control to extend versatility and improve physical performance. Students will perform rhythm routines including dancing to demonstrate fundamental movement skills.

Through the study of fitness students will be able to identify physical and psychological

- Describe ways in which many plants and animals closely resemble their parents in observed appearance.
- Recognize that fossils provide us with information about living things that inhabited the earth years ago.

### PHYSICAL SCIENCE

#### Students will:

- Recognize that solids have a definite shape and that liquids and gases take the shape of their container.
- Demonstrate that the way to change the motion of an object is to apply a force (give it a push or pull) and observe that the greater the force, the greater the change in the motion of the object.
- Recognize that under some conditions, objects can be balanced.

#### Students will:

- Locate all the continents, oceans, and various landforms on a world map.
- Identify customs and traditions of various countries.
- Explore their own family's history.
- Define and give examples of the rights and responsibilities in the classroom and school environment.
- Learn about fictional and real people who were good leaders and citizens through shared literature experiences.
- Identify people in the school and community who are both producers and consumers.

#### Students will:

- Learn about opera, including what it is and why singers sing the way they do by studying the opera "Hansel and Gretel" by Englebert Humperdink.
- Learn American Railroad folk songs and many other folk songs.
- Learn folk dances, and games to develop group participation, cooperation, moving to the beat, and remembering the sequence of directions.
- Learn rhythm patterns and beat subdivisions
- Learn solfege beginning do, re, mi.

- **Begin to develop skills which will help students, in later years, to depict people and objects accurately** by understanding that people are unique in their features.
- **Begin to understand where ideas for visual expressions come from** by beginning to understand that ideas for visual expressions come from many different sources.
- **Organize ideas into visual art expressions, using the processes and materials of visual art** by becoming aware of their own reasons for creating works of art.
- **Become aware of the presence of the visual art in their own homes, town and surrounding communities** by beginning to understand that many different cultural groups contribute to a community's artistic make-up.
- **Become familiar with visual art and artists** by beginning to understand that art tells something about the society or community in which it was created.

For an expanded version of the Rockport Elementary School Art Curriculum please visit our web site at: <http://www.rockport.k12.ma.us/res/>

The science curriculum at each grade level is divided into four major content strands that include Earth and Space Science, Life Science, Physical Science and Technology/Engineering. Within each strand there are more specific Learning Standards that enable teachers to plan, present and assess specific instruction within the four strands in conjunction with the Frameworks. Questions are key to all learning. Investigation and experimentation build essential scientific skills such as observing, measuring, replicating experiments, using equipment, and collecting and reporting data. Scientific inquiry

changes that result from participation in a variety of physical activities. Students will explain the benefits of physical fitness to good health and increased active lifestyle, and identify the major behaviors that contribute to wellness. Through the study of personal and social competency students will be able to demonstrate responsible personal and social conduct used in physical activity settings. Students are encouraged to develop positive attitudes toward the pursuit of lifelong fitness.

#### **The Grade Two Physical Education Curriculum incorporates four main areas:**

**Movement and Exploration (25%):** locomotor, non-locomotor, axial, manipulative exploration of small equipment; movement fundamentals utilizing (Continued on back panel)