DEAR PARENTS AND CAREGIVERS:

We recognize that you are your child's first and most important teacher and that it is our responsibility to build on your efforts by providing the rich set of learning experiences outlined in this curriculum digest.

Our curriculum follows the hundreds of pages of the Massachusetts Department of Education Curriculum Frameworks. This curriculum digest, therefore, is only a summary, but we believe the summary paints a vivid picture of the abilities and skills your child will develop this year. If you would like additional details about our curriculum expectations, please ask your child's teacher or download copies of the Massachusetts Frameworks from the Department of Education website at: http://www.doe.mass.edu.

As we deliver this curriculum we strive to provide all students with the skills and knowledge that they need to be successful in a complex world. We do this by providing an educational environment that is supportive of individual differences and where all people are valued and respected. Finally, we recognize how critical the parents and community members are to achieving this mission.

We look forward to communicating with you while we help your child to have a productive and rewarding year.

Daniel Mayer, Ed.D.
Assistant Superintendent of Curriculum, Assessment, and Instruction

ENGLISH LANGUAGE ARTS

Language *Students will:*

- Use classroom rules for informal and formal discussions.
- Ask questions, listen to ideas of others, and share their own information or ideas in group discussions in order to acquire new knowledge.
- Understand and acquire new vocabulary and use it correctly in reading and writing.
- Demonstrate an understanding of phonemic awareness.

Reading and Literature *Students will:*

- Predict what will happen next in a story.
- Identify story elements such as plot, character, setting, and theme in a story.
- Draw conclusions about what they read.
- Compare and contrast different forms of literature.
- Sequence and summarize main ideas.
- Use context clues to identify words with multiple meanings.
- Distinguish cause from effect.
- Classify and sort words into categories.
- Relate themes in a wide variety of genres.

Composition *Students will:*

- Write with a clear focus, organization, and detail.
- Write for different audiences and purposes.
- Revise and edit.
- Use knowledge of Standard English conventions.

Media *Students will:*

- Compare/contrast two forms of media.

Major Projects/Events

- Morning Meeting
- Young Author's Corner
- Reading Counts
- Three Writing Prompts per Year
- Summer Reading Program

Major Resources Used

- Scott Foresman Reading- www.kz.com

MATHEMATICS

Number Sense and Operations *Students will:*

- Demonstrate an understanding of various meanings of addition and subtraction facts and operations up to 3 digits (with or without regrouping).
- Name, write in numerals to 1000, identify the place value of the digits, and order numbers.
- Find the value of a collection of coins and dollar bills and the different ways to represent an amount of money up to $5.
- Identify and distinguish cardinal and ordinal numbers as labels and as measurement.
- Identify and represent fractions as a whole, part of a group and on a number line.
- Demonstrate the ability to add and subtract three digit numbers accurately using conventional algorithms.
- Compare whole numbers using terms and symbols (<, >, =).
- Understand and use the inverse relationship between addition and subtraction.
- Master addition and subtraction facts up to 20.
- Estimate and solve addition and subtraction problems with two digit numbers. Describe differences between estimates and actual calculations.

Patterns, Relations, and Algebra *Students will:*

- Construct and solve open sentences that have variables.
- Describe functions related to trading, including coin and measurement trades.
- Create and describe addition and subtraction number patterns.
- Write number sentences using +, -, <, >, or = to represent mathematical relationships in everyday situations.

Geometry *Students will:*

- Predict the results of putting shapes together and taking them apart.
- Identify, describe, draw, and compare two-dimensional shapes including polygons and curved figures.
- Identify symmetry in two-dimensional shapes.
- Relate geometric ideas to numbers.
- Identify transformations and describe the direction of translations.

Measurement *Students will:*

- Tell time in quarter hour and minute intervals on analog and digital clocks using a.m. and p.m.
- Compare length, weight, area, and volume of 2 or more objects.
- Make and use estimates of measurement including time, volume, weight, and area.
- Measure and compare common objects using metric and standard units.

Data Analysis, Statistics, and Probability *Students will:*

- Use interviews, surveys, and observations to gather data about themselves and their surroundings.
- Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, and Venn diagrams; interpret their representations.
- Formulate inferences and make conjectures about a situation based on the information gained from data
- Decide which outcomes of experiments are most likely to occur.

Major Projects

- 100th Day, Math Night, Math Wizard Problem of the Month

Resources

- Scott Foresman Mathematics- www.mathsurf.com, TERC Investigations and Resources

SCIENCE

Inquiry *Students will:*

- Use aspects of the Scientific Method.
- Ask questions.
- Make predictions.
- Make observations.
- Gather and record information.
- Discuss results.

Life Science *Students will:*

- Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).
- Recognize changes in appearance that animals and plants go through as the seasons change.

Physical Science *Students will:*

- Identify properties of solids, liquids, and gases.
- Discuss energy and motion.

Earth Science *Students will:*

- Study changes over time.
- Discuss dinosaurs in relation to fossils and clues about Earth's history.

Technology and Engineering *Students will:*

- Identify that materials both natural and human-made have specific characteristics that determine how they will be used.
- Describe how engineering design requires creative thinking and consideration of a variety of ideas to solve practical problems.

Major Project

- Year-long field study of Grace Vernal Pool

Resources

- Science Resource Center
- GM Media Center

HISTORY/SOCIAL STUDIES

E Pluribus Unum: From Many, One

Topics:

- Resources and Geography of Western Hemisphere
- Native Americans
- Timelines and calendars
- Map Exploration

Geography *Students will:*

- Learn about life in North America before European settlements (Pueblo, Apache, Inuit, Cherokee, Wampanoag, Iroquois, and Huron)
- Learn and make connections about the encounters between Europeans and Americans in North America
- Learn geography terms
- Learn map skills
- Locate the major oceans, the 7 continents, the 5 major rivers, major mountain ranges, and the boundaries of the United States, Canada, and Mexico on a map.
- Locate the continent, regions, or countries from which student's ancestors came on a world map.
- Explain the difference between continent and country.

Civics *Students will:*

- Observe and practice rules of the community.
- Use stories to value liberty and justice for all.
- Discuss concepts of laws, rules, fairness, citizenship, and responsibility.
- Participate in decision-making and abiding by majority rule

Economics *Students will:*

- Become aware of the difference between individual and personal wants vs. needs.
- Identify distribution of resources.
- Become aware of changing and developing resources.

WELLNESS

Physical Education *Students will:*

- Perform a variety of locomotor skills smoothly and efficiently.
- Catch object thrown above and below their waist.
- Perform throwing and kicking with follow-through motion towards a target.
- Use concepts of spatial awareness to travel safely in group activities.
- Balance with stability on a variety of bases of support.
- Combine shapes, levels, and pathways to form simple sequences of movement.
- Identify similar movement concepts in a variety of motor skills, e.g., accuracy in throwing and kicking..
- Apply rules, procedures, and safe practices with little or no teacher reinforcement.
- Work cooperatively with a partner or in small groups.

Health ***Students will:***

- Identify activities that contribute to a healthy heart.
- Identify food groups within the food pyramid and their contribution to a healthy body.
- Identify key nutrients that support healthy body systems.

MUSIC

Students will:

- Produce a steady beat with drums.
- Practice rhythm-chanting, patterns, and exercises with rhythm instruments.
- Continue advance recognition and naming of note values and rests.
- Learn multiple rhythms within beat—group work.
- Sing alone, in a small group, as group leaders, or as a whole group.
- Recognize (visual and aural) orchestral and folk instruments.
- Utilize movement to varied styles of music.
- Continue repertoire building—varied styles of music.
- Identify pentatonic scale—black bars of xylophones.
- Identify diatonic scale—xylophones and piano.
- Begin note reading on staff and simple written work.
- Use expressive singing—emphasis on intonation, dynamics, and rhythm.
- Learn a unit on fairy tale songs, music, ballet; unit of songs relating to solar system; instruments of the orchestra; animal and nature songs relating to science; composer unit- changing subjects depending upon cultural or school-wide themes; basic theory; performance at morning meetings.

ART

Students will:

- Learn vocabulary related to materials and techniques.
- Learn proper use of art materials and tools.
- Learn Art History—individual artists and historical/cultural styles.
- Identify secondary colors.
- Create texture relief prints.
- Use simple slab techniques in clay.
- Identify symmetry.
- Identify art of native peoples.
- Learn significance of form—architecture of the theater.
- Learn of visual arts related to dramatic arts.

LIBRARY/MEDIA

Students will learn:

- Areas of the library.
- Book selection using special spine labels.
- Alphabetical order to locate fiction materials.
- Concept behind organization of nonfiction materials.
- Visual and auditory skills re: storytelling.
- Verbal response to and retelling of stories.
- Summarizing and paraphrasing stories.
- Concepts of publisher, place of publication, and date of publication.
- How to use Table of Contents and Index.
- Concepts of character: major and minor, and plot.
- Literature genres
- Introduction to reference materials (atlas, primary encyclopedias).

Major Projects/Events

- Author/illustrator/storyteller visit
- Poetry Break and Poem in Your Pocket Week
- Young Author's Corner – collaboration between GMLMC and WAVM
- Reading Counts supplemental reading program

HOME/SCHOOL CONNECTION

Learning is a continuous process that involves the home as well as the school. Children need to see a relationship between the classroom learning experience and their lives out of school.

It is important for students to develop sound study habits at an early age. Children benefit greatly from the knowledge that parents are interested in and supportive of their education. The following are general guidelines for parental involvement in children's education:

Keep informed of your child's progress by:

- Taking time each day to talk with your child about school.
- Communicating with teachers regularly.
- Scheduling classroom visits.
- Volunteering time in the classroom or at home.
- Attending parent conferences, Open House, and other school activities.

Help your child develop good study habits by:

- Establishing a regular routine for completion of homework.
- Providing a quiet time and place for study.
- Assisting your child with the completion and correction of homework, while ensuring the final product is reflective of the child's understanding of the assignment.
- Maintaining a positive manner about your child's school.

Develop attitudes that encourage learning by:

- Developing good nutritional, rest, and safety habits.
- Taking educational trips to pursue individual interests.
- Providing books, newspapers, and magazines.
- Encouraging your child to pursue reading and writing for pleasure.
- Using television and computers in educationally appropriate ways.
- Visiting and utilizing the public library.

Maynard Public Schools

A Curriculum Overview Your Child's year in SECOND GRADE

Dr. Mark R. Masterson, Superintendent
Dr. Daniel Mayer, Assistant Superintendent
Bernadette McLaughlin, Principal, Green Meadow School