

2015 - 2016

# Curriculum In A Nutshell



*Excellence Without Exception*

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*What Your Child Will Learn In*

Grade  
**2**

Dear Families,

It is a pleasure to share our 2015 -2016 *Curriculum in A Nutshell*, a brief overview of all areas of the Kindergarten through Grade 5 West Hartford Curriculum. This edition outlines the curriculum for your child's respective grade in school. Using basic skills and experiences as building blocks, the West Hartford Curriculum identifies what children learn at each grade level and represents a balanced and comprehensive program of all academic areas. Our curriculum is based on the Connecticut Core Standards and provides instruction on the essential skills and understandings necessary for success on both district and state assessments. The Connecticut Core Standards in literacy and math have been introduced in all grades K-5. The West Hartford curriculum also includes an integration of the visual and performing arts, physical education, world language (grades 3-5) and library media services.



This curriculum comes alive in the hands of our talented teachers who are committed to ensuring that our students reach their highest potential. We are dedicated to accommodating children's diverse needs, the way they learn, their experiences and interests, and to facilitating continuous educational growth. If you should have any questions about your child's curriculum, your classroom teacher is the best source of information.

No single document can fully explain the rich and complex nature of the school curriculum and instructional goals. We know that learning is optimized in a partnership with families, teachers, and schools. Working together, we can use your experiences as a family and our work in the classroom to create a respectful climate of academic success and joy for lifelong learning.

Sincerely,

Nancy M. DePalma, Ed.D.

Assistant Superintendent for Curriculum, Instruction and Assessment

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### Language Arts

This year your child will be working to develop his or her understanding and mastery of Grade 2 Connecticut Core Standards for English-Language Arts. These standards integrate all aspects of Language Arts development and are categorized under Reading, Writing, Speaking & Listening, and Language. Your child's teacher will use a wide variety of instructional strategies and formats to help your child learn and progress toward mastery of these standards by the end of the school year.

#### Reading

- **Apply Phonics and Word Recognition Skills**  
Know and apply grade level phonics and word analysis skills in decoding words.  
Distinguish long and short vowels (e.g., hop and hope).  
Know spelling sound correspondence (e.g., treat, boat, about).  
Decode regularly spelled two-syllable words with long vowels (e.g., maybe).  
Decode words with common prefixes and suffixes (e.g., un, re, mis, able, ful).  
Identify words with inconsistent but common spelling-sound correspondences (e.g. body, cloth, ton, happy, sky).  
Recognize and read grade appropriate irregularly spelled words.
- **Read with Fluency**  
Read on level text with appropriate accuracy, rate and expression.
- **Identify Key Ideas and Details**  
Ask and answer questions to demonstrate understanding with literature and informational texts.  
Recount stories and determine central message, lesson or moral.  
Describe how characters in a story respond to major events and challenges.  
Identify main topic in an informational text.  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures.
- **Understand the Structure of Texts**  
Describe how words and phrases supply rhythm and meaning in a story, poem or song.  
Describe the overall structure of a story and acknowledge differences in points of view of characters.  
Determine the meaning of words and phrases in an informational text.  
Know and use various text features (captions, bold print, glossaries, etc.) to locate key facts.  
Identify the main purpose of a text including what the author wants to answer, explain or describe.
- **Integrate Knowledge and Ideas Within and Across Texts**  
Use illustrations and text to understand character, setting and plot.  
Compare and contrast two or more versions of the same story.  
Explain how specific images (diagram, etc.) clarify an informational text.  
Describe how the author supports points in an informational text.  
Compare and contrast the most important points presented by two informational texts on the same topic.
- **Read and Comprehend a Range of Texts with Appropriate Grade Level Complexity**  
Proficiently read and comprehend a variety of texts in the grade 2-3 text complexity range.

### Writing

- **Write a Variety of Texts for Various Purposes**  
Write opinion pieces that introduce the topic, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons and provide a concluding statement.  
Write informative/explanatory text by introducing a topic, using facts and definitions to develop points and provide a concluding statement.  
Write narratives by recounting a well-elaborated event or short sequence of events, including details, thoughts and feelings, and sequencing to signal event order and provide a sense of closure.
- **Produce and Publish Clear and Coherent Writing**  
Revise, edit and use a variety of digital tools to publish writing with guidance and support from adults and peers.
- **Research to Build and Present Knowledge**  
Participate in shared research and writing projects.  
Recall information from experiences or gather information from provided sources to answer a question.

### Speaking And Listening

- **Participate In Collaborative Conversations with Understanding**  
Build on others talk and conversations with diverse partners, follow agreed upon rules for discussions and ask for clarification and further explanation as needed.  
Recount or describe key ideas and details from a read aloud or oral presentation.  
Ask and answer questions about

what a speaker says in order to clarify comprehension, gather information or deepen understanding of a topic or issue.

- **Present Knowledge and Ideas Clearly**  
Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.  
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.  
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language

- **Demonstrate Command of Conventions of Standard English**  
Apply parts of speech correctly when writing and speaking.  
Produce, expand, and rearrange complete simple and compound sentences. (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).  
Apply capitalization, punctuation and spelling when writing.
- **Use Knowledge of Language**  
Apply formal and informal uses of English.
- **Understand and Use Grade Appropriate Vocabulary**  
Determine and clarify the meaning of unknown and multiple-meaning words and phrases using a variety of strategies.  
Demonstrate an understanding of word relationships and nuances in word meanings.  
Apply words and phrases acquired through conversations, reading and responding to texts.

### Handwriting

- Work toward mastery of upper- and lower-case Zaner Bloser print alphabet.

### Social Studies

#### Government and Civics

- Develop a sense of own relationship with family and community with an emphasis on West Hartford, Connecticut.
- Develop decision-making, problem-solving and interpersonal skills through collaborative groupings.
- Explore, understand and appreciate the cultural similarities and differences between one's own culture and other cultures.

#### Geography

- Use a map and a grid to explain direction.
- Identify continents, countries of North America, the Atlantic and Pacific Oceans and the northern and southern hemispheres.
- Identify and define: mountains, hills, rivers, plains, lakes and forests.

#### History

- Develop a sense of personal history.
- Develop a sense of U.S. history by studying the lives of famous Americans and national holidays.
- Apply terms related to time (e.g., decades, centuries, generations) and understand concept of a timeline.

#### Recognition of Religious Holidays

- Birth of Buddha (Vesak), Obon-e (Buddhist)

### Science

#### Life Science

##### Plants/Amphibians and Reptiles

- Recognize that organisms change in form and behavior as part of their life cycles.
- Describe the changes in reptiles and amphibians as they grow and change and/or undergo metamorphosis.
- Describe the life cycles of plants to include seed germination, growth, flowering, pollination and seed dispersal.
- Explore and describe the effects of light and water on seed germination and plant growth.
- Describe the different structures plants have for obtaining water and sunlight.

#### Earth Science

##### Earth Materials and Their Uses

- Observe the varied physical properties of earth materials that make them useful in different ways.
- Describe different soils by their color, particle size and capacity to hold water.
- Observe that soils support the growth of many kinds of plants, including those in our food supply.
- Relate the properties of soils to their capacity to support the growth of certain plants.

#### Scientific Inquiry

- Demonstrate a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena.
- Participate in speaking, listening, presenting, interpreting, reading and writing about science.
- Understand that mathematics provides useful tools for the description, analysis and presentation of scientific data and ideas.







## Mathematics

Our mathematics curriculum is based on the Connecticut Core Standards for Mathematics (CCSS-M) that define what students should understand and be able to do by the end of the year at each grade level. The Connecticut Core Standards for Mathematics have two key components:

- (1) **Standards for Mathematical Practice** – eight practices in which students engage at all grade levels
- (2) **Standards for Mathematical Content** - conceptual understandings and procedural knowledge and skills

The Content Standards at each grade level are grouped into domains (e.g. Geometry) and clusters within each domain. Our instructional focus in Grade 2 is on four critical areas: (1) extending understanding of base 10 notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. To provide you with an understanding of your child's mathematics learning, we have highlighted domains and clusters of standards for Grade 2 below. A comprehensive description of the Connecticut Core Standards for Mathematics is available at <http://www.corestandards.org/>.

### Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

### Key Fluencies

- Add/subtract within 20, knowing from memory all sums of two one-digit numbers.
- Add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

### Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction.**

Use addition and subtraction within 100 to solve one and two-step problems involving adding to, taking from, putting together, taking apart and comparing.

Solve for the unknown in all positions (e.g., by using drawing and equations with a symbol for the unknown number to represent the problem).

- **Add and subtract within 20.**
- **Work with equal groups of objects to gain foundations for multiplication.**

Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns; write an equation to express the total as a sum of equal addends.

### Number and Operations in Base Ten

- **Understand place value.**  
Understand three-digit numbers as representing amounts of hundreds, tens, and ones.  
Count, read, and write numbers within 1000.  
Skip count by 5s, 10s, 100s.  
Compare three-digit numbers and use  $>$ ,  $<$ ,  $=$  symbols to record comparisons.

- **Use place value understanding and properties of operations to add and subtract**

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.

Add up to four two-digit numbers using strategies based on place value and properties of operations. Mentally add or subtract 10 or 100 to or from a given number 100-900.

Explain why addition and subtraction strategies work, using place value and the properties of operations.

### Measurement and Data

- **Measure and estimate lengths in standard units.**  
Measure length of an object by selecting and using appropriate tools (e.g., ruler) and estimate lengths using standard units (inches, feet, centimeters, meters)  
Measure to determine how much longer one unit is than another.

- **Relate addition and subtraction to length**  
Solve word problems involving lengths that are given in the same units and represent whole number lengths on a number line diagram.

- **Work with time and money.**  
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

- **Represent and interpret data.**  
Generate measurement data by measuring length of several objects to nearest whole or repeated measurements of the same object and show measurements in a line plot.  
Draw a picture graph and bar graph to represent and solve problems with a data set with up to four categories.

### Geometry

- **Reason with shapes and their attributes.**  
Recognize and draw shapes having specific attributes.  
Partition shapes into the same size parts/equal shares and describe the shares (e.g., halves) and the whole as *two halves, three thirds, four fourths* using words.  
Recognize that equal shares of identical wholes need not have the same shape.



## Visual Arts

The Visual Arts Department promotes artistic development, fosters development of visual literacy, critical thinking skills, intellectual risk-taking and lifelong learning. The curriculum is grounded in the National Standards. The program strives to address the four components of Art Education in the following ways (suggested concepts to be addressed appear in *italics*):

### Art History/Culture

Understand visual art in history and culture through studying artists such as:

- Romare Bearden (*collage, autobiographical work*)
- Paul Klee (*abstraction*)
- Claude Monet (*use of media, Impressionism*)
- Japanese culture
- Additional cultures, artists and art forms

### Art Production

Produce visual expressions; design and communicate through art:

- Drawing: explore materials and basic techniques.
- Painting: develop skills in two-dimensional media with emphasis on personal expression.
- Three-Dimensional Forms: develop skills in three dimensional media with emphasis on construction, techniques.
- Experience and explore a variety of media and techniques.

### Art Criticism

- Perceive the qualities of visual art and make judgments.
- Apply and discuss grade level appropriate elements and principles of design and the language of art.
- Continue to build visual literacy skills.

### Aesthetics

- Make informed opinions about visual art.
- Associate feelings about works of art.

## Music

### Vocal Music

Singing is the foundation of all music skills in the elementary vocal music curriculum. Music skills are sequentially taught and divided into five content areas: melody, rhythm, reading and writing, part work and form, using grade appropriate songs, singing games and rounds.

### Singing

- Sing in tune, clearly, alone and with others.
- Sing simple two-part songs, e.g., rhythmic and melodic ostinati.

### Performing/Improvising

- Perform rhythmic and melodic patterns, alone and with others.
- Move to and keep a steady beat while singing.

### Reading/Notating

- Read and write simple rhythmic and melodic patterns, e.g., half notes; do, re, mi, la.
- Identify simple form, e.g., repeat sign.

### Listening/Evaluating

- Listen to music with focused attention.
- Respond to music with movement.
- Use terminology in describing music, e.g., repeat, variant.

### Understanding Culture/History

- Identify ways in which other disciplines are interrelated with music.
- Sing songs and play games that explore cultural diversity, e.g., Japan.
- Put music into a cultural and historical context.





### Library Media Services

The library media program in the elementary school provides the foundation for information and technology literacy skills and supports reading for lifelong learning. By the end of grade 5 students will:

- Identify what they need to do and find out to complete a task or assignment.
- Use the research process to solve problems and make decisions.
- Select and narrow or broaden search terms.
- Brainstorm a list of the possible information sources.
- Evaluate the relevancy and reliability of information sources.
- Use the navigational features of sources (e.g., indexes, table of contents, menus, site maps) to locate information.
- Take notes in their own words after reading, viewing, or listening to information sources .
- Cite information sources using the appropriate format.
- Create a product using appropriate information and technology that communicates ideas to others.
- Evaluate the final product by identifying what went well and what to improve in the future.
- Engage in a variety of literature experiences to make connections with text and images (e.g., illustrations, photographs, charts, maps, diagrams).
- Use a variety of strategies to select “just right” books.
- Demonstrate responsible use of library materials.



### Physical Education

- Demonstrate efficiency and good body control when performing locomotor and non-locomotor skills through partner activities, group games, and movement tasks.
- Demonstrate developmentally appropriate manipulative skills (e.g., striking) using a variety of implements and different body parts.
- Combine locomotor and non-locomotor skills with manipulative activities.
- Apply movement concepts (e.g., space, speed, force) to movements.
- Perform simple rhythmic patterns involving creative or cultural dance movement.
- Participate in a variety of moderate to vigorous physical activities that promote fitness.
- Perform movement tasks (both on the floor as well as on the apparatus) that require creative or critical thinking.
- Demonstrate effective interpersonal skills to participate in cooperative adventure and group activities.

### Keyboarding

Keyboarding in grades PreK-1 focuses on keyboarding awareness skills such as left and right hand keys, and the location of alphabetic keys as well as the operation of the space bar, enter and backspace keys. In addition to these skills, students in grade 2 also explore the home row. Proper technique and posture are emphasized at all grade levels.

Baseline typing skills are determined in the spring using a brief on-line keyboarding test to determine words per minute and accuracy. The end of Grade 2 keyboarding benchmark expectation is 5 words per minute (wpm) with 90% accuracy. This assessment will inform needs for formal keyboarding instruction in Grade 3.

Students in Grade 3-5 who meet or exceed grade level benchmarks on fall and spring benchmark assessments will not require formal instruction but will continue to refine their skills through technology-integrated units as well as writing and performance tasks. An intervention model approach will be used for students in Grades 3-5 who do not meet the benchmark at their grade level.

### Health

- Define and practice good personal hygiene to promote healthy living.
- Make healthy eating choices, including eating a variety of foods daily.
- Recognize feelings and are able to sort them by small, medium and large.
- Practice effective communication skills, including verbalizing feelings and assuming others' perspectives.
- Demonstrate calming-down techniques.
- Discuss how to use the Internet safely with an emphasis on privacy.
- Name trusted adults who can help them.
- Explain safe practices when taking medicines.
- Explain potential dangers of touching, playing with, ingesting, smelling or inhaling any substance.

West Hartford Community Relations police officers assist in teaching some of these objectives.

