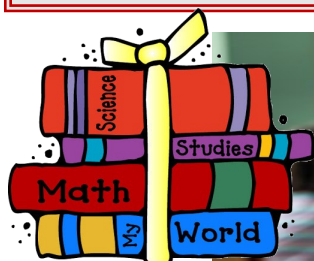


Killingly Public Schools

Guide to Curriculum

Second Grade



Dear Parents and Guardians,

Killingly Public Schools has constructed this Grade 2 Curriculum Guide as a means of providing parents with information about their child's learning in Killingly Public Schools. Each subject area is outlined in the guide with the grade-level learning targets for students in each grade.

In addition to the course progression, each section includes hyperlinks to additional materials that can further expand your understanding of our units. This document reflects an organized plan around a set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what KPS students should know and be able to do.

In Killingly Public Schools, all students encounter a learning pathway in which student proficiency is assessed by clearly defined standards and targets. As a reminder, these standards and targets are the same for all students, but individual lesson plans may vary from class to class. If you have questions at any time regarding units of study or materials used, please contact your child's teacher.

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. As a community we will; ensure graduates are college and career ready, provide students with the necessary foundations for learning, specifically in the area of literacy, engage the community in a 5-year strategic planning process, continue to improve school climate in each building, and strengthen community partnerships in order to increase community involvement within the school system.

We hope you find this guide helpful, as we work in partnership to make this a successful experience for your child.

Paul M. Brenton
Assistant Superintendent
Killingly Public Schools

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Killingly Public Schools

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Mission Statement

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. It will do so by:

1. Creating and maintaining an enthusiastic education environment;
2. Challenging all students to achieve their highest potential;
3. Fostering respect for human differences;
4. Adjusting to an ever-changing world; and
5. Maintaining a partnership with the community.

Curriculum, Instruction, and Assessment

Standards

Educational standards are the learning goals for what students should know and be able to do at each grade level. Education standards, like Common Core reference below, are not a curriculum. In Killingly we develop our proficiency based curriculum from prioritized educational standards. From this curriculum, teachers create unit plans which guide instruction. When reviewing this document, parents should note that standards and learning targets remain constant, but curriculum can be altered from year to year to ensure students are meeting the learning goals.

In Killingly Public Schools, the following standards drive our programming:



Curriculum

In Killingly Public Schools, the term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. This includes; the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

Learning Standards

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives and clarify what students should have learned by the end of a course, grade level, or grade span.

Learning objectives

Learning objectives are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.

Assessments

What does "assessment" mean in KPS?

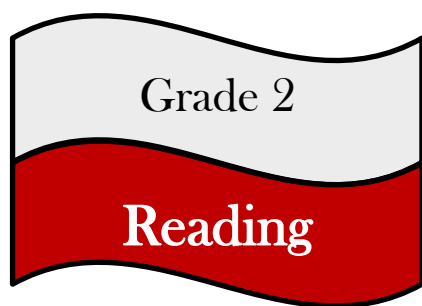
Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and IAB assessments.

Why do we need assessments?

Assessments are important tools that help educators set standards, create instructional goals, motivate performance, provide feedback to students, evaluate progress, and communicate progress to others.

How do we use universal assessments and screens like STAR?

Universal assessments are used to inform teaching and learning. Diagnostic screenings are administered prior to instruction, and help teachers identify students who might benefit from extra support.



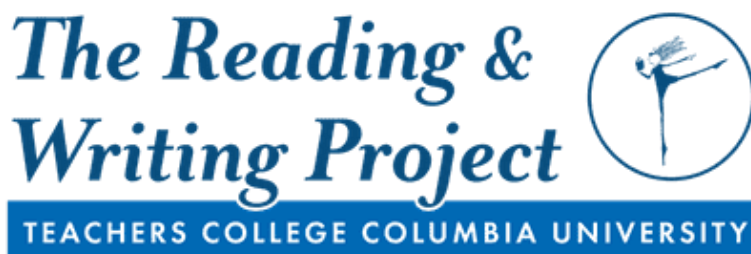
READERS WORKSHOP

Reader's Workshop is a teaching method that has been around for many years. Its main focus is to foster a love for reading within our students, and to differentiate, or personalize, instruction in order to accommodate the learning needs of all students. Reader's Workshop follows a very similar format to Writer's Workshop. First, the teacher models a reading strategy during a mini lesson. Next, students engage in a large block of time where they independently apply their reading strategies in "just right" (independent level) books while teachers move about the room to quietly conference with individual students. Last, the students meet to share what they learned as readers. Reader's Workshop is a child-centered approach to teaching reading that brings the "real" world of reading into the classroom; students select their own reading materials, read at their own pace, and talk to others about what they have read. Teachers collaborate at each grade level to develop the Units of Study and pacing guides based on their ongoing assessment of students. Reader's Workshop is a highly organized structure requiring many hours of preparation by the teacher and extended time for students to read, think, and converse about books on a daily basis.

Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
Second-Grade Reading Growth Spurt	Becoming Experts: Reading Nonfiction	Folktales & Fairy Tales	Bigger Books Mean Amping Up Reading Power
Unit 5	Unit 6		
Reading Nonfiction Cover to Cover	Series Book Clubs		

Additional Available Online Resources For Parents



Key Understandings

Literature

- Asks and answers questions to demonstrate text
- Summarizes stories and demonstrates understanding of the central message or lesson
- Describes how a character in a story responds to major events and challenges
- Explains differences between fiction and nonfiction
- Compares and contrasts two or more versions of the same story

Informational Text

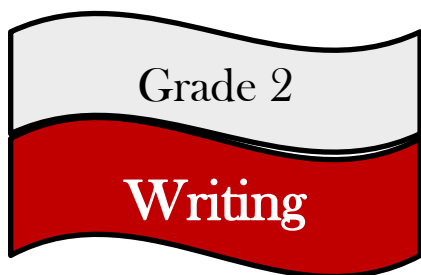
- Asks and answers questions to demonstrate understanding of a text
- Uses text features to locate key facts or information
- Identifies the main topic of a text
- Compares and contrasts the most important points and key details presented in two texts on the same topic

Foundational Skills

- Expands upon phonics and word analysis skills to read grade appropriate and irregularly spelled words
- Reads with sufficient accuracy and fluency to support comprehension

Speaking and Listening

- Participates effectively in a range of collaborative discussions (one on one, in groups, and teacher led)
- Speaks clearly and uses descriptive details when telling a story or recounting an experience
- Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media
- Demonstrates command of the conventions of standard English grammar and usage when speaking
- Acquires and uses grade appropriate vocabulary



Writers Workshop

The author, Cynthia Rylant says, “We live life as an artist.” Writer’s Workshop is an approach to the art of writing, rather than a formulaic program. It is child-centered, so that the student finds value in his ideas, success in his writing and enrichment in his life.

The Units of Study for primary and intermediate grades arose out of over a decade of in-school research and practice that was spearheaded by the Teachers College Reading and Writing Project at Columbia University. Writer’s Workshop theory of teaching is based upon fostering independent writers and life-long learners. It is our belief that there is not a single string of sequenced lessons that applies to every possible classroom. The lessons must be responsive to the individual needs of the writers in each class. However, we do believe in strong models of excellent instruction for teachers—Writer’s Workshop is just such a model.

Units of Study

Unit 1	Unit 2	Unit 3
Lessons from the Masters: Improving Narrative Writing	The How-to Guide to Nonfiction Writing	Writing About Reading

Key Understandings

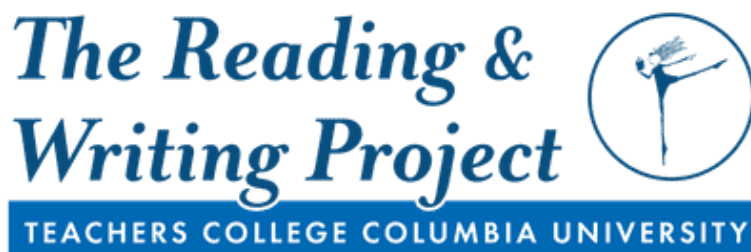
Writing

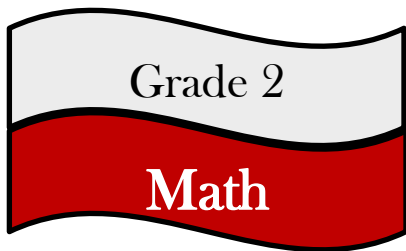
- Writes opinion pieces supporting point of view
- Writes informative pieces to examine a topic and convey information
- Writes narrative pieces which include detail, sequence of events, and closure
- Plans, revises, and edits writing with guidance and support from peers and adults
- Participates in shared research and writing projects
- Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing

Speaking and Listening

- Participates effectively in a range of collaborative discussions (one on one, in groups, and teacher led)
- Speaks clearly and uses descriptive details when telling a story or recounting an experience
- Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media
- Demonstrates command of the conventions of standard English grammar and usage when speaking
- Acquires and uses grade appropriate vocabulary

Additional Available Online Resources For Parents





These standards describe student behaviors, ensure an understanding of math, and focus on developing reasoning and building mathematical communication. Each standard has a unique focus, but each also interweaves with the others as we put them into practice. These practices empower students to use math and to think mathematically. Our job as teachers is to help students develop these practices to become effective mathematicians.

The mathematics curriculum in all grade levels encourages the use of the following 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

Our district values clear and high expectations in order to allow for continuous improvement for each and every child in the area of mathematics. Our mission is to have student-focused collaboration in which they gain understanding and see themselves as mathematicians who are confident to use skills and strategies as mathematical problem solvers. This collaborative structure will also support students in their mathematical reasoning and communication. As support to this learning, teachers will implement curriculum and plan activities to guide students in developing their own mathematical understanding. The teachers and students work under the instructional philosophy that all students learn mathematics by engaging in tasks that require the application of mathematical reasoning and communication.

Key Understandings

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Add and subtract within 20
- Work with equal groups of objects to gain foundations for multiplication

Number and Operations in Base Ten

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

Measurement and Data

- Measure and estimate lengths in standard units
- Relate addition and subtraction to length
- Work with time and money
- Represent and interpret data

Geometry

- Reason with shapes and their attributes

In a proficiency-based learning system, students work on mastering skills and conceptual understanding throughout the year.

The table below shows the skills assessed during each reporting period.

Trimester 1	Trimester 2	Trimester 3
Reads and Writes Numbers in Many Ways		
Adds and Subtracts Using Many Strategies		
Fluently Adds Within 20		
Fluently Subtracts Within 20		
Solves Word Problems and is Able to Show and Explain Thinking		
	Names, Draws, and Divides Shapes Into Equal Parts	
	Understands and Shows Data Using a Variety of Graphs	
		Tells and Writes Time to the Nearest 5 Minutes Using AM & PM
		Solves Problems Involving Money
		Estimates and Measures the Length of an Object Using a Variety of Tools & Units

Student Log-In

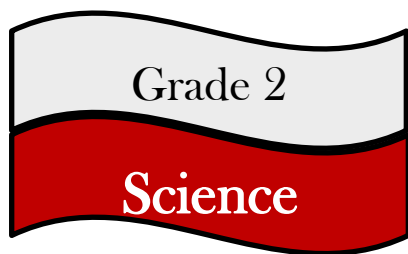


Additional Available Online Resources For Parents



Program Overview





Our Science curriculum in second grade helps students formulate answers to questions such as: “How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place?”

Disciplinary Core Ideas

- Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.
- Students are also expected to compare the diversity of life in different habitats. An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials.
- Students are able to apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

The crosscutting concepts include the concept of patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.

In the second grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Additional Available Online Resources For Parents



**FULL OPTION
SCIENCE SYSTEM™**

Key Understandings

Matter and its Interactions

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose
- 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
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot

Ecosystems: Interactions, Energy, and Dynamics

- Plan and conduct an investigation to determine if plants need sunlight and water to grow
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants

Biological Evolution: Unity and Diversity

- Make observations of plants and animals to compare the diversity of life in different habitats

Earth's Place in the Universe

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly

Earth's Systems

- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land
- Develop a model to represent the shapes and kinds of land and bodies of water in an area
- Obtain information to identify where water is found on Earth and that it can be solid or liquid

Engineering Design

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs



Second-grade students will engage in the study of how people both past and present have made a difference in their community, country, and world as well as exploring how and what we decide to remember about the past. This interdisciplinary study incorporates history, civics, economics, and geography and requires that students generate and research compelling questions such as:

- How can people make a difference in society?
- How do both individuals and groups of people make a difference in our town, state, country, and world?
- How and what do we decide to remember about the past?
- How do things in the past connect to what happens today?

Important Themes include:

Perspectives and Diversity in our World

- Analyze the ways in which our school and community are diverse.
- Examine how different forms of cultural expression are used to influence and change society, including art, literature, music, film, dance, and other forms of fine and performing arts.
- Explore the different roles played by members of the community.

Democratic Principles and Values

- Identify key American democratic principles and values such as liberty, freedom, justice, and equality.
- Explore how American democratic principles and values influence how and why people make a difference in society.

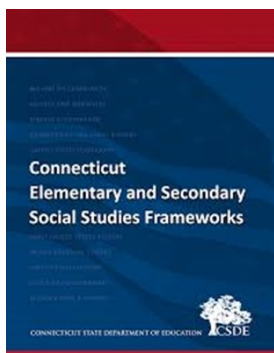
Using Evidence to Learn About the Past

- Identify different types of sources of information about individuals and groups who made a difference in society.
- Identify the author of a source and the potential biases of the author.
- Compare and contrast conflicting sources and use these sources to draw conclusions.

Connecting the Past and Today

- Explore connections between the actions of people and groups in the past and the possible influence on today.
- Analyze how the types of actions of people and groups in the past are similar to, and different from, actions taken today.

Additional Available Online Resources For Parents



Key Understandings

Civics

- Describe a government's role in a community
- Explain how and why people take action in their society
- Explain how rules function and influence how people behave and make decisions

Geography

- Construct and use geographic representations
- Explain the relationship between people and the environment of a place/region

History

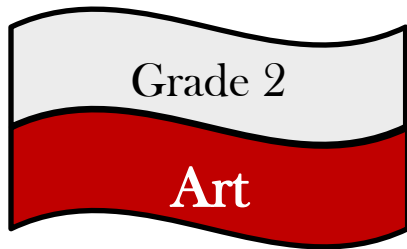
- Describe how the past influences the present
- Explore, identify and describe different perspectives of the same event, both past and present
- Explain different ways we can learn about the past

Economics

- Explain different ways people contribute to their communities
- Explain how the economy affects different groups differently

Research and Inquiry

- Ask and answer questions using a variety of resources and information
- Apply a variety of tools to investigate disciplinary concepts
- Evaluate a source
- Communicate my opinions, ideas, and solutions to problems in the world



In Killingly, art education is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student. The study of art provides major opportunities to nourish higher level thinking. Students learn to think like artists when they observe, analyze, envision, express, make connections, problem solve and reflect.

Our art education curriculum is designed to expand students' means of expression and communication as well as develop the imagination and visual literacy. At the elementary level, we emphasize exploration materials and methods while building both conceptual and technical knowledge.

The National Core Arts Standards are focused in a framework that highlight four artistic processes: Creating, Performing, Responding and Connecting. These standards are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. For more detailed information, go to www.nationalartsstandards.org.

CONNECTING. Relating artistic ideas and work with personal meaning and external context

1. Synthesize and relate knowledge and personal experiences to make art.
2. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CREATING. Conceiving and developing new ideas and work

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

PERFORMING. Interpreting and sharing artistic work

1. Analyze, interpret, and select artistic work for presentation.
2. Develop and refine artistic work for presentation.
3. Convey meaning through the presentation of artistic work.

RESPONDING. Understanding and evaluating how the arts convey meaning

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

National Core Arts Standards

Creating

- Brainstorm collaboratively multiple approaches to an art or design problem
- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- Experiment with various materials and tools to explore personal interests in a work of art or design
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- Repurpose objects to make something new
- Discuss and reflect with peers about choices made in creating artwork

Presenting

- Categorize artwork based on a theme or concept for an exhibit
- Distinguish between different materials or artistic techniques for preparing artwork for presentation
- Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities

Responding

- Perceive and describe aesthetic characteristics of one's natural world and constructed environments
- Categorize images based on expressive properties
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form
- Use learned art vocabulary to express preferences about artwork

Connecting

- Create works of art about events in home, school, or community life
- Compare and contrast cultural uses of artwork from different times and places

Additional Available Online Resources

For Parents



Grade 2

Music

In Killingly, we believe music education is a fundamental element in a well-rounded education. Killingly's music standards align with the National Core Arts Standards for Music, adopted by the National Music Teachers Association and the State of Connecticut. These standards are based on the belief that performing, creating, responding to, and connecting to music are essential to a child's music education.

We provide our students with a fully immersive and interactive music education utilizing a diverse repertoire that represents cultures from around the world. We believe that singing, playing instruments, moving to music, and creating music are the best ways to develop and grow as a young musician. Students will begin their music education by learning to become "tuneful, beatful, and artful" in grades K and 1 through a curriculum called First Steps in Music. Its goal is referred to as "The Thirty Year Plan," which is best described by the curriculum's creator himself, John Feierabend:

"It should not be unreasonable to expect all adults to be able to clap their hands in time to the cheering at a sporting event. Dad should be able to sing 'Happy Birthday' to his son or daughter without hearing, 'Don't sing, Dad.' A couple should be able to dance in time to the music at their wedding. An audience member should possess sufficient sensitivities to be moved by a nuance in an orchestral performance. A mother or father should be able to soothe their infant with a lullaby and rock to the beat of that lullaby."

These efforts will continue in grades 2, 3, and 4 to continue to build a strong musical foundation. This foundation will naturally progress to music literacy, where students will be able to read and notate music. Our goal is to provide students with the resources and passion for music that they can use in the classroom and beyond.

Additional Available Online Resources

For Parents



National Core Arts Standards

Creating

- Improve rhythmic and melodic patterns and musical ideas for a specific purpose
- Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple)
- Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent
- Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas
- Interpret and apply personal, peer, and teacher feedback to revise personal music
- Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience

Performing

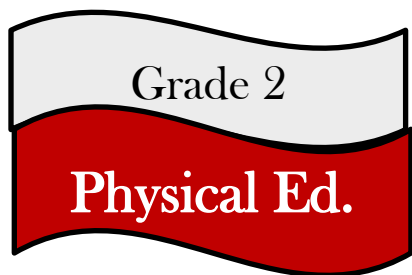
- Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections
- Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance
- When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation
- Demonstrate understanding of expressive qualities (such as dynamic and tempo) and how creators use them to convey expressive intent
- Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances
- Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music
- Perform music for a specific purpose with expression and technical accuracy
- Perform appropriately for the audience and purpose

Responding

- Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes
- Describe how specific music concepts are used to support a specific purpose in music
- Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent
- Apply personal and expressive preferences in the evaluation of music for specific purposes

Connecting

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life



PE Curriculum

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

Health Curriculum

In this curriculum, the children are encouraged to expand their safety skills by memorizing personal information, such as their phone number and address in case of an emergency.

In the second grade curriculum, health in the neighborhood is introduced and students gain new safety tools and abilities to help others. By the end of the curriculum, students discover they have abilities to keep themselves and others safe.

- Defines and practices good personal hygiene to promote healthy living.
- Makes healthy eating choices, including eating a variety of food daily including fruits and vegetables.
- Recognizes feelings and is able to sort them by small, medium and large.
- Practices effective communication skills, including verbalizing feelings and assuming others' perspectives.
- Demonstrates calming-down techniques.
- Discusses how to use the Internet safely with an emphasis on privacy.
- Names trusted adults who can help them.
- Explains safe practices when taking medicines.
- Explains potential dangers of touching, playing with, ingesting, smelling or inhaling any substance.

CT State Standards for Physical Education

Standard 1

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2

- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

Standard 3

- Participate regularly in physical activity

Standard 4

- Achieve and maintain a health-enhancing level of physical fitness

Standard 5

- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Standard 6

- Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Additional Available Online Resources For Parents



KPS Assessment Calendar

KPS STAR Testing Windows Grades 2-10

Test #1	Test #2	Test #3
September	January	May

Summative Assessment Calendar			
Content Area(s)	Assessment	Grade(s)	Testing Window
English Language Proficiency: Speaking, Listening, Reading, and Writing	LAS-Links	K - 12	January—April
English Language Arts & Mathematics	Connecticut Smarter Balanced	3–8	End of March—Early June
	PSAT (KHS)	9-11	Mid October
	CT SAT School Day	11	March or April
	Interim Assessment Blocks IABs	3-8	3 for Math (November, February, March) 2 for Reading (October & December)
	Connecticut Alternate Assessment	3-8 & 11	End of March—Early June
Science	Next Generation Science Standards (NGSS) Assessment	11	Early February—Early June
		5 & 8	End of March—Early June
	CT Alternate Science Assessment	5, 8 & 11	End of March—Early June
Physical Fitness	CT Physical Fitness Assessment	4,6,8 & HS	Anytime during the school year
Early Childhood	Ages & Stages	Pre-K	Start of school—Early October
Early Childhood	CT DOTS	Pre-K	November, March, June