

Welcome to Second Grade!

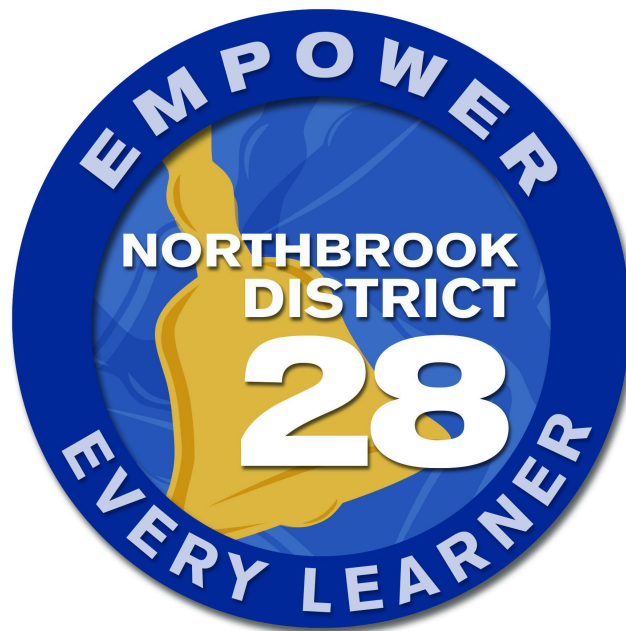
This family curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum to foster growth in every classroom throughout our district.

We look forward to partnering with you throughout the school year. It is through our partnership that we empower every learner to be an engaged, confident, caring, and inspired citizen.

Please reach out to your child's teacher or principal to discuss specific grade level units and resources. More information about programs and assessments is available on the district website.

Best wishes for a successful school year!

Northbrook School District 28 Faculty, Staff, and Administration



Literacy

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 uses a Literacy Studio model where students are immersed in experiences in reading, writing, speaking, listening and viewing that build agency and independence.

The model includes whole group instruction; small, needs-based groups; individual conferences, and ample time to read, write, speak, listen, and reflect independently and in groups.

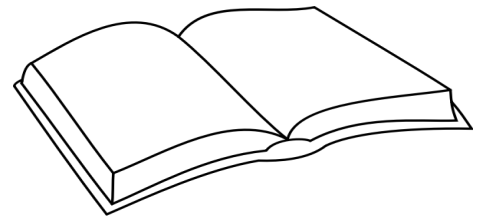
Teachers create a caring, innovative environment where students experience a growth mindset and are able to make choices to navigate their learning.

By the end of second grade, we expect students to be able to...

READING

Reading: Comprehension Strategies

- make connections using schema.
- visualize and use sensory images to understand text.
- ask questions while reading.
- determine important ideas and themes in text.
- make inferences.
- synthesize.
- self-monitor while reading.
- understand different purposes for reading.



Reading: Literary and Informational Texts

- retell folktales, including a central lesson.
- explain how the author uses reasons to support specific points in a text.
- identify the main topic and focus.
- read and understand literature and informational texts.

Reading: Foundational Skills

- know and use phonics and word analysis skills.
- distinguish long and short vowels.
- read regularly spelled two-syllable words with long vowels.
- read accurately and with understanding.

Literacy (cont.)

By the end of second grade, we expect students to be able to...

WRITING

- write opinion pieces that connect the opinion and reasons.
- write informative pieces that provide a topic, facts, definitions, and a conclusion.
- write narrative pieces that include details to describe actions, thoughts, and feelings.
- produce writing that is developed, focused, and organized.
- write routinely over extended time frames and shorter time frames.

SPEAKING AND LISTENING

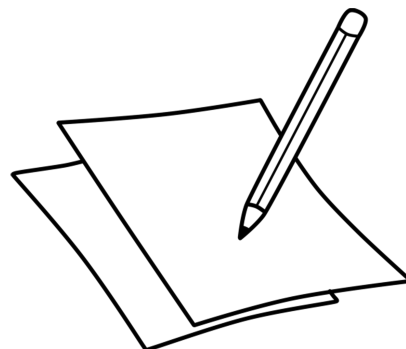
- participate in conversations with peers and adults in small and larger groups.
- recall and describe key ideas and details from something read aloud.
- give and follow three- and four-step oral directions.
- plan and deliver a presentation about a story or experience.

LANGUAGE

- use correct grammar.
- create readable documents with legible print.
- use correct capitalization, punctuation, and spelling.
- use a variety of methods to determine word meaning.
- use individual words to determine the meaning of compound words, which are two words joined to form a new word.

CURSIVE HANDWRITING

- use cursive handwriting to communicate ideas.



Library

The library curriculum focuses heavily on literature appreciation and cultivating a lifelong love of reading through exposure to a wide variety of reading materials and constant access to a school library with trained library personnel. In addition, students learn information literacy skills as outlined below.

By the end of second grade, we expect students to be able to...

- take responsibility for library materials.
- choose “just right” materials independently from a wide variety of texts, including award winning titles.
- differentiate between fiction and nonfiction texts.
- differentiate various types of materials.
- recognize different parts of a book and their function.
- understand how libraries are organized.
- locate materials in the library independently.
- begin to identify an informational need.
- begin to organize information from a variety of sources including digital formats.
- begin to determine importance in text.
- begin to evaluate information for accuracy and quality.
- begin to synthesize information into their own thinking.
- share new learning with peers.



Digital Citizenship

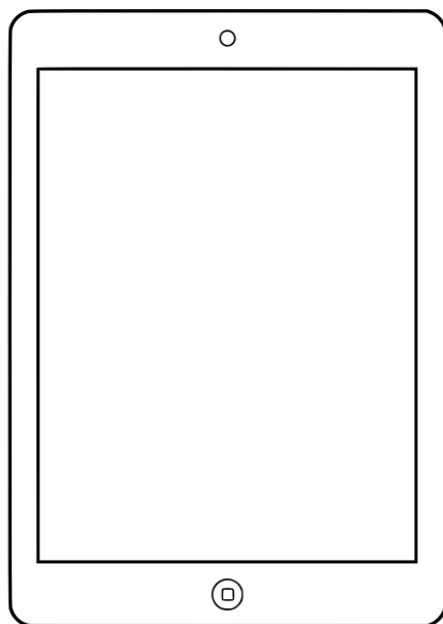
Digital Citizenship is the ability to think critically, behave safely, and participate responsibly through communication, collaboration, and creation in the digital world.

Children interact with technology at a very early age. Just as children learn about the world around them, they need to learn about the digital world: its benefits, how to behave safely, and the consequences of use. Providing instruction and experiences for children to learn about and practice digital citizenship is a proactive way to help them connect their offline and online behaviors.

We believe “it takes a village” to raise a digital citizen. The digital citizenship curriculum includes activities to teach students, resources to engage parents, and information to educate teachers and administrators. Lessons are presented in a timely manner to prepare students for new experiences, reinforce safe behaviors, and integrate with content material.

The topics covered in grades 2-8 are:

- media balance & well-being
- privacy & security
- digital footprint & identity
- relationships & communication
- cyberbullying, digital drama, & hate speech
- news & media literacy



Mathematics

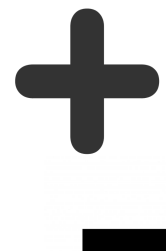
District 28's Math curriculum is aligned to the Illinois Learning Standards which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.

These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real-world issues and challenges, preparing students to think and reason mathematically.

By the end of second grade, we expect students to be able to...

OPERATIONS AND ALGEBRAIC THINKING

- represent and solve one- and two-step problems involving addition.
- represent and solve one- and two-step problems involving subtraction.
- fluently add and subtract within 20.
- work with equal groups of objects to develop the foundations for multiplication.

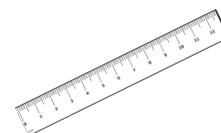


NUMBERS AND OPERATIONS IN BASE TEN

- understand place value to the hundreds.
- know that a group of ten tens is one hundred.
- skip count by 5s, 10s, and 100s to 1,000.
- read and write numbers to 1,000.
- compare two three-digit numbers.
- mentally add and subtract 10 to a given number.
- explain how addition and subtraction work, using place value strategies and the relationship of the operations.

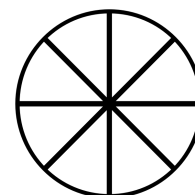
MEASUREMENT AND DATA

- measure and estimate lengths in customary and metric units.
- use addition and subtraction to solve word problems involving length of objects.
- accurately represent whole numbers on a number line.
- tell and write time (analog and digital) to the nearest five minutes, using a.m. and p.m.
- solve word problems involving dollars, quarters, dimes, nickels, and pennies, using the appropriate symbols (\$ ¢).
- represent whole-number data on a line plot, picture graph, and a bar graph.
- interpret the data to solve simple problems using the data from the graph.



GEOMETRY

- recognize and draw shapes having specified attributes.
- partition rectangles and circles into two, three, or four equal shares.
- describe equal shares of a shape using the words halves, thirds, and fourths.



Science

The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding. Science learning inspires and empowers students to be curious global citizens and see themselves as lifelong learners.

By the end of second grade, we expect students to be able to...

PHYSICAL SCIENCE

- 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.
- 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.

LIFE SCIENCE

- plan and conduct an investigation to determine whether plants need sunlight and water to grow.
- develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- make observations of plants and animals to compare the diversity of life in different habitats.
- 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.

Science (cont.)



EARTH AND SPACE SCIENCE

- 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.
- plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

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.
- use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Social-Emotional

Effective SEL programs begin at an early age and continue through high school. They work to develop students' key SEL skills. These include five core social and emotional competencies:

SELF-AWARENESS: Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

SOCIAL AWARENESS: Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.

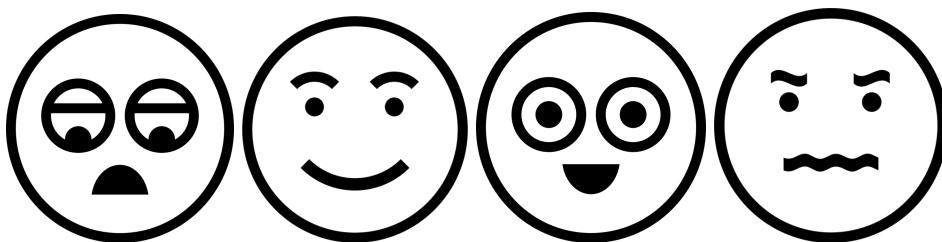
SELF-MANAGEMENT: Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

RELATIONSHIP SKILLS: Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

RESPONSIBLE DECISION MAKING: Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions, respecting others, and taking personal responsibility for one's decisions. (Excerpt from Safe & Sound, CASEL)

By the end of second grade, we expect students to have an understanding of the following skills:

- listening
- knowing your feelings and feelings of others
- joining in
- dealing with feelings
- giving and receiving compliments
- following directions
- how and when to interrupt
- accepting consequences
- reading others' feelings
- sportsmanship



Social Studies

The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action.

Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels.

Social Studies for kindergarten through fifth grade focuses on the home, school, community, City of Chicago, State of Illinois, regions of our nation, and the United States.

By the end of second grade, we expect students to be able to...

INQUIRY SKILLS

- create questions to guide inquiry work, with support.
- explore information from different resources to help answer questions.
- find information from more than one place, with support.
- develop an understanding of the differences between facts and opinions.
- ask and answer questions about different ideas.
- use different methods to come to conclusions and take action in their classrooms.

CIVICS

- explain what governments are and what they do.
- describe how a community works.



Social Studies (cont.)

By the end of second grade, we expect students to be able to...

GEOGRAPHY

- construct and interpret maps to understand the characteristics of places.
- identify characteristics of the local community and compare to other places.
- describe the connections between the physical environment and the economic activities of a location.

ECONOMICS & FINANCIAL LITERACY

- demonstrate how choices impact ourselves and others, in positive and negative ways.
- compare the goods and services in the local community.
- explain that money can be spent or saved on goods and services.

HISTORY

- summarize changes that have happened in the local community, over time.
- compare people and groups that have made an impact on history and caused change.



Spanish

All students in grades one through five will study Spanish for 30 minutes daily. Students focus on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the Spanish language.

By the end of second grade we expect students to be able to...



LISTENING COMPREHENSION

- understand simple descriptions, stories, and conversations directly related to the curriculum.
- follow simple directions given in the target language.

SPEAKING

- mimic correct Spanish pronunciations.
- speak about known topics in familiar conversations, as appropriate to grade level.
- use the target language in spontaneous and meaningful ways.

READING

- recognize the alphabet, sound/letter correspondence and target vocabulary words in Spanish.
- read simple descriptions, stories and conversations directly related to the curriculum, as appropriate to grade level.

WRITING

- write simple guided sentences and phrases directly related to the curriculum, as appropriate to grade level.

CULTURE

- recognize common Hispanic holiday traditions and celebrations.
- recognize where Spanish is spoken in the U.S. and worldwide.
- participate in children's songs and games from Spanish-speaking cultures.

Art

District 28's art classes focus on developing students as artists who communicate ideas visually, express a point of view, and use inspiration from the world around them when creating their artwork.

By the end of second grade, we expect students to be able to...

DRAWING

- draw from observation and memory.
- use patterning, incorporate detail and draw in a manner to fill the page.
- draw from different points of view.
- recognize and use basic value.

PAINTING

- continue to develop skills in color mixing.
- understand the concept of how color affects paintings.
- understand methods of paint application using tempera and watercolor.

GRAPHICS

- further explore printing techniques.

DESIGN

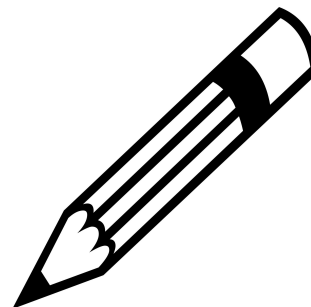
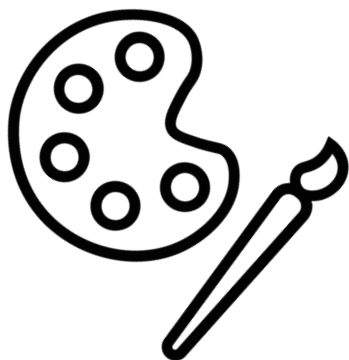
- overlap images.
- manipulate paper to achieve various effects in two-dimensional and three-dimensional works.
- cut symmetrical shapes by folding paper in half.

ART APPRECIATION

- identify artwork by medium.
- discuss the elements in a given artwork.

SCULPTURE

- create a 3-D piece by manipulating paper or other materials.



Music

The purpose of music education in District 28 is to cultivate thoughtful members of society that are tuneful, beautiful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

By the end of second grade, we expect students to be able to demonstrate...

MELODY

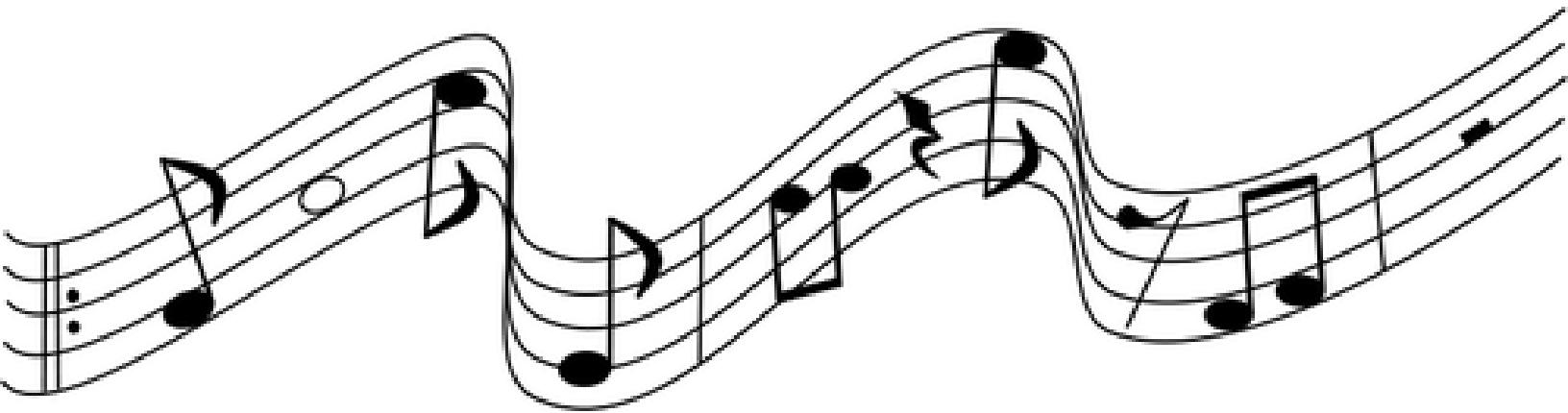
matching pitch on three or more notes.

RHYTHM

half notes and rests, staff notation, symbols.

EXPRESSION

varying tempos and dynamics, improvise movement stories.



Physical Education

Northbrook School District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthful living. Cooperation and respect for each other help provide a safe environment, both physically and emotionally.

Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.

In grades K-2 we expect students to gain knowledge and skills in the following areas...

MOVEMENT SKILLS

- locomotor (running, skipping, hopping, galloping, etc.)
- non-locomotor (bending, stretching, twisting, swaying, etc.)
- manipulative (bouncing, catching, tossing, kicking, etc.)



PHYSICAL FITNESS

- components of physical fitness (cardiovascular endurance, flexibility, muscular endurance, agility and muscular strength)
- heart rate (identifying and recording)
- physical changes to the body during exercise (sweating, increased heart rate, increase breathing rate, etc.)
- body system awareness (muscular and skeletal)

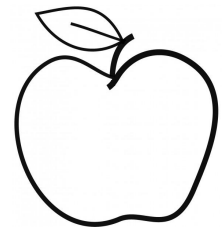


TEAM BUILDING

- individual responsibility during group activities (name calling, taking turns, making good choices, include everyone, etc.)
- responsibilities as a team member (respect for self and others, leadership opportunities, accepting roles, etc.)

HEALTH EDUCATION

- nutrition
- human body
- safety



Administration



Dr. Jason Pearson, Superintendent of Schools
Dr. Kris Raitzer, Assistant Superintendent
Dr. Kelly Sculles, Director of Student Services
Michelle Jackson, Director of Learning

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