

Concord Public Schools



Curriculum Overview Grade 2

CPS Mission

To educate all students as lifelong learners, caring citizens, and responsible contributors in our increasingly diverse global society.

CPS Vision

Students of Concord actively seek varied pathways through which they achieve their potential and find joy in learning. They will possess a strong sense of self and embrace their responsibilities as members of our ever-changing local and global communities.

CPS Values

- Belonging • Excellence • Engagement

English Language Arts

The Grade 2 literacy curriculum supports independence in reading, writing, listening and speaking. The following key elements are taught explicitly in reading instruction:

- Phonics (**Fundations**)
- Fluency
- Vocabulary
- Comprehension

Students participate in daily readers' and writers' workshops that include a focus lesson, small group time, and independent practice allowing for differentiated instruction. Students are immersed in literacy throughout their day with interactive read aloud, shared reading, shared writing, and poetry. Literacy skills are also practiced within science and social studies content.

Grade 2 Content Standards

Reading

- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
- Retell stories and determine their central message, lesson, or moral

Writing

- Follow the writing process to compose narrative, opinion, and informative pieces

Speaking & Listening

- Ask and answer questions to seek help, get information, or deepen understanding
- Demonstrate appropriate communication skills by actively listening and contributing to discussions

Language Conventions

- Apply grade-appropriate standard English conventions for sentence structure, usage, punctuation, and capitalization
- Spell high frequency and phonetic words correctly and approximates the spelling of unfamiliar words in writing
- Acquire new vocabulary across the curriculum

Math

Through the Everyday Math 4 curriculum, students engage in a daily math block with emphasis on the use of concrete, real-life examples of key mathematical concepts, use of hands on manipulatives, collaborative games, and exposure and practice with multiple problem-solving strategies. Everyday Math is a spiral curriculum; essential content is revisited repeatedly over months and across grades. Content is differentiated to meet student needs to provide a balanced combination of procedure and understanding.

K - 5 Mathematical Practice Standards: Makes sense of problems and persevere in solving them; constructs viable arguments and critiques the reasoning of others; models with mathematics; attends to precision

Grade 2 Content Standards

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 lengths indirectly and by iterating length units
- Relate addition and subtraction to length
- Work with time and money
- Represent and interpret data

Geometry

- Reason with shapes and their attributes

Social Studies

Students learn about Concord, Massachusetts as a community in the 19th Century; its people (e.g., the Alcotts, Henry Thoreau, the Robbins, Hutchinson, and Garrison families, Zilpah White, the Emersons, abolitionists, and immigrants from Ireland and other countries who settled in Concord), places (e.g. Orchard House, the Wayside, Walden Pond, the Robbins House, houses on the Underground Railroad), and events. They look at primary sources and create maps and timelines to develop and reflect their knowledge of this time period.

Science

The elementary science program is designed with inquiry-based experiences that promote the development of science and engineering practices including making observations, asking questions, developing and using models, and engaging in arguments from evidence. Science content is focused on:

Life Science: Plants and Adaptations

Earth Science: Pebbles, Sand, and Silt

Physical Science: Light and Sound

Technology/Engineering: At the STEAM Lab, Students progress through the steps of the Engineering Design Process as they work collaboratively to come up with solutions to content-aligned challenges.

Specialist Subjects

Art

Students work with a variety of art materials to explore drawing, painting, collage, printmaking and sculpture. All art lessons are sufficiently open ended to encourage individual problem solving at the appropriate developmental level. While the design of the art lessons directs students toward a specific concept or lesson objective, one of the unique aspects of the art curriculum is that there is never a "right answer". Instead, problem solving belongs to each individual student. At all levels, the lessons aim to encourage students to consider the questions: *What is my idea? How can I use what I know about this material to communicate my idea? What visual strategies do I know and what are some new ones I can discover? What can I learn from my classmates during this process?*

Library

Students will begin to use call numbers to locate books that are of interest and of the appropriate reading level. Students will learn to identify the parts of a book. Students will use reference materials, electronic resources and the internet to locate information. Students will explore digital citizenship topics such as media balance, online safety, and digital etiquette.

Music

Students add solfege pitches do and re to previously learned notes so, mi, and la. Students add the rhythm "Too" (half note), to previously learned rhythms Ta (quarter note), Ta-di (beamed eighth note) and quarter rest. Movable do solfege is used to label tonal concepts, and the Takadimi system is used to label rhythmic concepts. Students learn through active participation and exploration in singing, listening, playing classroom rhythmic instruments, moving and playing musical games. In addition, students experience a district-wide "Musician of the Month."

Physical Education

The physical education program provides students with a diverse range of motor experiences aimed at cultivating positive attitudes toward exercise. These experiences encompass intermediate skill development in movement patterns, ball activities, and fitness, incorporating organized team games, cooperative exercises, gymnastics, and dance. Students not only enhance their skills, strength, and coordination but also build self-confidence and a positive self-image. Moreover,

Physical Education (continued)

the program addresses social and emotional growth by teaching concepts such as cooperation, problem-solving, teamwork, fair play, and respect for differences.

Spanish

Students receive Spanish instruction with lessons centered on these essential questions: *Who am I? How can I talk about my birthday and how old I am? How do I name some clothing and seasons? What are some changes we see when going from winter to spring?* Students learn the Spanish language and Hispanic cultures through direct instruction, stories, songs, videos, games, and varied activities. The topics covered in second grade include feelings, family, farm animals, clothing, and birthday celebrations.

Social Emotional Learning

SEL is an integral part of education and human development. It sets the foundation for learning as students learn the concepts and skills that allow them to be self-reliant, work collaboratively, and be positive, respectful members of their school/classroom communities. Through the Responsive Classroom approach, Concord students learn and practice these SEL competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Social Awareness
- Relationship Skills

