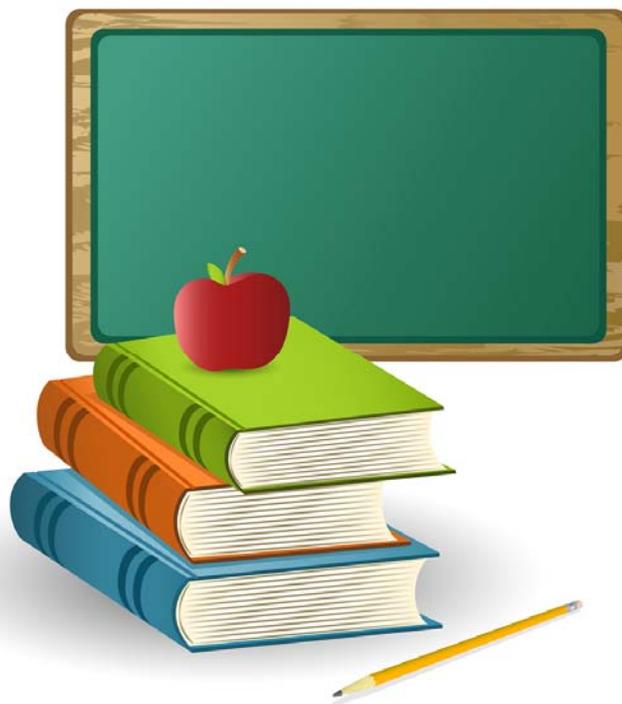


School District 13



Second Grade Curriculum

Literacy

Pearson's ReadyGEN literacy program for grades PreK-5 uses the gradual release model to provide high-quality instruction focusing on the five critical elements of reading that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Award-winning literature makes learning to read and reading to learn enjoyable. As the students progress through the program, the literature becomes more and more nonfiction based to give readers as much experience as possible with real-word text. Every module in the program emphasizes a science or social studies concept to help meet content-area as well as literacy standards. Authentic texts focus on a concept or big idea which connects vocabulary, spelling, writing, and language work. Student progress is monitored by use of multiple types of assessments which prescribe remediation and/or needs for greater challenge and differentiation. Instruction is customized as needed, delivered in whole group, small groups, or one-on-one. ReadyGEN supports daily reciprocity between reading and writing in informative, narrative, and opinion modes. Technology supports this program by providing such resources as audio text, videos, online assessments, and a large leveled reader database to provide additional materials to meet all reading abilities. Teachers will continue to use additional resources from our literacy centers, as well as ability-appropriate novel units to enrich students' literacy experience.

Bloomington District 13 Reading Curriculum

The goal of a balanced literacy approach to literacy is to foster life-long interest and growth in all areas of language arts: reading, writing, listening, speaking, viewing, representing, and spelling. Our purpose is for learners to have the ability to discover language patterns and rules and strategic principles for reading and writing. In addition, students need to be able to construct meaning and make connections through the use of fiction and nonfiction text. This literacy curriculum must appropriately meet the needs of all learners through a balanced literacy framework. This framework consists of: shared reading, guided reading, independent reading, writing, and word work.

Balanced Literacy Components

Shared reading

- All students read the same piece of text.
- The teacher models and demonstrates strategies.
- Students have the opportunity to practice strategies with teacher guidance.
- Thinking aloud helps to develop metacognitive skills.

Read aloud

- The teacher provides a good model of oral reading.
- Reading aloud develops students' listening skills.
- Students become engaged in quality literature.

Guided reading

- Small groups of students read material at their instructional level.
- Small groups provide opportunities to practice and demonstrate understanding of strategies.
- Small groups enable teachers to provide individual assistance to students.

Independent

- Reading material is self selected.
- Material is at the student's independent level which means student can read it fluently with 95% accuracy.
- Students practice strategies learned in shared reading lessons.

Word Work

- Students work with the skills associated with reading in small or large groups.
 - *phonics
 - *structural analysis
 - *vocabulary
 - *spelling
 - *base words and affixes

Writing

- Students respond to reading through writing.
- Writing provides opportunities to strengthen phonetic skills.
- Developing communication is the purpose of writing.

Strategies

Connecting

Enhancing text understanding by relating text to background knowledge and information. There are three types of connections: text to self, text to text, and text to the world.

Questioning

Asking questions before, during, and after reading to focus attention on significant concepts in text and deepen understanding. Questioning is used to clarify meaning.

Summarizing

The continuous process of determining important events or information from text.

Inferring

Using clues in the text and background knowledge and experiences to create an understanding and interpretation of the text.

Predicting

Thinking about what one knows and using text features to make guesses about text and making adjustments as new information is presented.

Imaging

Using details of text to create sensory images which enhance comprehension.

Vocabulary Acquisition

Learning and remembering new words encountered in text through thoughtful word selection and multiple and meaning opportunities for use.

Second/Third Grade Reading Curriculum Balanced Literacy Program

<p style="text-align: center;">Shared teacher models</p>	<p style="text-align: center;">Read Aloud teacher models</p>	<p style="text-align: center;">Guided student application of read- ing strategies under teacher direction</p>	<p style="text-align: center;">Independent application of reading strate- gies</p>	<p style="text-align: center;">Word Work small/large group or individ- ual skill activities</p>	<p style="text-align: center;">Writing process writing, grammar and punctuation, and hand- writing</p>
<ul style="list-style-type: none"> • simple/complex story structure • sequence • story elements • Identifying purpose for reading • decoding strategies (semantic, syntactic, context, phonetic) • fluency • variety of genres • listening/speaking skills • “thinking aloud” • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling • text structure • main idea/supporting details • author’s purpose 	<ul style="list-style-type: none"> • modeling of good reading practices • engaging students in quality literature • variety of genres read at listening level • listening skills • “thinking aloud” • fluency • story elements • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling • author’s purpose 	<ul style="list-style-type: none"> • simple/complex story structure • sequence • story elements • Identifying purpose for reading • decoding strategies (semantic, syntactic, context, phonetic) • fluency • variety of genres • listening/speaking skills • “thinking aloud” • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling • text structure • main idea/supporting details • author’s purpose 	<ul style="list-style-type: none"> • simple/complex story structure • sequence • story elements • Identifying purpose for reading • decoding strategies (semantic, syntactic, context, phonetic) • fluency • variety of genres • listening/speaking skills • “thinking aloud” • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling • text structure • main idea/supporting details 	<ul style="list-style-type: none"> • phonemic awareness • phonetic principles • parts of speech • sight words • synonyms and antonyms • contractions • compound words • multiple meaning words • word families • spelling 	<ul style="list-style-type: none"> • sentences • developmental spelling • mechanics (capitalization and punctuation) • D’Nealian handwriting manuscript and cursive • narrative, expository, and persuasive writing • responding to literature • process writing (pre-writing, rough draft, revising, editing, conferencing, publishing)

Second Grade

We Live Together

Pacing: (2 days per lesson)

UNIT	CHAPTERS/LESSONS	SCHEDULE
Unit 1 Our Community	Lesson 1 – <i>Living in a Community</i> Lesson 2 – <i>From City to Country</i> Compass Rose Lesson 3 – <i>Changing Communities</i> Lesson 4 – <i>Getting Along</i> Use Calendars Unit Summary Chart	September/October
Unit 2 All About Earth	Lesson 1 – <i>Where We Live</i> Lesson 2 – <i>Land and Water</i> Landform Maps Lesson 3 – <i>Earth's Seasons</i> Bar Graphs Lesson 4 – <i>Earth's Resources</i> Lesson 5 and 6 – <i>Changing/Protecting Earth</i> Unit Summary Chart	October/November
Unit 3 Our Past	Lesson 1 – <i>America's First People</i> Lesson 2 – <i>Spanish Come to America</i> Lesson 3 – <i>Pilgrim's Arrive</i> Lesson 4 – <i>From Colonies to States</i> Study Skill Lesson 5 – <i>Our Country at War</i> Lesson 6 – <i>From Sea to Sea</i> Lesson 7 – <i>A Community's History</i> Unit Summary Chart	November/December

Second Grade-cont'd

We Live Together

UNIT	CHAPTERS/LESSONS	SCHEDULE
Unit 4 All About Work	Lesson 1 – <i>Many Jobs</i> Lessons 2 and 3 – <i>Needs and Wants/Goods and Services</i> Lesson 4 and 5 – <i>Producers, Consumers/Farm to Factory</i> Lesson 6 and 7 – <i>Trading and Meeting Needs</i> Unit Summary Chart	January/February
Unit 5 Our Government	Lesson 1 – <i>Our Country's Government</i> Lesson 2 – <i>Solving Community Problems</i> Lesson 3 – <i>Our Country's Capital</i> Lesson 4 – <i>American Symbols</i> Lesson 5 – <i>American Heroes</i> Unit Summary Chart	February/March

*Celebrate Holidays-Teach when appropriate

	8	7	6	5	4	3	2	1	K
	All science instruction will begin with the inquiry skills section.								
E A R T H		<ul style="list-style-type: none"> * volcanoes * plate tectonics * earthquakes 	<ul style="list-style-type: none"> * interactions of life * roles * ecosystems * resources * water (fresh, salt) * atmosphere * weather 	UC,C7-8 <ul style="list-style-type: none"> * rocks * minerals * fossils UD,C13 <ul style="list-style-type: none"> * solar system <ul style="list-style-type: none"> - seasons - Earth - Moon 	UC,C7 <ul style="list-style-type: none"> *erosion 	UC,C6 <ul style="list-style-type: none"> * minerals and rocks UD,C9,L2 <ul style="list-style-type: none"> * water cycle 	UC,C5 <ul style="list-style-type: none"> *Earth's surface UD,C8 <ul style="list-style-type: none"> *solar system 	UD,C7 <ul style="list-style-type: none"> *measuring weather UD,C9 <ul style="list-style-type: none"> *objects in the sky 	C4 <ul style="list-style-type: none"> *land *water *life C5 <ul style="list-style-type: none"> *weather *seasons C6 <ul style="list-style-type: none"> *sky
L I F E	<ul style="list-style-type: none"> * body systems <ul style="list-style-type: none"> - skeletal - digestive - circulatory - respiratory - excretory 	<ul style="list-style-type: none"> * classifying life * cells 	<ul style="list-style-type: none"> * genetics 	UA,C1 (health) <ul style="list-style-type: none"> *cells to body systems UA,C3 <ul style="list-style-type: none"> *plant growth 	UA,C1 <ul style="list-style-type: none"> *classifying living things UA,C2 <ul style="list-style-type: none"> *life cycles UA,C3 <ul style="list-style-type: none"> *adaptations 	UB,C4 <ul style="list-style-type: none"> * ecosystems UB,C5 <ul style="list-style-type: none"> * food chains * webs 	UA,C2 <ul style="list-style-type: none"> *animal characteristics 	UA, C1 <ul style="list-style-type: none"> *animals UA,C2 <ul style="list-style-type: none"> *plants UB,C3 <ul style="list-style-type: none"> *environments for living things UB,C4 <ul style="list-style-type: none"> *places to live 	C7 <ul style="list-style-type: none"> *animals C8 <ul style="list-style-type: none"> *plants C9 <ul style="list-style-type: none"> *living/ growing
P H Y S I C A L	<ul style="list-style-type: none"> * sound * light * waves * mirrors * lenses * motion * force * Newton * machines * energy resource 	<ul style="list-style-type: none"> * nature of matter <ul style="list-style-type: none"> - atoms - compounds - elements - mixtures * scientific method 		UE, C14 <ul style="list-style-type: none"> *matter 	UF,C14 <ul style="list-style-type: none"> * making and using electricity UF,C15 <ul style="list-style-type: none"> * forces and motion UF,C16 <ul style="list-style-type: none"> * simple machines 	UE,C11 <ul style="list-style-type: none"> * matter UE,C12 <ul style="list-style-type: none"> * energy UE,C14 <ul style="list-style-type: none"> * heat * light * sound 	UF,C13 <ul style="list-style-type: none"> *motion 	UE,C10 <ul style="list-style-type: none"> *matter <ul style="list-style-type: none"> -solids -liquids -gases 	
Health						Health Handbook		Health Handbook	

U=UNIT C=CHAPTER L=LESSON *SCIENCE TOPICS COVERED

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions,

communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade 2 Overview

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.

Mathematical Practices

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

Operations and Algebraic Thinking**2.OA****Represent and solve problems involving addition and subtraction.**

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten**2.NBT****Understand place value.**

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.³

¹See Glossary, Table 1.²See standard 1.OA.6 for a list of mental strategies.³Explanations may be supported by drawings or objects.

Measurement and Data**2.MD****Measure and estimate lengths in standard units.**

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.

Geometry**2.G****Reason with shapes and their attributes.**

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

⁴See Glossary, Table 1.⁵Sizes are compared directly or visually, not compared by measuring.

Second Grade Music

World of Music - Silver-Burdett & Ginn

Achievement in Listening

1. Ability to recognize an expanding range of music of different types, including march, dance, lullaby and descriptive music.
2. Ability to recognize the direction of melodic movement (up/down, repeated tones)
3. Ability to recognize repetition and contrast in melodies he/she hears.
4. Ability to differentiate rhythm that moves in twos from rhythm that moves in threes.
5. Ability to identify by sight common musical instruments (violin, clarinet, trumpet, piano).

Achievement in Performance

1. Ability to sing a growing number of songs.
2. Sing within an expanding range from C to G.
3. Adapt his/her tone quality to the varying moods of songs.
4. Sing simple tone patterns with syllables, numbers and/or pitch names.

Achievement in Rhythmic Activity

1. Ability to have a growing repertory of singing games and action songs.
2. Move with the beat in singing games and action songs.
3. Walk and clap with the beat with proper accent.

Achievement in Creativity

1. Ability to create rhythmic accompaniments to songs.
2. Demonstrates awareness of the mood for songs in his/her choice of instruments for rhythmic accompaniments.

Achievement in Understanding Notation

1. Ability to recognize the direction and skips and steps in melodic movement from the notation.
2. Recognize repetition of melodic fragments and phrases from the notation.

Musical Concepts

Melody

1. Student should know that melodies move up, down or straight ahead.
2. Melodies move by skip, step or repeated tone.

Rhythm

1. Student should know that the rhythm of the music may move fast or slowly.
2. The rhythm of music may move evenly or unevenly.
3. The rhythm of music is organized in patterns of long and short sounds and silences.
4. The rhythm of music moves in patterns of accented and unaccented beats (two, three or four beats per measure).

Form

1. Student should know that music is organized in phrases.
2. Tone patterns and rhythm patterns combine to form a musical phrase.
3. Tone patterns, rhythm patterns, and phrases may be alike (repeated) or unlike (contrasting).

Second Grade Physical Education

Ball Manipulation Skills

- Bounce and catch
- Throw and catch

Basketball Unit

- Skills
- Lead-up games

Body Awareness

- Laterality, symmetrical and asymmetrical

Rowling

- Skills
- Games
- Modified scoring

Dance

- Folk dance
- Aerobic Dance
- Contemporary dance

Group Games

Gymnastics Unit

- Tumbling skills
- Balance beam skills

Health Related Physical Fitness

- Aerobic capacity
- Flexibility
- Muscle Strength
- Abdominal muscle endurance

Hoops

- Skills
- Games and Activities

Jump Rope

- Short rope skills
- Long rope skills

Kicking Skills

- Skills: Individual, partner, group
- Lead-up games
-

Locomotor Movement Skills

- Walk, run, jump, hop, leap, skip,
- Alone and in combination

Non-Locomotor Skills

- Push, pull, bend, stretch, lift, swing, turn, twist

Paddle Skills

- Striking skills
- Individual and partner

Parachute Activities

Pilo Polo Unit

- Skills: Individual and partner
- Games

Qualities of Movement

- Time, force, flow

Spacial Awareness

- Own space, working space, room space

Volleyball Skills

- Skills with beach balls
- Lead-up games

Art Curriculum

Students are met daily with the rigor of the National Visual Art Standards as well as the Elements and Principles of Art which provide for structured, project-based assignments designed to encourage original creative choice. Students are taught concepts, techniques, art movements, artists and skills throughout each year at DuJardin. The goal is to help each student become the best artists they can be through cultivating their natural creativity.

Elements of Art			Principles of Design		
Space	Texture	Value	Proportion	Variety	Movement
Form	Color	Line	Balance	Unity	Pattern
Shape			Emphasis		

Grade Level	Artists of Focus	Clay Skills
Kindergarten	1. Salvador Dali 2. Wassily Kandinsky 3. Piet Mondrian 4. Alexander Calder 5. Mark Rothko 6. Rorschach (Walter Joseph Kovacs)	Pinch Pot Making
1st Grade	1. Pablo Picasso 2. Andy Warhol 3. Michelangelo 4. Wayne Thiebaud 5. Vincent Van Gogh 6. Grant Wood 7. Amedeo Modigliani	Pinch Pot Making Mold Making Slip/Scoring
2nd Grade	1. Georges Seurat 2. Keith Haring 3. Romero Britto 4. Piet Mondrian 6. Paul Klee 7. Claude Monet 8. Andy Goldsworthy	Slab Making Coil Making
3rd Grade	1. Wassily Kandinsky 2. Australian Aboriginal Art 3. Zentangles/Mehndi Henna 4. Georgia O'Keefe 5. Henri Matisse 6. Jackson Pollock	Smoothing Coils
4th Grade	1. Bridget Riley 2. Pablo Picasso 3. Gwyneth Leech 4. Holton Rower 5. Robert Indiana 7. Google Logo/Contemporary Art	Slipping Scoring Sculpting with coils Pinch pots.
5th Grade	1. Mandalas 2. Frank Lloyd Wright 3. Dale Chihuly 4. Mark Crilley 5. Umberto Boccioni	Clay Choice Project with use of; - Coils - Slipping and Scoring - Slab making.

BLOOMINGDALE DISTRICT#13 – GRADES K-5

STUDY SKILLS GOALS

To provide District #13 students with a consistent format for accurately recording daily and long-term assignments and expectations in grades 4-5.

To provide teachers of students in grades K-3 with a developmentally appropriate format based on the model of the lesson plan book used by grades 4-5.

To instruct students in the correct use of the lesson plan book and to monitor its use throughout the year as needed.

To give students experience in daily, weekly and monthly planning.

To help students develop the responsibility for keeping track of their assignments and due dates.

To help students plan and budget their study time based on their plan books.

To provide students with a visual means of organization.

To provide students with a consistent organizational strategy in a visual modality for their material by using an organizational system, such as color-coded folders, expandable file, etc.

To maintain a consistent standard for headings.

Implementations of Goals

1. Each of the elementary schools will order enough plan books for every child in grades 4-5.
2. Teachers in grades 4-5 will instruct students in the correct use of the plan book and selected organizational system during the first 2 weeks of school and monitor its use throughout the year as needed.
3. Classroom teachers will require students to use the correct folder/file for their subject. The teacher may require specific colors of spirals for specific subjects.
4. Classroom teachers will require that students write their full name in an upper corner of all assignments.
5. If any type of color-coded system is used, please follow color scheme listed below:

Blue:	Math
Red:	Reading
Yellow:	L.A.
Green:	Science
Orange, Purple or White:	S.S.

CHARACTER COUNTS! sm

CHARACTER COUNTS is a continuing community endeavor directed toward improving and supporting positive character in young people. Bloomingdale District 13 is one of the many local Bloomingdale organizations belonging to a community partnership - the Bloomingdale **CHARACTER COUNTS!** Coalition.

CHARACTER COUNTS is integrated throughout District 13 and is a part of the character development framework at all grade levels, PreK - 8. **CHARACTER COUNTS** is based on shared beliefs and consensus values called the "Six Pillars of Character". District 13 supports the Bloomingdale **CHARACTER COUNTS!** Coalition mission to actively build and nurture *trustworthiness, respect, responsibility, fairness, caring, and citizenship* throughout the community.

DuJardin's staff and student body will continue to actively work to understand all that we do and say makes a difference at home, school, and in the community. Our school calendar identifies the month(s) targeted to focus on each of the "Six Pillars of Character". **CHARACTER COUNTS!** compliments and extends our efforts to eliminate "bully" like behaviors and live the principle that indeed, character does count. Please join the community effort to support and encourage **CHARACTER COUNTS!** in your family's homelife.

CHARACTER COUNTS!_{SM} is a service mark of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.

The Six Pillars of Character

(Definitions for Young People)

TRUSTWORTHINESS

- Be honest.
- Don't deceive, cheat or steal.
- Be reliable —
do what you say you'll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal — stand by your family,
friends and country.

RESPECT

- Treat others with respect;
follow the Golden Rule.
- Be tolerant of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger,
insults and disagreements.

RESPONSIBILITY

- Do what you are supposed to do.
- Persevere: keep on trying!
- Always do your best.
- Use self-control; be self-disciplined.
- Think before you act —
consider the consequences.
- Be accountable for your choices.

FAIRNESS

- Play by the rules.
- Take turns and share.
- Be open-minded;
listen to others.
- Don't take advantage
of others.
- Don't blame
others carelessly.

CARING

- Be kind.
- Be compassionate and
show you care.
- Express gratitude.
- Forgive others.
- Help people in need.

CITIZENSHIP

- Do your share
to make your school and
community better.
- Cooperate.
- Stay informed: vote.
- Be a good neighbor.
- Obey laws and rules.
- Respect authority.
- Protect the environment.