

# **Curriculum Framework**

## **Grade Two**

**Avondale School District**

**Auburn Hills, Michigan**



## Reading: Second Grade

In Grade 2, children continue to learn the fundamentals of reading. Their skill level increases as they apply word attack and comprehension strategies to read different texts. By the end of Grade 2, children are expected to be able to read books with increasingly difficult text. For more information, please see: [www.corestandards.org](http://www.corestandards.org)

Foundational Skills	
<b>Phonics and Word Recognition</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Fluency</b>	Read with sufficient accuracy and fluency to support comprehension.
Literature	Informational Text
Key Ideas and Details	
<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>3. Describe how characters in a story respond to major events and challenges.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.</li> <li>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ol>
Craft and Structure	
<ol style="list-style-type: none"> <li>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice of each character when reading dialogue aloud.</li> </ol>	<ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</li> <li>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in text efficiently.</li> <li>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ol>
Integration of Knowledge and Ideas	
<ol style="list-style-type: none"> <li>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>8. (Not applicable to literature)</li> <li>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) from different authors or from different cultures.</li> </ol>	<ol style="list-style-type: none"> <li>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>8. Describe how reasons support specific points the author makes in a text.</li> <li>9. Compare and contrast the most important points presented by two texts on the same topic.</li> </ol>





## English Language Arts: Second Grade

In Grade 2, children continue to express themselves in writing. They improve listening and oral communication skills and continue exploring new topics by researching. Students add to their vocabulary and learn to write using correct capital letters and punctuation marks. For more information please see: [www.corestandards.org](http://www.corestandards.org)

Standards for Writing	
<b>Text Types and Purposes</b>	<ol style="list-style-type: none"> <li>1. Write opinion pieces in which the student introduces the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</li> <li>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>3. Write narratives in which they recount a well elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</li> </ol>
<b>Production and Distribution of Writing</b>	<ol style="list-style-type: none"> <li>4. (Begins in Grade 3)</li> <li>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ol>
<b>Research to Build and Present Knowledge</b>	<ol style="list-style-type: none"> <li>7. Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record Science observations.)</li> <li>8. Recall information from experience or gather information from provided sources to answer a question.</li> <li>9. (Begins in Grade 4)</li> </ol>
<b>Range of Writing</b>	<ol style="list-style-type: none"> <li>10. (Begins in Grade 3)</li> </ol>
Standards for Speaking and Listening	
<b>Comprehension and Collaboration</b>	<ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>2. Recount or describe key ideas or details from a text, read aloud, or information presented orally or through other media.</li> <li>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> </ol>
<b>Presentation of Knowledge and Ideas</b>	<ol style="list-style-type: none"> <li>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See Grade 2 Language Standards 1 and 3).</li> </ol>
Standards for Language	
<b>Conventions of Standard English</b>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ol>
<b>Knowledge of Language</b>	<ol style="list-style-type: none"> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ol>
<b>Vocabulary Acquisition and Use</b>	<ol style="list-style-type: none"> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.</li> <li>5. Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</li> </ol>



**Mathematics: Second Grade**

In Grade 2, children continue to learn addition and subtraction. They increase their knowledge of geometrical shapes and describe data. They learn to use measurement tools. For more information, please see: [www.corestandards.org](http://www.corestandards.org)

<b>Mathematical Practices</b> <ol style="list-style-type: none"> <li>1. Making sense of problems and persevere in solving them</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments and critique the reasoning of others</li> <li>4. Model with mathematics. Use appropriate tools strategically</li> <li>5. Attend to precisions</li> <li>6. Look for and make use of structure</li> <li>7. Look for and express regularity in repeated reasoning</li> </ol>	<b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>• Represent and solve problems using addition and subtraction</li> <li>• Add and subtract within 20</li> <li>• Work with equal groups of objects to gain foundations for multiplication</li> </ul>	<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>• Measure and estimate lengths in standard units</li> <li>• Relate addition and subtraction to length</li> <li>• Work with time and money</li> <li>• Represent and interpret data</li> </ul>
	<b>Number and Operations in Base Ten</b> <ul style="list-style-type: none"> <li>• Understand place value</li> <li>• Use place value understanding and properties of operations to add and subtract</li> </ul>	<b>Geometry</b> <ul style="list-style-type: none"> <li>• Reason with shapes and their attributes</li> </ul>



**Science Curriculum- Grade 2**

While studying LIFE SCIENCE, children use physical characteristics such as color, shape, size, and number of parts to extend their knowledge of classification. They observe and identify the distinguishing characteristics that familiar animals and plants pass from one generation to the next. Children expand their knowledge of the basic survival needs of these plants and animals and describe the life cycles of familiar organisms. Through the study of PHYSICAL SCIENCE, children learn the concept of mixtures and learn how to make and separate mixtures. They continue to increase their knowledge of classification using familiar objects and observable attributes (e.g., color, shape, smell, hardness, texture, and size). In EARTH AND SPACE SCIENCE, children are introduced to characteristics of the earth’s surface. Concepts are made concrete by studying these features as they are found in the children’s local community. Children also describe how water exists in three states and learn to identify sources of water and its uses.



**Social Studies Curriculum- Grade Two**

The second grade social studies curriculum addresses concepts in geography, history, government, and economy through the lens of the local community. Students examine what are the components of a community, how citizens live and work together in community, how communities change over time, and the role of citizens in a community. Using historical thinking, students create timelines of key events from their community’s past, explore changes over time, and investigate how descriptions of common events can differ. Students draw upon prior knowledge of spatial awareness, physical and human systems, and human-environment interaction from earlier grades to create more complex understandings and apply these concepts to the local community. They begin to understand how people, goods, and services move within the community. Students are also introduced to local government and its functions. By exploring the role of local businesses in the community, students learn how people cannot produce everything they want and depend on trade to meet those wants. Through an examination of local public issues, students practice public discourse and decision making around community issues.



### **Music Education**

It is the purpose of the Avondale Elementary Music Program to develop each child's musical understanding, sensitivity, and self-expression through song, movement, guided listening, and composition. The Avondale Elementary Music Program will provide a nurturing and mentally stimulating environment for young children to learn the musical fundamentals of rhythm, melody, harmony, timbre, form, and expression. The understanding of these fundamentals is structured to provide each child with the necessary tools to refine and more fully enhance musical experiences in subsequent grades. We will employ a variety of educational techniques to achieve musical understanding. The Avondale Elementary Music Program goals and curriculum are aligned with the newly revised State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education (MDE, 2011) and also support the National Standards in Music Education (MENC, 1994).

### **WHAT WILL STUDENTS EXPERIENCE WHILE IN MUSIC CLASS?**

#### **PERFORM**

Standard 1: Apply skills and knowledge to perform in the arts.

#### **CREATE**

Standard 2: Apply skills and knowledge to create in the arts.

#### **ANALYZE**

Standard 3: All students will analyze, describe, and evaluate in the arts.

#### **ANALYZE IN CONTEXT**

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

#### **ANALYZE AND MAKE CONNECTIONS**

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

### **OVERARCHING QUESTIONS for our STUDENTS TO CONSIDER:**

#### **Musical Dimensions**

**What ways did you experience melody, harmony, and rhythm?**

#### **Musical Design**

**In what ways did you experience the elements of musical design including articulation, dynamics, form, meter, mood, tempo, texture, timbre, genre and style?**

#### **Musical Perspectives**

**In what ways did you gain understanding of musical styles, genres, and roles from social, historical, and cultural perspectives?**

## PHYSICAL EDUCATION

### **What will your child learn?**

At the elementary level we expect all students to have a basic understanding and a functional ability in all of the following:

#### Physical Fitness (Presidential Challenge, Fitness Jog, and daily PE warm-up)

- Aerobic Fitness  
(jogging)
- Muscular Strength and Endurance  
(ABC push-ups, rope climbers, etc.)
- Flexibility  
(stretching)

#### Motor Skill Development

- Locomotors  
(jump, run, skip, side-step, gallop, hop, walk)
- Object control  
(catching, dribbling)
- Non-locomotors and body control  
(batting, striking, kicking)
- Lifelong physical activities  
(basketball, jogging and power walking, softball, tennis, soccer)

#### Activity Related Knowledge

- Body awareness, force, time, space, and direction
- Explain and apply the steps in learning motor skills
- Describe the effects of activity vs. inactivity

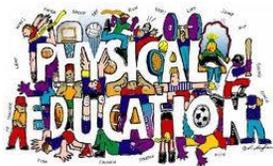
#### Personal and Social Skill

- Personal activities that contribute to life-long health and well being

With a basic understanding, this will allow students to function at the next level, 6-8 EPEC, used at the AMS; as well as the ability to practice the above skills in a lifelong physical activity setting.

### **How do we know they learn?**

Most of our evaluation is through observation; watching students perform the skill in “drill” type activities, and watching students interact with each other and practice the skills and concepts taught in lead-up activities.



HEALTH EDUCATION – K-8 Health Education Standards can be found at [www.michigan.gov/mde](http://www.michigan.gov/mde).



The Avondale Elementary Visual Art Department goals, curriculum, and report cards are aligned with the State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education, adopted by the Michigan Department of Education in 2011. Our elementary art program is discipline-based, structured through four areas of study: **Art Production, Art History, Art Criticism, and Aesthetics**, commonly known as **D.B.A.E.**

**Art production** is the creation of artwork. It is through this process that children acquire higher level thinking skills such as interpretation, evaluation, and synthesis. There is no single solution: therefore, students are able to express their own unique vision.

The study of **Art History** enables students to gain an understanding and appreciation of people of various cultures and time periods throughout history. Children learn how art plays a vital role in developing and defining culture.

**Art Criticism** is the ability to understand and respond to a work of art through discussion, collaboration, and written activities. As students learn how to describe and evaluate art they develop the visual literacy that is crucial to living and working in the 21<sup>st</sup> Century.

**Aesthetics** is the branch of philosophy that focuses on the nature and necessity of art. This area helps children to understand their personal perceptions of art and develops skills to discuss art.

**Each year concepts are revisited within units of study. In Kindergarten, students are introduced to basic art materials and techniques. They explore various media, view and discuss artwork, learn about other cultures, and get a sampling of art history. These concepts are repeated using a variety of media, techniques, discussions, and activities throughout the elementary years.**

**The goal for the Avondale Elementary Visual Arts program is to provide a smooth transition for students studying art in their middle school years. To achieve this goal, we hope that by Fifth Grade, students have mastered several art techniques, are able to use art vocabulary to communicate ideas, describe personal artwork, and recognize art of various cultures and historical periods.**