

Curriculum Guide for Second Grade

NORTHBROOK
DISTRICT

Teaching Learning Caring



Northbrook School District 28
2016-2017

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Dear Parents,

We hope you find this Curriculum Guide helpful! Over the past few years, members of the Northbrook District 28 Curriculum Council have designed these guides for you. The guides will give you an overview of what your child will be learning at a grade level. Hopefully, this overview will assist you when you have conversations about classroom work with your child's teacher and as you reinforce learning concepts at home with your child(ren).

We welcome your feedback as you use these Parent Curriculum Guides throughout this year. Your feedback helps us improve our design. The Northbrook District 28 faculty, assistants, and administrators appreciate your working with us as we work on behalf of all children in this district. We thank you.

Best wishes for a successful school year.

Yours truly,

Northbrook School District 28 Faculty, Staff and Administrators

District 28 Curriculum Guides are available on the district website:

www.northbrook28.net

LITERACY

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program.

By the end of Second Grade we expect students to be able to...

READING

Word Analysis, Word Recognition, and Vocabulary Skills

- apply phonetic rules to reading.
- read fluently by using appropriate strategies.
- understand and utilize vocabulary.

Reading Comprehension

- 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.



WRITING

Language Mechanics

- write detailed sentences using appropriate punctuation, capitalization and sentence structure.
- write fiction and non-fiction paragraphs that maintain focus, provide support and include appropriate elaboration.

Writing Process

- utilize the writing process including pre-writing, drafting, revising, editing, and publishing.

LITERACY CONT'D

Purpose for Writing

- understand that there are many purposes for writing including enjoyment, self-expression and information.
- understand and practice many forms of writing including narrative and expository.

Spelling

- demonstrate phonetic understanding through correct spelling.
- spell appropriate high frequency words accurately.

SPEAKING AND LISTENING

Communication Skills

- model the behaviors of good listening.
- maintain appropriate eye contact when speaking and listening.
- participate effectively in discussions.
- follow verbal directions.
- use appropriate language that is grammatically correct when speaking to groups and individuals.



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 of library materials.
- choose “just right” materials independently from 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.



MATHEMATICS

The purpose of mathematics is to provide essential problem-solving tools applicable to a range of scientific disciplines, business practices, and everyday situations. The District 28 mathematics curriculum promotes opportunities for students to develop and apply basic mathematical skills and solve problems confidently using a wide variety of strategies. The program encourages students to become independent thinkers, share responsibility for their own learning, and appreciate the value of working together to solve difficult problems. Instruction fosters skillful reasoning in diverse situations and effective communication of both solutions and methods.

By the end of Second Grade, we expect students to be able to...

NUMERICAL CONCEPTS AND OPERATIONS

Concepts and Computation

- demonstrate an understanding of place value through hundreds.
- gain facility of addition/subtraction concepts.
- develop strategies for solving addition/subtraction problems with and without regrouping.
- compute addition/subtraction using a variety of strategies.
- use computation to solve addition/subtraction problems with multiple digits.
- use computation to solve problems with money, length, time,
- develop multiplication and division concepts.
- estimate a group of objects.
- use estimation as a strategy for finding sums and differences.
- estimate half of a quantity and fractional parts of a whole.
- identify fractions as part of a whole.
- explore and compare different visual representations of same fraction.
- compare fractions.
- explore addition of fractions.
- write quantities of money in dollar and cents notation.
- identify and compare fractional parts of a whole.



ALGEBRA

- describe number patterns, include even/odd numbers.
- skip count by 2, 5, 10, 25, 100 beginning from 0 or another number.
- predict number patterns.
- solve for an unknown quantity in a linear equation using a variety of strategies.

GEOMETRY

- sort objects by attributes.
- construct shapes using pattern blocks.
- construct, describe, and compare 2-D and 3-D shapes.

MEASUREMENT

- estimate measurement using a variety of strategies.
- measure length and width, and in standard units.
- find the volume of different size containers using units or graduated cylinder.
- recognize the relationship between shape and volume.
- tell time to five minutes using an analog or digital clock.
- determine elapsed time.

DATA ANALYSIS AND PROBABILITY

- collect, organize, and analyze data to construct tables and graphs.
- interpret data, draw conclusions, and make predictions.
- determine variables and name values.

8 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.

SCIENCE

The biological, physical and earth sciences are studied in kindergarten through fifth grade. The opportunity to use the scientific method of questioning, experimentation and drawing conclusions is provided throughout the grade levels. A science teacher/consultant provides student instruction on a regular basis in our well-equipped science labs.

By the end of Second Grade, we expect students to be able to...

SCIENTIFIC PROCESS

- learn the basic steps in the scientific method (hypothesize, experiment, observe, collect, record, interpret data, and draw conclusions).
- demonstrate basic rules and procedures.



EARTH SCIENCE: PROCESSES THAT SHAPE THE EARTH

- understand and identify that rapid and slow changes are due to natural events.
- identify different landforms and water forms on our earth.
- understand how to read and create a map with land and water features.

MATTER

- understand properties of matter (solids, liquids, gases).
- experiment with changes matter undergoes (physical and chemical).

ECOSYSTEMS

- define and describe interdependent relationships in ecosystems.
- develop a model that mimics animal function in dispersing seeds or pollinating plants.
- observe plants and animals to compare diversity of life in different habitats.

SOCIAL STUDIES

Social Studies for kindergarten through fifth grade focuses on home, school, community, Chicago, Illinois, regions of our nation, and the United States. Students learn map skills, geography, and cultural awareness.

By the end of Second Grade, we expect students to be able to...

Communities/ Northbrook

- identify and analyze differences and similarities between different types of communities.
- compare life in Northbrook now to Shermerville 100 years ago.
- identify local officials and political bodies that form the organization of their local government and recognize their responsibilities.
- explain actions of a responsible Northbrook citizen.

Cultures/Countries Around the World

- explain the meaning of culture.
- identify family traditions and holidays from other countries.
- explain reasons for differences in cultures.

Economics

- distinguish between wants vs. needs.
- identify producers of goods and services in the community.
- explain the laws of supply and demand and how they impact their lives.

Physical Geography

- interpret map key symbols.
- distinguish among basic geographical forms.
- locate oceans, states, continents and some countries.



United States

- identify famous people and events from US history.
- recognize and explain American symbols and landmarks.
- introduce geographic concepts related to the USA.

Current Events

- discuss current events as they effect our lives.

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 target 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 US and worldwide.
- participate in children's songs and games from Spanish-speaking cultures.



THEMATIC UNITS

- provide students with real-life connections and applications to their own lives as well as the Spanish-speaking world.

SOCIAL EMOTIONAL LEARNING

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

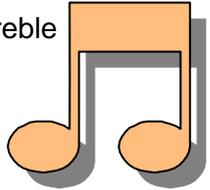
MUSIC

The purpose of music education in District 28 is to cultivate thoughtful members of society that are tuneful, beatful, 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, rounds, treble clef notation.



RHYTHM

- half notes and rests, sixteenth notes.

EXPRESSION/TEXTURE TIMBRE

- range of varying tempos and dynamics, 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 helps provide a safe environment, both physically and emotionally.

Healthful, active life-styles 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 1-3 we expect students to gain knowledge and skills in the three 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.)



ART

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 water color.

DESIGN

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

SCULPTURE

- demonstrate the modeling and additive techniques in clay.

GRAPHICS

- further explore printing techniques.

ART APPRECIATION

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



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WE WELCOME YOUR COMMENTS