

WHITEFISH BAY SCHOOL DISTRICT

Parent Curriculum Overview
Grade 2



SCHOOL DISTRICT OF WHITEFISH BAY
1200 E. FAIRMOUNT AVE
WHITEFISH BAY, WISCONSIN
www.wfbschools.com

Parents/Guardians of Whitefish Bay Elementary School Students,

Education in Whitefish Bay Schools is a partnership that includes the school, the family and the community. As partners in the education of your children, we want you to be informed about what your child will be learning during this school year. The purpose of this Curriculum Overview is to provide families with a basic overview of the core instructional program at each grade level.



Curriculum in the elementary level is designed to provide students with a strong foundation in general knowledge and skills that will make it possible for them to think creatively and critically as they progress through the K-12 system. To these ends, district curriculum is carefully established by committees composed of the professional staff and community representatives. All curricula undergo comprehensive review and are formally updated every six-seven years through the district curriculum review cycle. Student performance data on a variety of classroom, local, state and national assessments are analyzed on an annual basis to ensure students are progressing toward the district's academic standards.

These standards challenge students to learn a broad range of content knowledge and skills while developing their ability to process that knowledge and use those skills. This balance between content (information and knowledge) and process (problem solving and real-world application) may be a shift in approach to the education you received when you were in primary school, yet should set the foundation for future learning for college and career readiness.

The methods and instructional strategies in our classrooms bring the curriculum to life. First, we embrace Flippen's saying, "Once you capture a child's heart, you have his mind." Teachers develop trusting relationships with students, and amongst the students in the classrooms, in order to maintain a nurturing climate wherein learning will flourish. Reading and mathematics instruction are offered in flexible, large and small group settings. Hands-on learning activities develop conceptual understanding of mathematics, science and social studies. Students in grades second through fifth will participate in an exposure to world language program (Spanish). Strong programs for art, music, physical education, library-media and guidance, along with the integration of technology as a learning tool, are other important components that contribute to the vitality of the elementary-level program.

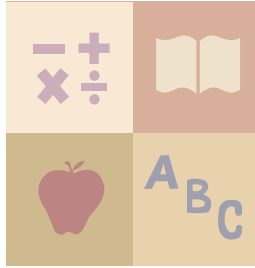
While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, gifted and talented programming exists for students whose need for academic challenge far exceeds that of the regular classroom.

If you would like more information about the district curriculum, log on to www.wfbschools.com and select the district office link and then select Director of Teaching & Learning Services. On this webpage you will find links to curriculum overview documents, learning standards, and resources for parents. After you have reviewed these resources, if you wish to obtain additional information, please contact your child's teacher, your child's principal, or by contacting the Teaching & Learning Office at 963-3927.

As you support your child's academic and intellectual growth this year, encourage him or her to enjoy learning, take risks, confront misunderstandings, put forth diligent effort to develop new skills, and ask an abundance of questions. A tenacious curiosity and an ability to see challenge as an opportunity for growth will provide rewards for a lifetime.

Sincerely,

Maria Kucharski
Director of Teaching & Learning Services
School District of Whitefish Bay



Grade 2 Mathematics

When today's students become adults, they will face new demands for mathematical proficiency. All young Americans must learn to think mathematically, and they must think mathematically to learn (Adding It Up, National Research Council, 2001).

Math Expressions, our newly adopted math resource, is replacing *Everyday Math* beginning the 2013-2014 school year. In *Math Expressions Common Core*, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent and explore, but also learn and practice important math strategies. Through daily Math Talk, students construct viable arguments and critique the reasoning of others. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns precisely with the Common Core State Standards for Mathematics.

In second grade, instructional time will focus on four critical areas within a Common Core Curriculum; (1) expanding understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

In addition to the critical areas listed above, in second grade students will know and understand:

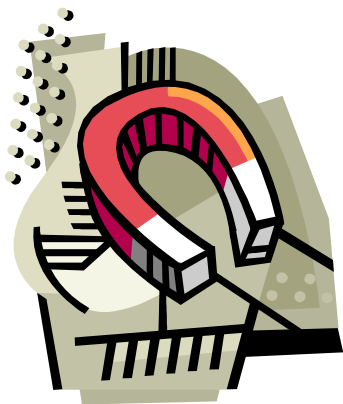
- how to make sense of problems and persevere in solving them.
- how to model with mathematics and attend to precision.
- how to add and subtract fluently within 100 and to use strategies to solve word problems to 1,000.
- how to apply basic addition and subtraction facts to everyday problems.
- how to skip count by 5s, 10s, and 100s to 1,000 from any given three-digit number.
- place value of ones, tens, hundreds in numbers in a variety of math activities.
- how to read, write and compare numbers to 1,000.
- solve problems involving dollar bills, quarters, dimes, nickels and pennies.
- work with equal groups of objects to gain a foundation of multiplication.
- partition and describes two, three and four equal shares using circles and rectangles.
- how to tell time accurately to the five minute intervals, units of time, and calendar skills.
- how to recognize and draw shapes having specified attributes.
- how to identify triangles, quadrilaterals, pentagons, hexagons and cubes.
- how to use drawings and equations with a symbol for the unknown to represent addition or subtraction word problems within 100.
- how to measure the length of objects by selecting the appropriate tool using inches, feet, centimeters and meters.
- how to generate, draw and compare information from their own experiences using picture and bar graphs.



Grade 2 Social Studies

The Whitefish Bay Social Studies curriculum will nurture attributes, knowledge, and skills through which young people become socially active and informed citizens who understand the structure and processes of society and have the ability to adapt in a changing social, political, and economic environment.

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| What Is a Community? | Design a community showing different places to live, work, and play. |
| How Are Different Communities Different? | Analyze images of urban, rural, and suburban communities in order to understand their differences. |
| What Does a Map Show? | Discover how to use a compass rose and map grid to locate important places in a community. |
| What Is Geography? | Play a game as they learn the names of important geographic features found in a community. |
| How Do People Use the Environment? | Become survivors on a deserted island and propose ways to use their environment for food, shelter, and clothing. |
| How Are Goods Made and Brought to Us? | Become members of an assembly line and participate in a relay race to learn about the production and distribution of goods. |
| Who Provides Services in a Community? | Create puppets of service occupations to use in a mock career day. |
| How Can I Be a Good Shopper? | Experience shopping with limited funds and play a game in order to discover how to be a wise shopper. |
| Why Do Communities Change? | Design an urban renewal plan after learning why communities grow and decline. |
| How Did One Community Change? | View images of San Francisco from 1846–1906 to learn about factors that caused the city to change. |
| How Can One Person Make a Difference in a Community? | Discover how single individuals made significant contributions to their community. |
| How Do Leaders Help Their Community? | Become concerned citizens as they participate in a demonstration at a mock city council meeting. |
| What Should a Good Citizen Do? | Practice being good citizens as they distribute coupons from “Good Citizen” coupon books they have made. |
| What do Communities Share? | Experience the interdependence of communities as they exchange cards for goods they need or want. |



Grade 2 Science

Students will develop the ability to observe, inquire and investigate to better understand, explain and apply scientific principles and processes.

In second grade, students engage in a variety of investigations to develop important skills and understandings.

Students will:

- investigate interactions between solids and water and liquids and water. They observe, describe, record, and organize the results. In a culminating activity, students test toothpaste to determine if it is a solid or a liquid.
- explore solid objects, such as pieces of wood, plastic and metal. They observe, describe and sort the objects according to properties. Finally, they create various structures using the properties inherent in the materials to accomplish the tasks.
- work with beans, rice and cornmeal to find out how solids function when the pieces are small.
- investigate liquids in a variety of settings to become familiar with their properties. Students use representational materials to enhance their understanding of the unique behavior of liquids.
- experience the diversity of life in the plant kingdom.
- observe the structures of flowering plants and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, cuttings).
- describe changes that occur as plants grow and develop, and organize observations on a calendar and in a journal.
- label/diagram insect body parts.
- examine behaviors of animals and determine which organisms are food plants, prey animals and predator animals based on a relative population.
- set up experiments that show how a population of an organism changes.
- examine and compare different animals that use camouflage as an adaptation for survival.
- further their understanding of the nature of scientific inquiry.



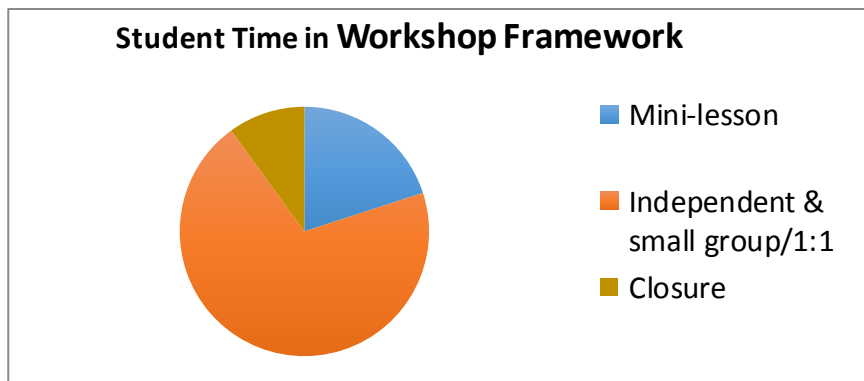
Grade 2 English Language Arts

The Whitefish Bay School District strives to foster a culture of literacy by providing students with a **cognitive apprenticeship** environment that would enable them to grow into successful readers, writers, listeners and speakers.

Starting in the fall of 2016, the WFB School District will begin a staggered implementation of a balanced literacy program that will be completed by the end of the 2017-2018 school year. A balanced literacy program includes:

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| Read Aloud | Independent Reading | Shared Reading |
| Guided Reading | Literature Discussions | Writing Process |
| Independent Writing | Phonics and Word Study | Language Investigation |

The main instructional strategy that is utilized in our balanced literacy program is the workshop framework. Specifically, within each ELA block, which includes Language Studied, Writing Workshop and Reading Workshop, students participate in lessons that include: teacher instruction (modeling, teaching), guided/collaborative practice, independent practice, small group or conferring, and debriefing or closure.



Our District develops our own units of study through an integrated thematic approach. At the second grade level, your child will study the following integrated literacy units within our overarching themes of: community and relationships, literacy tradition, living things, sense of self, inspired by true stories and genre studies:

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|--------------------------------------|-----------------------------|----------------------------|
| Being a Part of a Learning Community | Pourquoi Tales | Humans versus Planet Earth |
| Like No One Else | Life Long Ago: Then and Now | Realistic Fiction |

World Language – Grade 2



The purpose of the world language program in Whitefish Bay schools is to give students the opportunity to listen to, interact with, and begin to speak another language. Students receive face to face Spanish instruction an average of 30 minutes per week.

The second grade World Language student will begin to learn to:

- Use salutations
- Simple vocabulary
 - Feelings/emotions
 - Days of the week, months
 - Body parts
 - Numbers
 - Colors
 - Family
 - Animals
 - Classroom objects
- Demonstrate understanding of simple commands
- Understand various aspects of culture, such as:
 - Food
 - Music
 - Holidays
 - Dances

During the 2016-2017 school year, a pilot language lab program will be implemented into the second grade curriculum, while maintaining the current face-to-face programming. Depending on the elementary building your child attends they will either be able to explore a language of choice during the language lab time or will be a part of a blended Spanish language lab experience. Students will be utilizing the lab for 60 minutes every other week, when they are not having their face-to-face instruction.

Health and Human Growth & Development



The mission of the K-12 Health Education curriculum:

Students will develop the necessary knowledge, skills, and understanding for mental/emotional, physical, and social well-being.

In second grade, students will understand health promotion through instructional concepts such as:

- Feelings
- Caring for your teeth
- Keeping fit and healthy
- Food for fitness
- Staying well- personal care
- Staying safe

The mission of the K-12 Human Growth & Development (HGD) Education curriculum:

The curriculum will complement the home by providing students with the knowledge, skills, and support necessary to understand their social, mental/emotional, and physical development in order to make responsible decision about health and age-appropriate sexual behavior throughout their lifetimes.

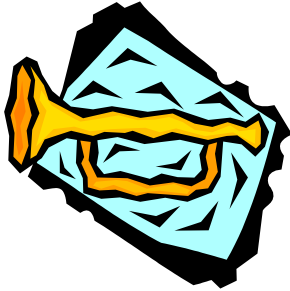
** HGD is an elective program. Parents may opt-out their students from participating in identified lessons.*

In first and second grades, students will understand healthy decision-making, and social, mental/emotional, and physical development through instructional concepts such as:

- Respecting and appreciating that each person is unique and special
- Understanding that different groups and cultures have similar wants and needs
- Describing different types of families in our society and examining the roles, responsibilities and needs of a family.
- Recognizing that living things reproduce their own kind and in different ways (seeds, eggs, born alive).
- Developing body awareness (each body part has a specific name and use, need for personal hygiene, importance of proper nutrition).
- Discussing preventative behavior and caution with strangers.
- Recognizing different types of abuse exist and can be committed by someone you know.
- Distinguishing between appropriate and inappropriate touch, and differences between abuse and discipline.
- Identifying supportive help in the home, school and community.
- Recognizing that certain rights are protected by law.

Elementary Specials Overview

General Music



Mission of the K – 12 Music Education Program:

Students will begin a lifelong relationship with music through listening, describing, creating, and performing.

The kindergarten through fifth grade music program offers a broad spectrum of opportunities designed to promote development on each child's musical potential. It is our goal to provide each student with the skills necessary to both create and enjoy music while understanding it as a universal means of expression. Lessons are designed to convey the joy of music that will encourage each child to seek musical opportunities later in life.

Beginning at the earliest level, students sing, chant, move, and dance to music composed by others while they are encouraged to alter, modify, expand, and improvise upon that music, later creating and composing music on their own. Throughout the elementary school years the children build skills of listening and responding, reading and writing music. The student's own voice is nurtured and good choral habits are stressed throughout the grades. Classroom instruments, both rhythmic and tonal, are used along with recorders at the third grade level and electric keyboards in the upper elementary classes.

The music literature in the classroom is chosen to reflect the backgrounds of our students as well as to expose them to the wide diversity of music created by the peoples of the world.

All children receive General Music instruction as per the time allotments shown below. In addition, fourth and fifth grade students may choose to be involved in the string program. Fifth grade students may choose to be involved in the band program. All fifth grade students are included in the fifth grade choir program.

General Music Time Allotments:

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| Senior kindergarten through 5 th grade: | 30 minute classes twice per week |
| 5 th grade Band, Orchestra, Choir Assemble: | 60 minute classes twice per week |
| 5 th grade Band, Orchestra | 30 minute additional lesson once per week |



Art

The mission of the K – 12 Visual Art program:

Students will gain the ability to manipulate a variety of media, and develop creative problem-solving skills. Students will build and expand their understanding of art and themselves, as well as establish a life-long relationship with the visual world.

In the elementary art program, students will develop creativity and problem-solving skills, build and expand their understanding of art, and successfully manipulate a variety of media.

The elementary art curriculum allows students to begin to:

- Demonstrate understanding of artistic principles through effective use of media, tools, vocabulary and processes.
- Manipulate various media, materials and/or images to be expressive.
- Develop and relate his or her knowledge of art to themselves and others.
- Understand, discuss and respond to works of art.

Students experience a wide variety of materials and media in the elementary art program. They are shown proper techniques for creative use of materials. Projects are assigned with specific goals and criteria in mind, but allow for personal creativity and problem solving. When possible, art experiences link to school-wide as well as classroom learning themes and activities.

Learning experiences center around:

The Elements of Art

Color
Value
Line
Texture
Shape
Form
Space

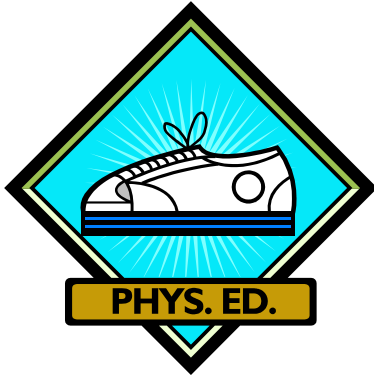
The Principals of Design

Balance
Emphasis
Harmony
Variety
Movement
Rhythm
Proportion
Unity

Art Time Allotments:

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|--|-------------------------------|
| Junior Kindergarten | 30 minute class once per week |
| Senior kindergarten through 5 th grade: | 60 minute class once per week |

Physical Education



Physical Education will enable each student to acquire the knowledge and skills to pursue and enjoy a lifetime of healthful activities.

Elementary physical education offers a wide variety of physical activities to our students. Our theme of “children learning to move and moving to learn” guides us to teach not only physical skills, but also movement concepts and principles needed for their development.

Optimal fitness for students ages 4 to 11 is the priority. Building healthy lifestyles through physical activity is discussed and practiced in every class. Good sportsmanship, teamwork, respect, and establishing positive attitudes and self-confidence are also common threads in each lesson. Students will learn responsible social and personal behavior in the gym while fitness and physical skills are practiced, and aerobic and sport-specific games are played.

We hope that children will wholeheartedly enjoy physical activity so it will become an integral part of their daily lives and carry over into adulthood.

Physical Education Time Allotments:

| | |
|--|--|
| Junior kindergarten: | 30 minute class once per week |
| Senior kindergarten through 5 th grade: | 30 minute classes three times per week |



Technology

The district’s mission for instructional technology:

Students will be self-directed learners who can access, evaluate and apply the most effective tools and resources to communicate and compete globally. In order to meet this vision, students need meaningful, dialing integration of technology.

Teachers design and implement technology experiences which allow students to access technology at developmentally appropriate stages. Integrated technology instruction allows students to:

- Use a variety of technology tools in order to facilitate and demonstrate learning across the curriculum.
- Use technology to communicate in various ways.
- Understand and operate computer systems and other technologies.
- Understand, respect and apply rules of ethics to be responsible users of technology.

Technology applications are integrated as appropriate throughout the elementary curriculum. Integrated word processing instruction is introduced in first grade, with new elements added each year through grade five. Word processing is integrated with other curricular areas such as reading, language arts, science, and social studies. Formal keyboarding instruction begins in third grade and builds through grade five. Efficient, safe, and ethical use of varied technologies is taught at all grade levels.