

Second Grade Curriculum Overview



Literacy

Literacy provides the foundation for learning. Children learn to read in the primary grades, moving forward into the intermediate grades. The mission of the District 30 English Language Arts program is to challenge our students through effective instruction in the skills required to live and work in a 21st century global community.

The primary grades lay the foundation for learning and skill development. Each succeeding grade builds upon the achievement of students, as they become fluent readers, writers, speakers, listeners, and viewers. With texts and tasks that become increasingly sophisticated through the grades, students develop confidence and proficiency in oral and written language, comprehension, and critical thinking skills. District 30 recognizes the importance of differentiating instruction to maximize achievement for all students. Language skills are essential to furthering learning, communication, career development, and the human spirit.

The second grade balanced literacy curriculum includes:

- Explicit reading comprehension strategy instruction (with a review of “monitor for meaning” and an emphasis on “inferring”, “determining importance”, and “synthesis”)
- Reading and writing in narrative, information, and opinion genres; including lab reports and persuasive arguments
- Word work (vocabulary, spelling, and phonics)
- Grammar
- Independent reading and writing
- Small group work
- Conferences



Social Studies

Social Studies is the integrated study of the social sciences to promote informed citizenship. Our curriculum is designed to tell the story of who we are as citizens of the United States and of a larger global society. As educators of 21st century learners, our job is to prepare students to be able to critically participate as active citizens with the ability to intelligently and compassionately participate in our democracy in this millennium (NCSS, Media Literacy, 2009).

Our curriculum thoughtfully integrates the disciplines of history, geography, economics, and government to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an increasingly interdependent world.

The second grade social studies curriculum includes the following units:

- Stories of Living Together: Our Government
- Honoring America: People From Our Past
- Stories of Our Globe: Map Skills
- Stories of Want and Need

During the 2019-2020 school year, District 30 will be reviewing and revising our social studies curriculum to incorporate more inquiry and to insure alignment to the most recent research and current Illinois standards.

The District 30 curriculum is being developed in alignment with Common Core State Standards, Next Generation Science Standards and C3 Standards and has been informed by current research and best practice in the field.



Mathematics

The District 30 mathematics curriculum emphasizes deep mathematical understanding and reasoning with problem solving at the center of math learning. Concepts are taught utilizing a concrete, pictorial, abstract learning progression through daily lessons, hands on activities, real-world problems, and differentiated math workshop experiences.

Mathematical thinking and fluency is embedded throughout the curriculum. Students become mathematicians engaging in a mathematical practices such as making sense of problems, persevering in solving problems, modeling mathematics, and utilizing appropriate math tools. These mathematical practices are distinct from specific content students learn because the practices are characteristics of broader behavior, rather than mastery of a single concept or idea.

The mathematical practices, skills and concepts connect and build across the grade levels. In grades K-5 students utilize Math in Focus by Houghton Mifflin Harcourt as the primary resource.

The second grade mathematics curriculum includes:

- Building problem-solving skills and strategies
- Counting, comparing, and writing numbers to 1,000
- Adding, subtracting, multiplying, and dividing using bar models
- Determining length, mass, and volume in metric units
- Recognizing bills and coins
- Telling time



Science

The District 30 elementary science curriculum engages students as scientists. Students investigate questions relevant to their lives by conducting investigations; collecting and analyzing data; developing and using models to explain phenomena, and engaging in argument from evidence. Students build understanding of core ideas in science as well as understanding and use of scientific practices in earth science, life science, physical science, and engineering design.

The second grade science curriculum includes the following units:

- Diversity of Life in Different Habitats: Students will select a variety of habitats and will observe and record the physical attributes of these environments. They will use their collected evidence to compare the diversity of life within these different habitats. They will construct arguments that some animals form groups for survival and in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Students will rely on their collected evidence to state a claim that environmental changes may lead to plant and animal changes within a specific habitat.
- Matter & Its Interactions: Students will conduct investigations in order to classify materials by their observable properties (hardness, flexibility, absorbency, etc.). They will rely on their collected data in order to determine which materials are best suited for an intended purpose. Students will construct an argument that objects made of a small set of pieces can be disassembled and made into new objects; however some changes caused by heating or cooling can be reversed and some cannot.
- The Changing Earth: Students are introduced to the concepts of weathering and erosion. They create models of change to the Earth's surface and design solutions to prevent wind or water from changing the shape of the land. Students use information from several sources to provide evidence that Earth events can occur quickly or slowly.

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