

Katonah-Lewisboro School District

Curriculum Guide

Second Grade

2023-2024



SECOND GRADE CURRICULUM OVERVIEW

The district curriculum is based on the current [New York State Learning Standards](#).

English Language Arts and Literacy: K-5: The Katonah-Lewisboro School District is committed to using a comprehensive approach to literacy instruction. This approach is grounded in the [Five Essential Components of Effective Reading Instruction from the National Reading Panel \(2004\)](#), the standards and practices of the NYS Next Generation Standards, and the science of reading research. Our approach includes explicit instruction and opportunities for students to develop skills and strategies in the areas of reading, writing, listening, and speaking. We use a variety of structures to teach the essential components of effective reading and writing. Some structures teach skills in isolation, some teach skills in the context of reading and writing, while others help bridge the two. Rather than compartmentalizing the essential components of reading and writing, this combined approach supports students to learn skills in a direct and systematic way, and then to apply those skills in the context of authentic reading and writing. The structures include:

Reading Instruction	Writing Instruction
Reading Workshop Mini-lesson (explicit instruction includes modeling and demonstration) Independent reading Small group instruction (guided reading and strategy lessons) Share Interactive Read Aloud Shared Reading	Writing Workshop Mini-lesson (explicit instruction includes modeling and demonstration) Independent writing Conferring Small group instruction Share Shared and Interactive Writing Grammar and mechanics (spacing, capitalization, punctuation)
Word Study: Phonemic awareness, phonics, letter formation, spelling and vocabulary	

Our **reading curriculum** includes a balance of literature and nonfiction (informational text). Students read daily to improve their fluency, comprehension, and stamina. The level of text complexity increases throughout the K-5 years, and assessments are used to match students with appropriate texts. Additionally, students are taught how to self-select texts for identified purposes and enjoyment. Explicit instruction focuses on foundational skills (phonemic awareness, phonics, concepts of print), fluency, and comprehension.

The **writing curriculum** includes three main types of writing: narrative, informational, and opinion. Students write daily to improve their stamina, volume, and craft. Writing occurs across the curriculum and for a variety of purposes. Students engage in both the writing process and on-demand experiences.

Speaking and listening are also important components of the literacy program. Students are taught how to effectively communicate with each other, engage in opportunities to think critically, and talk with each other about content, strategies, and original ideas.

LITERACY

Students in second grade will gain more skills in reading, writing, speaking and listening. They continue to learn and practice rules for matching sounds to letters that make up words, and they learn how to tackle new words, using word parts and context, to figure out their meaning. Students learn strategies to build their reading skills including fluency and comprehension. In writing, students study author's craft and techniques in various genres and apply their learning to their own writing. Teachers use the newly revised *Units of Study in Reading, Reading Strategies 2.0*, and newly revised *Units of Study in Writing (Heinemann)*, to guide the lessons for reading and writing workshops, and *Foundations (Wilson)* and *Heggerty* resources to guide their word study instruction.

Foundations is a scientifically based, multisensory, structured literacy program that aligns with Orton-Gillingham principles and offers direct, explicit, and cumulative word study instruction. It is used in the primary grades to provide explicit instruction to build foundational language skills during word study. The lessons are sequenced for skill development in the areas of print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, vocabulary and handwriting. Students continue building high-frequency word banks. Daily activities provide opportunities for practice in order for skill application to transfer into reading and writing. Throughout the year, assessments monitor student progress and are used to determine appropriate instruction for students. In second grade, students learn more about word structures (vowels, consonants, blends, digraphs, digraph blends), the six syllable types, unexpected vowel sounds, base words, suffixes and multi-syllabic words providing the students with tools to become successful spellers.

A sample of what your child will be working on in second grade includes:

- Applying knowledge of phonics to decode unfamiliar words in text
- Paying close attention to details, including illustrations and graphics in stories and books to answer who, what, where, why and how questions
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently
- Engaging in a writing unit of study called, ***Making Small Moments Big***. Students learn how to create engaging narratives in this unit by stretching out small moments and writing in detail.
- Engaging in a reading unit of study called, ***Becoming Experts***. In this unit, students learn more about familiar topics and grow understanding of new topics while working on word solving, vocabulary development, and comparing and contrasting information across texts.
- Engaging in a writing unit of study, ***Writing Research-Based Nonfiction***. This unit gives students the opportunity to research a topic, building up their knowledge base, taking notes on their research, then planning and writing about that topic.
- Taking part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic
- Retelling key information or ideas from media or books read aloud or independently
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; joy/enjoy/enjoyable)
- Learning to appreciate literature by reading, listening to, and discussing a variety of texts in different genres.

MATHEMATICS

The Katonah Lewisboro School District has adopted the hands-on and minds-on K-6 Math Curriculum enVision Mathematics (2024) as the primary instructional resource to use within our math workshop model. Students explore grade level concepts with engaging materials, manipulatives, videos, online access and interdisciplinary activities that support student learning. The program is organized to promote focus and coherence each day. Assessments provide meaningful feedback to support student learning. The comprehensive program focuses on problem-based learning, develops conceptual understanding, and most importantly, connects mathematical content and processes. Learning is also supported through small group and collaborative activities.

In second grade, students will fluently add and subtract within 20. They will also use place value understanding and properties of operations to add and subtract. Students will represent and solve problems involving addition and subtraction. They will measure, compare and estimate lengths in standard units. Students will represent and interpret data. Students will reason with shapes and their attributes. The domains covered in second grade include Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

The New York State Next Generation Mathematics Learning Standards focus on the standards of mathematical practices listed below:

- 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

The recently revised 2024 edition of enVision now includes new family engagement resources that families can access online at any time. There is general topic level support and daily lesson support for families. Families can read an overview of each topic's content, sample worked problems, and related home activities. A video of the math content from that lesson is available for families to view, with review ideas and materials to support you at home.

In addition, enVision 2024 has added a student led exploration with new lessons called, "Let's Investigate!" These lessons encourage input from every student to build a collective understanding of new ideas. "Let's Investigate" introduces new concepts and lays a foundation for upcoming lessons.

SCIENCE

Science is taught to students in grades K-5 using the Amplify Science curriculum, which is aligned to the newly released New York State Science Learning Standards *

[Amplify Science](#) is a phenomena-based science curriculum that is designed to give students engaging, realistic experiences that mirror how scientists and engineers work. As such, this elementary program blends hands-on

investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify's compelling hands-on investigations, print resources, and digital modeling tools and simulations work together to enable students' investigations and explorations. These experiences also prepare students to successfully complete the four state-mandated science investigations in grades 3, 4, and 5, and the culminating state assessment in the Spring of 5th grade.

2nd Grade Science Units:

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

(Source: <https://amplify.com/programs/amplify-science/>)

*“The [New York State P-12 Science Learning Standards](#) are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students with a high-quality science education. The integration of these three dimensions provides students with a context for the content of science, how science knowledge is acquired and understood, and how the sciences are connected through concepts that have universal meaning across the disciplines.”

[Introduction to the NYS P-12 Science Learning Standards](#)

SOCIAL STUDIES

Building upon the [New York State Social Studies Framework](#), the Katonah-Lewisboro curriculum supports teachers in integrating the elements of the Framework (Key Ideas, Conceptual Understandings, and Content Specifications) with Social Studies practices and Common Core Literacy Standards into rigorous and engaging curricula and instruction. Through an inquiry-based approach to instruction, students develop thematic and conceptual understandings while applying disciplinary practices and literacy skills in the context of the content of Social Studies.

The Katonah-Lewisboro Social Studies curriculum incorporates the Teacher's Curriculum Institute (TCI) program as an instructional resource to support our Social Studies Curriculum. TCI is a program that creates social studies resources to enable educators to improve their ability to engage students in a diverse classroom. TCI resources and services are based on proven teaching strategies and practices that bring education to life to achieve consistent and positive classroom results. The TCI program is specially curated to meet state standards, create engagements in lessons and help students better understand the content through hands-on and experiential exercises. In addition, teachers have access to Social Studies ELA, a digital resource collection curated by educators throughout the region and offered through BOCES of Putnam Northern Westchester. The EngageNY website also provides access to inquiries that are aligned to the New York State Social Studies Framework.

In second grade, students study “My Community and Other Communities.” The course is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies. Students study their local community and learn about

characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

Key ideas include:

- A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
- People share similarities and differences with others in their own community and with other communities.
- The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
- Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.

HEALTH

The health program, *The Great Body Shop*, is designed to promote decision making and behaviors that foster better health. Though students study similar topics at each grade, the depth of content and complexity of ideas build from grade to grade. All students study growth and development, nutrition, safety, illness prevention, substance abuse prevention, personal safety, family life, and community health. Second grade topics include: *Let's Stay Safe, The Wide World of Food, Your Heart, Small But Strong, When I Feel Afraid* and *Drugs Are Dangerous*. All students will learn about the importance of physical fitness and nutrition through their physical education classes.

TECHNOLOGY

In line with the district's [Technology and Learning Commitments](#), technology is seen as a tool to enhance student learning, support an active learning environment, and is integrated throughout the curriculum. Each student is issued a district iPad and a network log-in that provides access to district apps and programs.

Students:

- Understand and practice responsible use of technology systems and information
- Use technology tools to enhance productivity and creativity
- Use a variety of media formats to communicate information and ideas effectively
- Use technology resources for solving problems and making informed decisions

In addition to previously learned skills, in second grade students:

- Identify the function of physical components of a computer or device
- Identify the function(s) of "file/save," "file/save as," and "file/open" to save and open files on the network
- Use appropriate word processing program to enter, save, print, and retrieve text
- Create text boxes in a multimedia program to enter text

LIBRARY MEDIA

The Katonah-Lewisboro Library Media Program is designed to foster a love of reading and teach the skills that enable students to become effective and efficient users and producers of information. Student exploration of technology for learning and information is a key component of the library curriculum. The library media program integrates skills into all content areas at each grade level. These skills are taught in collaboration with the classroom teacher in the context of the curriculum. The three main areas of emphasis in the library media program are:

The Information Problem-Solving Process

- Formulate appropriate questions
- Locate applicable sources
- Analyze and evaluate information retrieved
- Synthesize learning
- Evaluate the problem-solving process
- Clearly present their findings.

Literature Appreciation

Students acquire an appreciation of a wide range of literature in a variety of formats.

Technology

Students develop the ability to use the tools necessary to access and communicate information.

Second grade students:

- Distinguish between fiction and non-fiction call numbers
- Compare and contrast the works of an author through author studies
- Select literature to read independently
- Formulate simple research questions
- Use appropriate technology to locate and collect information from a variety of sources
- Use age appropriate multi-media
- Participate in creating class presentations
- Demonstrate age appropriate digital citizenship

ART

The elementary art curriculum allows students to focus on a variety of drawing and painting skills and two-dimensional design in the atmosphere of a traditional *atelier* while adhering to the canon of fine arts as well as the [New York State Learning Standards for Visual Arts](#).

Through the paradigm of art history and criticism we will focus on the elements and principles of art and design with an emphasis on composition and creative problem solving.

Across all grade levels, there is an emphasis on STREAM (Science, Technology, Research, Engineering, Art/Design, and Mathematics). From architectural design to perspective study, to color and value theory and

three-dimensional design, STREAM is interwoven and is coming more to the forefront of visual art education.

Students will create projects that apply these skills to a linear (one and two-point) perspective, full color drawing; a still life painting, landscape painting and portraiture. Students are required to complete projects and sketchbook assignments. Successful students are willing to be creative, take risks, show evidence of effort and master visual language and cognitive skills.

MUSIC

Second grade students continue to develop their musical skills through creative dance, song and composition. Solfege will be expanded upon and children will start to sight read simple melodic passages. Singing rounds and developing vocal independence will be emphasized. Music notation and music vocabulary will be expanded upon. Various musical forms will be introduced through musical examples, with a focus on binary form. Students will be exposed to multi-cultural songs and dances. Students will participate in a Patriotic Concert at the end of the year.

PHYSICAL EDUCATION

The physical education department places a strong emphasis on physical fitness at all levels. Students are introduced to age appropriate fitness concepts and skills which are emphasized in all grade levels.

The K-5 curriculum encourages the development of the following in students:

- Physical fitness (both cardiovascular and muscular-skeletal)
- Communication skills
- Cooperation
- Risk-taking
- Safety
- Self-initiative
- Leadership
- Trust
- Self-respect, as well as respect for others

THE LEARNING COMMITMENT AND DISTRICT FOCUS AREAS

[The Katonah-Lewisboro School District's Learning Commitment](#) is an aspirational statement that guides the teaching and learning environment in our schools. In addition, the district has three major focus areas that provide opportunities to make the Learning Commitment come alive as students and faculty work on solutions to some of the most pressing problems in our world today. These areas are Diversity, Equity, Inclusion, and Belonging; Social Emotional Well-being, and Sustainability. Our work in these areas is guided by the following policies:

- Diversity, Equity and Inclusion (Policy 0105, Adopted June 2022)
- Sustainability (Policy 5410, Adopted June 2009)
- Campus Sustainability (Policy 8920, Adopted November, 2012; Revised and Adopted April, 2016)
- School District Aims and Goals (Code 0200)