

## **S**econd Grade Curriculum Overview

The South Brunswick School District Curriculum being taught at the second grade level integrates the NJ Common Core State Standards (NJCCSS) in Mathematics and English Language Arts and the New Jersey Core Curriculum Content Standards (NJCCCS) in all other areas of content.<sup>1</sup> Students study developmentally appropriate concepts. We teach for deep understanding of the “big ideas” in each content area while we encourage students to wonder about the “essential questions.”

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. (NJCCCS 8.1)

Below is an overview of each content area for Second Grade.

### **LANGUAGE ARTS**

The South Brunswick Language Arts Curriculum assumes the integration of reading, study of literature, study of informational text, writing, speaking, listening, and language (conventions, vocabulary and grammar). All the elements are meant to function together; each is incomplete without the others. The curriculum is based on Core Curriculum Content Standards.

The K Language Arts program is typically divided into three “blocks” which helps teachers deliver a balanced literacy approach: Reading (read aloud, shared reading, guided reading, and independent reading) Writing Workshop (mini-lessons and conferencing) and Word Study (spelling, phonics and vocabulary). Leveled books, mentor texts and trade literature are used for reading and writing instruction.

### **Guidelines for Balanced Literacy Grades K-2**

Elements of the workshop structure are to be scheduled to align within the daily classroom time restraints. These elements lend themselves to natural integration across all content areas. Children will also have opportunities to apply Language Arts Literacy skills in all of their other content areas (science, social, math or character education).

### **The Reading Workshop Block**

Reading in the early childhood classroom has four components.

- **SHARED READING.** The teacher and students read aloud from large print texts (e.g. big books, poems, large print text). During the reading, the teacher helps children become proficient readers by modeling concepts about print and the use of all three major cuing systems: meaning, language structure and visual cues. For example, students are asked to think about what would make sense (meaning), sound right (language structure), and look right (visual), when they encounter an unknown word.
- **READ-ALOUD.** The teacher reads aloud from many different types of books; inviting predictions, clarifications, summaries, questions and discussions. Although the emphasis is on enjoyment, the teacher models fluent reading and the use of strategies to analyze new words and have greater understanding of the author’s message. Read-alouds may be outside the students’ reading ability, but the content is within their understanding.

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<sup>1</sup> NJ has renamed standards as the NJ Student Learning Standards (NJSLS). Our curriculum documents still reflect the original names.

Guidelines:

- Read-alouds: Literature, Big books, Poems, Songs (These may be used at a later date for reading/writing workshop).
  - Students share the reading with the teacher (e.g. choral reading).
  - Teacher demonstrates/models what a proficient reader thinks while reading to comprehend texts.
  - Whole group discussion and turn and talk sharing with peers to facilitate comprehension of text.
  - Teacher demonstrates word study strategies and skills.
- **WHOLE CLASS MINI LESSONS.** The teacher provides whole class mini lessons determined by the needs of the group and the district curriculum.

Guidelines:

- Reread a section of familiar text to demonstrate and model what a proficient reader thinks while reading to comprehend text.
  - Provide direct instruction in the use of comprehension strategies, fluency, vocabulary and author's craft strategies.
  - Whole group discussion and/or turn and talk sharing with peers, to facilitate comprehension of text.
  - Use strategies to help students record their thinking. (e.g. anchor charts, stop and jots, sticky notes).
- **GUIDED READING.** The teacher works with a small group of children to study a book appropriate to the specific needs of that group. The composition of these groups is flexible and reflects the needs and interests of the children. Many of the strategies and skills presented during shared reading are reinforced in small group instruction where students receive greater attention and support. Through mini-lessons and guided reading instruction, students learn to apply comprehension strategies such as predicting, making connections and retelling a story.

Guidelines:

- Small, flexible groups of students with similar needs (up to 6 students) meet for instruction and guided reading of text.
- Teacher provides direct instruction of skills and strategies. Lesson may support whole group mini-lesson.
- Use one-to-one conferences & anecdotal notes to support instruction.
- The goal of guided reading is to teach strategies that develop independent readers of text.

- **STRUCTURED INDEPENDENT READING:** Independent reading gives students the opportunity to apply the skills and strategies they have learned in shared reading and guided reading groups. Students are taught strategies to self-select books to read on their own.

Guidelines:

- Independent reading (build stamina from 10 to 30 minutes- as appropriate).
- Partner reading
- Independent practice of the concept/skill demonstrated in reading mini-lesson.
- Extend the Meaning of Text: through oral discussion, drawing, diagramming, drama or written response to reading.

**The Writing Workshop Block**

Students in Grades K-2 explore what it means to be a writer. They have opportunities to choose topics, make their writing beautiful with writer's craft and revise and edit writing for an audience. Teachers use



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the “Writing Workshop” approach to teach students the joy and purposes of writing. During Writer’s Workshop, there are mini-lessons to deliver instruction and independent writing to provide time for practice. While students write, teachers conduct individual conferences to help raise the quality of each child’s writing skills.

Throughout Grades K-2, students write personal narrative “Small Moment” stories and explore various non-fiction genres. These include “All-about” and “How-to” selections as well as some beginning research projects. In addition, students explore the language of poetry and study “mentor writers” to help build their skills.

- **WRITING MINI LESSONS.** Teacher directed, whole group instruction determined by the assessed needs of the group and the district curriculum.

### Guidelines:

- Procedural, craft, and/or skill lessons are taught during various genres studies.
- Shared writing experiences/ Interactive writing.
- Teacher’s writing (used for direct instruction or modeling).
- Use of mentor or touchstone texts (may be the same texts read during the daily read-alouds).

### Writing Workshop Components:

- Connection
- Explicate Instruction
- Active Engagement
- Link
- Teacher meets with students in one-to-one conferences or flexible, small group strategy groups.
- Students share writing with writing partners or during group shares.

- **INDEPENDENT WRITING**

### Writing Guidelines:

- Students choose topics and plan writing.
- Students have daily opportunities for independent writing (build stamina from 10 to 30 minutes- as appropriate).
- Students should show evidence of use of strategies from recent mini-lessons and conferences.

### Conferencing Guidelines

- One-on-one conferences
- Small group conferences
- Anecdotal notes to track progress

- **SHARING OPPORTUNITIES FOR WRITERS**

### Guidelines:

- Sharing/discussion to bring closure to the writing workshop by reflecting on the day’s writing and /or some aspect of direct instructions.
- Students have opportunities to share some aspect of their writing with partners or whole group.



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### The Word Study Block (Spelling/Phonics/Vocabulary)

The District uses a systematic and explicit phonics, spelling and vocabulary program called, *Words Their Way*. Students learn the relationship between letters and letter sounds and how letter patterns and word chunks, such as diagraphs, prefixes and suffixes impact spelling. In addition, vocabulary lessons are based on high frequency words, multiple meaning words, multi-syllabic words and words from other content areas. Students are grouped and regrouped throughout the year based on spelling assessments and written samples.

### Handwriting

The District teaches handwriting through independent practice of letter formation and spacing. Students also practice keyboarding—learning the home row and typing 15 minutes per week.

### MATHEMATICS

The South Brunswick Mathematics Program is based on a well-articulated curriculum that is aligned with NJCCSS. The curriculum has interwoven technology, and is connected in meaningful ways to other curriculum and real life.

In each grade, we build upon the knowledge and skills learned in previous grades in order to provide a strong foundation for later learning.

Second grade topics of study are as follows:

- *Place Value*
- *Addition & Subtraction*
- *Number & Operations in Base 10*
- *Foundations for Multiplication*
- *Measurement & Time*
- *Geometry*

2nd Grade	Essential Questions	Enduring Understandings
<i>Place Value</i>	<ul style="list-style-type: none"> <li>• How does a number’s position affect its value?</li> <li>• How are place value patterns repeated in numbers?</li> </ul>	<ul style="list-style-type: none"> <li>• Our Base 10 number system determines a digits value.</li> </ul>
<i>Addition &amp; Subtraction/Numbers and Operations in Base 10</i>	<ul style="list-style-type: none"> <li>• What strategies can be used to find sums and differences?</li> <li>• How do mathematical operations relate to each other?</li> <li>• What are strategies for making a reasonable estimation?</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible methods of computation involve grouping numbers in strategic ways.</li> <li>• Estimation is a way to get an approximate answer.</li> <li>• Proficiency with basic facts aids estimation and computation of larger and smaller numbers.</li> </ul>
<i>Foundations for Multiplication</i>	<ul style="list-style-type: none"> <li>• How are patterns used to communicate mathematical concepts?</li> <li>• What is the relationship between products and sums?</li> </ul>	<ul style="list-style-type: none"> <li>• There is a relationship between multiplication and addition.</li> <li>• Multiplication can be a more efficient strategy for solving problems.</li> <li>• There is a connection between the numerical concept of multiplication</li> </ul>

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2nd Grade	Essential Questions	Enduring Understandings
		and the geometric concept of area (arrays).
<i>Measurement &amp; Time</i>	<ul style="list-style-type: none"> <li>• Why is it important to use standard units of measure?</li> <li>• How and why do we organize information?</li> <li>• How is telling time used in our daily lives?</li> </ul>	<ul style="list-style-type: none"> <li>• Standard units provide a common language for communicating measurement accurately.</li> <li>• Data can be organized in meaningful ways so that it can be interpreted and analyzed.</li> <li>• Time is measured in hours and minutes.</li> </ul>
<i>Geometry</i>	<ul style="list-style-type: none"> <li>• How are geometric properties used to solve problems in everyday life?</li> </ul>	<ul style="list-style-type: none"> <li>• Objects can be described, compared, and classified by geometric attributes.</li> <li>• Many geometric shapes can be divided into equal parts.</li> </ul>

In second grade, students will extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones. They will spend time examining number relationships involving these units, including comparing and sequencing numbers within 1000. Students will understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones). Students will use their understanding of numerical operations to develop fluency with addition and subtraction within 100. They will then solve problems within 1000 by applying their understanding of models for addition and subtraction. Students will develop, discuss, and use efficient, accurate, and generalize-able methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They will select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers. Building on these ideas, students will explore number relationships and patterns to form the foundations for multiplication in later grades. Students will participate in this early exploration of multiplication through exploring hundreds charts, rectangular arrays, and repeated addition.

In measurement, students will recognize the need for standard units of measure (centimeter and inch) from classroom exploration with measurement. They will use rulers and other measurement tools with the understanding that linear measure involves a repetition of units. They will recognize that the smaller the unit, the more repetitions they need to cover a given length.

In geometry, students will describe and analyze shapes by examining their sides and angles. Students will investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students will develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. Students will also begin to explore fractions by segmenting shapes into equal pieces.

Materials from the Scott Foresman and TERC Math Investigations series are in use in the Second Grade Math program. Manipulatives, computer software, and calculators are supplementing the curriculum. Over the course of the year, a second grade child may take part in math enrichment projects such as “Math for All Kinds of Minds” in which students work by ability on problem-based, long-range projects that will provide additional challenge and enrichment. As one component of our Gifted & Talented Services, each year we identify students in Kindergarten through Grade Five who may be ready for

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mathematics acceleration (that is, accelerating a full grade level in math). Multiple criteria, along with recommendations, are utilized to make such decisions on student placement.

### **SCIENCE**

It is the intention of South Brunswick Schools to graduate all of its students with the scientific knowledge, skills and habits of mind needed to be lifelong-learners, critical thinkers, effective communicators and wise decision-makers. Students will develop and use the skills necessary for full participation in a world shaped by science and technology.

Second grade students study the life, earth and physical sciences based on the 2014 NJCCCS: 5.1.4.A.2, 5.1.4.A.3, 5.1.4.B.1-B.4, 5.1.4.C.1, 5.1.4.C.3, 5.1.4.D.1-D.3, 5.2.2.B.1, 5.2.2.C.1-C.3, 5.3.2.A.1, 5.3.4.A.2, 5.3.2.B.1, 5.3.2.B.2, 5.3.2.C.1-C.3, 5.3.2.D.1, 5.3.2.D.2, 5.3.4.D.1, 5.3.2.E.1, 5.3.2.E.2, 5.4.2.G.3, 5.4.4.B.1, 5.4.2.C.1, 5.4.4.C.1, and 5.4.4.C.2.

- *Life Cycle of Butterfly* (life) ~ What changes do living things go through during their lives? How do living things affect their environment and how do changes in the environment affect living things?
- *Rocks & Soil* (earth) ~What is the Earth made of? What makes up land? What do the rocks and soils around us look like? Why are rocks and minerals important resources? What is a fossil?
- *Properties of Light* (physical) ~ What is light? What are the sources of light? How does light travel?

### **SOCIAL STUDIES**

The expectation is that all the students of South Brunswick will develop the social studies skills and knowledge they will need to be active, informed, responsible citizens and contributing members of their communities. The students will understand history as it relates to the present and future of their lives.

Second grade students study the “here and now” as it relates to communities and citizenship. Grade 2 students continue with the learning on belonging and neighborhoods by going deeper in their study of communities, past and present. Students consider how the people in their community contribute to the environment and economy. Meanwhile understanding that geography is a way of understanding the relationship between people and the world.

Additionally, students will study the right and responsibilities of American citizens and the impact on their community and that symbols represent values and ideas that are important to a group of people.

This study is based on the 2014 NJCCCS 6.1.A (Skills), 6.2.A (Civics), 6.4 (US/NJ History), 6.5 (Economics) and 6.6 (Geography).

- *Communities*~ How do communities meet the needs of their members?
- *Citizenship*~ Choices citizens make affect their community/world. How can the choices citizens make affect their community and the world? What makes a good leader? How do citizens show patriotism? What is the importance of American symbols?
- *Geography*~ How do we use maps and globes to understand our world? How does geography impact people; how do people impact geography? Personal maps, finding places, understanding and using directions, using maps and globes, identifying map features, and landforms.
- *Holidays & Celebrations*  
Holidays are integrated into the curriculum and taught, as they are applicable.
- *Current Events*  
Current Events are integrated into the curriculum and taught as applicable



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### **HEALTH EDUCATION**

South Brunswick students need to be health literate, especially in response to all the input they receive from the media and society. Our District's Health curriculum is firmly based on this teaching of "wellness" which can be defined as a "way of life." Our goal is to help students learn the lessons of wellness and to encourage them to take responsibility for their own health and to make informed choices about their health now – and in the future. The Second Grade Health curriculum is based on 2014 NJCCCS and addresses all relevant standards for second grade with particular emphasis on 2.1A, 2.1.B, 2.1.D, 2.1.E, 2.2.B, and 2.2.E.1.

In Second Grade, Health is collaboratively taught by the classroom teacher, the nurse, the counselor, and the PE teacher.

- **Personal Safety** (differentiating between well secrets and tell secrets)
- **Nutrition** (food groups, nutritional value, making healthy choices)
- **Disability Awareness** (people with disabilities have the same hopes and dreams, talents and needs, feelings and goals as anyone else. With accommodations and education, they can achieve all they set out to accomplish)
- **Clicky** (cyber safety and personal information)

### **WORLD LANGUAGE**

South Brunswick School District wants students to demonstrate a positive attitude toward other languages and cultures, demonstrate motivation to learn languages, show confidence in their ability to learn and communicate through listening comprehension, accurate pronunciation, and some basic interpersonal communication.

An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

South Brunswick uses the SALSA program in the K-2 classes, a videotape series (the tapes are about 15 minutes in length and feature the Spanish language through well-known and well-loved children's fairy tales) with accompanying mini-lessons that are taught by the classroom teacher with support from the world language teachers. Teachers then use the language in their daily routines and instruction wherever meaningful and purposeful.

Second Grade students study the following SALSA II Episodes (31- 42)--

- **Jack and the Cornstalk (El maíz)**
- **Three Little Pigs (Los tres credits)**

### **ART**

The Arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought.

Students in Grades K-2 receive Art instruction one day per week as part of their Special Subject/Integrated Arts schedule. Their curriculum is based on the 2014 NJCCCS for Visual and Performing Arts: 1.1 Creation, 1.2 History of Arts and Culture, 1.3 Performance, and 1.4 Aesthetic Response and Critique.

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Students in K-2 are introduced to the concepts and principles of color, shape, form, line, texture, and pattern. They use a variety of media and materials as appropriate for their grade level. The caring Art environment fosters freethinking, risk-taking, inspiration, and critique. Students are introduced to artists and artwork that connects to the themes of family, community, culture and time periods.

Second grade is a benchmark year in visual arts. By the end of the 2nd grade students will show progress toward basic literacy by...

- Identifying the basic elements of art & principles of design in diverse and specific types of artwork, and explain how they are used
- Identifying theme-based works of art from various historical periods & world cultures
- Identifying how artists and visual art reflect and are affected by past and present cultures
- Creating 2D & 3D art using the basic elements of art and a variety of mediums
- Using stories as a basis for pictorial representation
- Using basic verbal and visual art vocabulary
- Exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
- Creating works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
- Identifying aesthetic qualities of exemplary works of art & identify characteristics of the artists
- Comparing and contrasting culturally and historically diverse works of art  
Using imagination or experience to create a visual story
- Observing the basic elements in artwork and use them to formulate assessments
- Applying the principles of positive critique in giving and receiving responses to artworks

### **MUSIC**

The South Brunswick Elementary Music Curriculum is designed to allow students to experience music through many different venues such as singing, movement, games and activities, classroom instruments, composition and performance. Students learn that music is all around us. Music reflects life, builds a sense of community and helps define cultural identity. It is an art form and a form of entertainment. Students will understand that music is a universal language and music allows us to transcend time.

Students in Grades K-2 receive music instruction one day a week as part of their Special Subject/Integrated Arts schedule. Their curriculum is based on the 2014 NJCCCS for Visual and Performing Arts: 1.1 Creation, 1.2 History of Arts and Culture, 1.3 Performance, and 1.4 Aesthetic Response and Critique. Over the year, the students study musical opposites, beat, rhythm, pitch/melody, movement, singing voice vs. speaking voice, listening skills, performance etiquette and decorum.

Essential Questions for the K-2 general music curriculum include:

- *In what ways does rhythm impact how we hear/feel music?*
- *How does rhythm make you feel?*
- *Where else can you find rhythm?*
- *What is the relationship between melody and speech?*
- *How does melody make you feel?*
- *Why do we like the music we like?*
- *How does music impact our lives?*
- *Is all sound music?*
- *Why do we listen to music?*

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### **PHYSICAL EDUCATION (PE)**

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is our goal that our students will know the benefits of their choice to be involved in physical activity and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

#### Program Delivery

Our Physical Education gymnasiums are effective 2014 NJCCC standards-based environments that foster understanding of physical fitness, skill development, competition and cooperation through a meaningful content that provides:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve, and/or maintain their physical wellbeing.
- Development of cognitive concepts about motor skill and fitness.
- Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.

At the elementary school level locomotive skills, manipulative and non-manipulative skills are routinely addressed through active participation in the activities designed by the physical education teachers. Activity-based fitness is emphasized rather than fitness through formal exercises/calisthenics.

### **LIBRARY-MEDIA PROGRAM**

The overall goal of the libraries is to help South Brunswick students read extensively and become information literate. Librarians, in collaboration with classroom teachers, guide students to read and to acquire skills to access, analyze and use ideas and information with competence and confidence. The American Association of School Librarians' "Nine Information Literacy Standards for Student Learning" serve as the foundation for the work students do in their school libraries.

We build upon the knowledge and skills learned in First Grade and focus upon the following skills and knowledge in Second Grade:

- Library Skills- Begin to recognize and locate fiction books according to alphabetical order. Begin to recognize and locate non-fiction books according to Dewey order.
- Book Selection- How to make book choices
- Parts of a Book
- Literature Appreciation- Award-winning books

By the end of **second grade**, students are assessed in their ability to:

- Know the different areas of the library (AASL1 and 4)
- With assistance, be able to locate books they need and want (AASL 1 and 4)
- Begin to understand basic library organization (AASL 1,4)
- Care for and handle materials properly (AASL 3)
- Listen, appreciate, and respond to a story (AASL 1, 2 and 4)
- Begin to know the parts of a book (AASL 1,2 and 4)
- Understand the difference between fiction and non-fiction (AASL 1)
- Begin to appreciate literature and illustrations (AASL 4)
- Begin to understand the various forms of literature (AASL 1 and 4)
- Begin to recognize authors and their works (AASL 1 and 4)

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- Select materials for leisure reading (AASL 4)
- Begin to use the automated catalog and other electronic resources (AASL1)
- Begin to use non-fiction sources to gather research information (AASL 1 and 4)

### **TECHNOLOGY**

Technology is integrated into all areas of the curriculum in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge and thus meet the NJCCCS Technology Standards.

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. (NJCCCS 8.1 Educational Technology) The strands addressed in Technological Literacy are:

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Literacy
- F. Critical Thinking, Problem Solving and Decision-Making.

All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. (NJCCCS 9.1 21<sup>st</sup> Century Life Skills) The strands addressed in 21st Century Life Skills are:

- A. Critical Thinking and Problem Solving
- B. Creativity and Innovation
- C. Collaboration, Teamwork and Leadership
- D. Cross-Cultural Understanding and Interpersonal Communications
- E. Communication and Media Fluency
- F. Accountability, Productivity and Ethics.

As a component of our Technology Program, a technology-infused project is co-taught by the classroom teacher and a District Tech Educator in a pre-planned and systematic manner in all 2<sup>nd</sup> Grade classes throughout the district using a technology that is present in the 2<sup>nd</sup> Grade classrooms such as Chromebooks and Google Classroom. Each year the technology project changes to match emerging technologies, applications, and tech literacy skills.

### **CHARACTER EDUCATION**

The *Responsive Classroom* is an approach to teaching character education that emphasizes social, emotional, and academic growth in a strong and safe school community. It is based on the five core values of CARES: Cooperation, Assertion, Responsibility, Empathy, and Self Control.

Morning Meeting, a key component of *Responsive Classroom*, helps create a classroom community where children can practice and explore social skills and merge social, emotional and academic learning. Morning Meeting addresses the English Language Arts standards of speaking, listening and viewing, as well as the Core Values legislation in NJAC 6A:16.

During Morning Meeting, the teacher and children gather in a circle at the beginning of the school day and proceed through the following components in order:

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- **Greeting:** Children greet each other by name. The greeting can include a variety of handshakes and other activities.
- **Sharing:** Children share some news of interest and also respond to each other through asking questions and giving positive comments.
- **Group Activity:** The whole group does a fun, short activity together, usually with an academic focus.
- **Morning Message:** Through reading this daily message written by the teacher, children practice academic skills and build their sense of community.

The elementary counselor also supports Responsive Classroom through the comprehensive, developmental guidance and counseling program for students in grades K-5. As part of this program, the counselor delivers direct whole group instruction to each Second Grade class. This includes a lesson on the “E” in CARES: Empathy.

### **STANDARDIZED ASSESSMENTS FOR SECOND GRADE**

- Grade 2 Writing Narrative Pre/Post Using Evaluation Checklist
- Grade 2 South Brunswick Early Childhood Literacy Portfolio (Measures each child’s growth across a continuum of literacy development. The portfolio contains a series of assessments that give teachers information to help make teaching decisions and to provide for individual needs. It includes assessments for: phonemic awareness, phonics, spelling, reading fluency and comprehension, and writing development.)
- Basic Math Fact Drills (Mad Minute, Otter Creek, etc.)
- District Math Unit Pre and Post Tests
- District End of Year Second Grade Math Competency Test
- South Brunswick curriculum-based pre- and/or post- assessments in all areas of content
- District Art Test (pre assessment of art knowledge)

### **REPORTING SYSTEM**

- K-2 Report Cards are sent home in February and June.
- Parent Conferences are scheduled every spring and fall.
- The teacher and/or the parent may request additional conferences.