

NEW PROVIDENCE SCHOOL DISTRICT

PROGRAM OF STUDIES ~ SECOND-GRADE

LANGUAGE ARTS LITERACY

The second-grade language arts program follows a literacy framework that aligns with the New Jersey Student Learning Standards (NJSLS). It contains all of the components necessary for students to develop lifelong literacy. These components include word study, Reader's Workshop, and Writer's Workshop.

Word study is an important component of the second-grade program. Through direct, explicit, and systematic instruction and multi-sensory activities, students learn about spelling patterns, morphemes, and grade-level-appropriate spelling generalizations.

Reader's Workshop is based on reading research and develops essential reading skills while fostering a love of reading. At the primary level, decodable texts, leveled texts, and authentic literature are used to build an essential foundation of reading skills. Students learn and grow through various instructional contexts including teacher modeling, mini-lessons, small group guided reading, partnerships, and independent reading. Attention is given to each student's level of reading development while guiding him/her along the pathway to further growth as a reader.

Writer's Workshop is similar to Reader's Workshop in many ways. This instructional model includes the following:

- Teacher modeling of his/her thought process to demonstrate the writing process
- Use of mentor text to illustrate particular elements of writing
- Regular and sustained periods of time for writing
- Student choice and responsibility in using strategies needed to become independent, lifelong writers
- Student opportunity to reflect upon writing and to discuss their growth with others

The primary handwriting program provides a multi-sensory approach. Instruction includes a review of printed letters, with attention given to proper sizing and spacing.

MATHEMATICS

The mathematics program in second grade is designed to actively engage students in a variety of activities and explorations that foster an understanding of the base-ten system, build fluency in addition and subtraction, use standard units of measurement, and analyze geometric shapes. Mathematics becomes part of the ongoing daily routines of the classroom, outdoor play, and transitional moments throughout the school day. In second grade, instructional time focuses on the following areas:

Extend the base-ten system

- ✓ Students count by fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving those units. Students understand and recognize the meaning of numbers up to 1,000. For example, 853 is 8 hundreds + 5 tens + 3 ones.

Develop fluency in addition and subtraction

- ✓ Students solve problems within 1,000 by computing sums and differences in base-ten notation, guided by place value concepts and properties of operations. They select and accurately apply methods that are appropriate for the context and numbers involved in the problem.

Use standard units of measure

- ✓ Students recognize the need for standard units of measure, including centimeters and inches, with the use of a ruler. They develop the understanding that the smaller the unit, the greater the number of those units

needed to find the length. This focus area also involves investigations of time to the nearest five minutes. Money is explored through problems involving notation for dollar bills and coins.

Analyze shapes

- ✓ Students examine shapes by counting sides and angles. They reason about decomposing and combining shapes to make other shapes. Partitioning a rectangle into rows and columns and circles into equal parts leads to the understanding of fractions. With further building and drawing, students analyze two- and three-dimensional shapes to develop a foundation for understanding area, volume, congruence, similarity, and symmetry.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher-order thinking skills as well as the integration of global perspectives and financial literacy.

The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics

LIFE LITERACIES AND KEY SKILLS

The K-6 instructional program provides an important foundation for elementary students in life literacies and key skills, including Creativity and Innovation, Critical Thinking and Problem-Solving, Digital Citizenship, Global and Cultural Awareness, Information, and Media Literacy, and Technology Literacy.

The program is comprehensive and interdisciplinary, addressing major themes within the curriculum. Each elementary school has a full-time technology coordinator. The role of the technology coordinator is to provide curriculum development, instruction, professional development, and technical support in their respective schools.

Elementary students at each grade level engage in curriculum-related activities designed by their classroom teacher, technology coordinator, and/or library media specialist that are enhanced through the use of technology. Students are encouraged to use technology for personalized learning, problem-solving activities, transfer of knowledge, collaboration and to communicate their understandings effectively. As students move through the elementary grade levels, they are also encouraged to use the Internet responsibly as a tool for basic research.

The New Jersey Student Learning Standard 9.4 Life Literacies and Key Skills, includes instruction focused on the following core ideas:

- Creativity and Innovation
 - Brainstorming can create new, innovative ideas
- Critical Thinking and Problem-solving
 - Critical thinkers must first identify a problem and then develop a plan to address it to effectively solve the problem
- Digital Citizenship
 - Digital artifacts can be owned by individuals or organizations
 - Individuals should practice safe behaviors when using the Internet.
 - An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
 - Digital communities allow for social interactions that can result in positive or negative outcomes.
 - Young people can have a positive impact on the natural world in the fight against climate change.
- Global and Cultural Awareness
 - Individuals from different cultures may have different points of view and experiences.

- Information and Media Literacy
 - Digital tools and media resources provide access to vast stores of information that can be searched.
 - Digital tools can be used to display data in various ways.
 - A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
 - Information is shared or conveyed in a variety of formats and sources.
- Technology Literacy
 - Digital tools have a purpose.
 - Collaboration can simplify the work an individual has to do and sometimes produce a better product.

SCIENCE

The second-grade science program uses the Full Option Science System (FOSS) Next Generation. Students explore standards-based, inquiry-centered units in life, physical, and earth science. FOSS Next Generation puts the Next Generation Science Standards into practice by integrating all three dimensions, including the disciplinary core ideas, the science and engineering practices, and the crosscutting concepts, into the science classroom in order to engage students in experiences that lead to a deeper understanding of the natural and designed world.

Students in second grade formulate answers to questions such as: “How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place?” Students apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. An understanding of the observable properties of materials is developed by students at this level through the analysis and classification of different materials. Students develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students are also expected to compare the diversity of life in different habitats.

The crosscutting concepts of patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate their understanding. The second-grade science curriculum is aligned with the New Jersey Student Learning Standards for Science (NJSL-S).

STEM

Second-grade students will engage in a number of authentic engineering, coding, and design challenges that emphasize innovation, critical thinking, problem-solving, and teamwork. Students will understand and apply the steps of the engineering design process, define a simple problem by asking questions, make observations, gather information, and then solve the problem through the development of a new or improved object or tool. They will also develop their basic blueprinting skills to illustrate how the shape of an object helps it solve a given problem. Students will also analyze data to compare the strengths and weaknesses of two objects designed to solve the same problem. *(2020 NJSL – Computer Science and Design Thinking)*

SOCIAL STUDIES

The second-grade curriculum focuses on people and the places they live. Students will learn about their place in the world and how geography unites and defines us. They will study landforms, maps, and the significance of how geography shapes peoples and cultures. In addition, the fundamentals of government and the need for rules and laws will be explored. Throughout the year the value of community, culture, and traditions will be infused into learning activities. Holidays and national celebrations will also be highlighted as a vehicle for greater understanding. These themes will be supported through the use of textbooks, fiction and nonfiction literacy sources, and a multitude of hands-on activities. Skills emphasized while studying these social studies themes will frequently parallel those being addressed in second grade language arts instruction, providing additional support for young readers and writers. The Social Studies curriculum is aligned with the New Jersey Student Learning Standards.

FLES

Foreign Language in the Elementary Schools (FLES) is a Spanish language and culture instructional program in grades K-6. Students are given one session per week of instruction in the basics of the Spanish language and cultural traditions of the world. The students engage in speaking and listening activities on topics such as personal identity and relationships, health and welfare, and civilization and the environment.

ART

In Kindergarten through sixth grade, students experience an ongoing and systematic art program. Using the elements of art and principles of design as a guide, students explore a wide range of materials and artistic methods. Performance tasks allow students to produce visual expressions with which to communicate their ideas, their culture, and their environment, both real and imagined. Through creation, reflection, and analysis, children learn to value art as a cultural institution and as a means of personal expression.

The art curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, presenting, responding, and connecting) as indicated in the National Core Art Standards, encourages all students to develop personal artistic capabilities to their greatest potential.

In second grade, students meet with an art specialist once a week. The second-grade Art Class provides a variety of artistic activities in various media designed to help students master concepts and skills while creating age-appropriate artwork.

MUSIC

The K-6 music curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, performing, responding, and connecting,) encourages all students to develop personal musical capabilities to their greatest potential.

In second grade, children continue to develop a light head voice quality, proper singing posture and breathing, clear diction, and accurate intonation. During the weekly *Group Singing* experience, students sing vocal warm-ups, American folk songs, camp and game songs, and songs from other cultures. They begin to explore part-singing in simple canons and selections with vocal ostinati. Furthermore, students develop teamwork skills through communal singing.

The Music Class provides a variety of musical activities designed to help students master concepts and skills. Children continue to gain a greater sense of steady pulse and rhythm by moving to music and by playing classroom percussion instruments. They increase their ability to describe music through new awareness of music notation and terminology. They recognize form, tone color and dynamics through listening to many styles of music. A firm understanding of musical concepts will allow each child to fully enjoy this highly expressive art form.

In May, all second-graders demonstrate their musical growth, stage presence, and audience etiquette during the evening Vocal Concert for grades 1 through 3.

District Philosophy - Repertoire Selection for Concerts

Each teacher enters into the selection process of ensemble literature with the mindset of selecting repertoire based on the quality of composition, aesthetic and educational value, and overall effectiveness with regard to the music education of the students in the ensemble. If the selection is deemed “good music,” it inherently has validity and educational merit. In selecting literature, teachers endeavor to find music that expands each student’s musical experiences.

In addition to being a catalyst for the development of musical skills and concepts, repertoire should expand each student’s cultural awareness. This repertoire, and accompanying texts (in the case of vocal music), may or may not be associated with holidays - religious or otherwise. Because tradition and culture are rooted deeply within the composition, performance, and enjoyment of music, the study of these traditions and cultures is essential for an optimal musical experience.

Throughout the K-12 experience in the New Providence Schools, students study the historical and cultural aspects of music representative of various holidays and traditions, not only in order to perform the music with greater skill, but also to better understand the world around them. The selections in a single concert comprise a mere snapshot of a student’s complete educational journey.

LIBRARY AND INFORMATION SKILLS

Students have a weekly class in the library media center in which they have the opportunity to browse books and have story time with the library media specialist. Through literature-based discussions and activities, students learn that the library media center is arranged in alphabetical and numerical order. Location skills are practiced through subject, title, and author searches and games. Students learn how to use the online catalog and understand that it is an index to the library’s collection. Second-graders are introduced to the parts of a book and to bibliographical information, such as title, author, illustrator, publisher, and copyright date.

PHYSICAL EDUCATION

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to:

1. Develop motor skills necessary to successfully perform a variety of physical activities.
2. Develop a level of physical fitness that will enable active physical participation and enhance the learning of motor skills.
3. Develop knowledge, understanding, and the benefits of involvement in physical activity and its contributions to a healthful lifestyle.
4. Develop an awareness of social skills and socially acceptable behavior.
5. Motivate students to achieve their physical potential through a comprehensive physical education program.
6. Promote interest and proficiency in activities that will enable students to participate successfully, now, as well as in the future.

*All students must wear sneakers.

HEALTH

Health education provides knowledge, promotes positive attitudes, and teaches skills to enable students to live

healthy lives. This instruction takes place in a planned, sequential, age-appropriate manner and is designed around the three 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education standards shown below

- A. Standard 2.1 Personal and Mental Health
 - a. Personal Growth and Development
 - b. Pregnancy and Parenting
 - c. Emotional Health
 - d. Social and Sexual Health
 - e. Community Health Services and Support
- B. Standard 2.2 Physical Wellness
 - a. Movement Skills and Concepts
 - b. Physical Fitness
 - c. Lifelong Fitness
 - d. Nutrition
- C. Standard 2.3 Safety
 - a. Personal Safety
 - b. Health Conditions, Diseases, and Medicines
 - c. Alcohol, Tobacco, and other Drugs
 - d. Dependency, Substance Disorder, and Treatment

GIFTED/TALENTED ENRICHMENT

Enrichment education is an integral part of the New Providence School District's curricular program, including services for students identified as "gifted and talented" and for all students as an extension of the New Jersey Student Learning Standards, grades K-6. Enrichment education is an opportunity for students to expand their intellectual and creative capacities at an appropriate level commensurate with students' educational and social development and their specific abilities, talents, and interests. The New Providence School District's K-6 Gifted and Talented Program is committed to identifying students who exhibit characteristics of general intellectual ability and to meet their special learning needs. Our responsibility to provide an excellent education for these children requires developing their special abilities and talents as well as addressing their social and emotional needs. In addition, the program is committed to stimulating educational opportunities which encourage each child to strive for excellence and fulfill her/his potential. The New Providence School District Gifted and Talented Services are centered on a three-tiered approach to afford flexibility to meet the varying needs, abilities and interests of students. Further information can be found on the New Providence School District website.

HOMEWORK

The purpose of homework in the New Providence school district is threefold. It is assigned to reinforce the learning experiences of the classroom, to develop good study habits, and to encourage the self-discipline necessary for successful academic achievement.

ELEMENTARY SCHOOLS ~ K-6

ALLEN W. ROBERTS SCHOOL	
80 Jones Drive	(908) 464-4707
Jay Richter	Principal
Lyndsay Wittenberg	Assistant Principal

SALT BROOK SCHOOL	
40 Maple Street	(908) 464-7100

Natasha Feliciano-Allen	Principal
Stephanie Kwiatkowski	Assistant Principal

ADMINISTRATIVE OFFICES	
356 Elkwood Avenue	(908) 464-9050
Lauren Zirpoli, Ed.D	Superintendent
Joseph G. Uglialoro	Assistant Superintendent
James E. Testa	Business Administrator/Board Secretary
Jonathan E. Keaney	Director of Curriculum, Instruction, and Supervision