Millard Public Schools
2nd Grade
Core Knowledge
Parent Handbook

Second Grade – Composition and Grammar
Yearly Objectives

Skills of Writing

Capitalization:

The student will capitalize…

- abbreviations.
- proper nouns.
- titles of books, poems, short stories.
- first words of direct quotations.

Punctuation:

The student will use…

- periods with abbreviations.
- question marks.
- exclamation points.

The student will be introduced to and begin to use...

- apostrophes in contractions and possessives.
- commas…
  - in series, dates, addresses, friendly letters.
  - in compound sentences.
  - with introductory phrases and clauses.
  - with appositives, direct address, interrupters, quotations.
- underlining for titles in books within texts.
- direct quotations.
- colons in time
- hyphens…
  - in syllabication.
  - in words that designate compound numbers, fractions.

Sentence Construction:

The student will be able to…

- compose a *simple* declarative sentence that includes…
  - Subject noun (SN) with present tense regular action verbs.
  - Subject Pronoun (SP) with present tense regular action verbs.
  - SN with plurals and action verbs.

The student will be introduced to and begin to understand…

- ADJ, nouns, and present tense regular action verbs.
- SN/SP, linking verb (LV), with ADJ.
- SN/SP, LV, with nouns.
- SN/SP with past tense regular verbs.

- SN/SP with past tense irregular verbs.
- SN/SP with main (V) and helping verbs (HV)
- SN/SP, actions verbs, and object pronouns.
- irregular noun plurals and action verbs
- compound SN/SP with action verbs, LV, or HV.
- SN/SP with compound verbs (CV)
- SN with action verbs and compound object nouns/pronouns

The student will be introduced to and be able to…

- explain the attributes of a *compound* sentence.
- explain the attributes of a complex sentence.
- explain the attributes of a question (*interrogative* sentence).
- compose complex sentences that include...
  - SN/SP and conjunctions *if, after,* and *when.*
  - SN and conjunctions than, unless, because, and however.

The student will be able to identify and use…

- SN/SP, actions verbs, and object nouns.
- SN/SP, action verbs, and ADV.
- SN with action verbs with prepositional phrases.

<u>Parts of Speech</u>

Nouns:

The student will…

- explain the concepts of *plural* and *ending* (suffix).
- use the ending *s* or *es* to form noun plurals.
- explain the concept of irregular plural.
- write irregular noun plurals.
- explain the concept of *object of a preposition* noun.
- identify object nouns in simple sentences.
- explain the concepts of common and *proper* nouns.
- identify common and proper nouns in sentences.

The student will be introduced to and begin to…

- explain/identify nouns that are *concepts/ideas*.
- explain the concept *compound* noun.
- identify compound nouns in simple sentences.
- explain the concept *prefix*.
- identify prefixes that express numbers.
- explain the concept *suffix* (ending).
- identify suffixes that form nouns.
- form nouns by adding suffixes.

Verb:

The student will…

- add the ending *s* or *es* to third-person singular action verbs.
- explain the concept of *prefix*.

The student will be introduced to and begin to…

- explain the concept of linking verb.
- identify *linking* verbs in sentences.
- explain the concept of *tense* (time) *present, past and future* of *regular* verbs.

Pronouns:

The student will…

- explain the concept *pronoun*.

The student will be introduced to and begin to…

- explain the concept *subject* pronoun (SP).
- substitute SP for SN: *she, he, we, you, it, I, they.*
- explain the concept of *possession* (belonging to).
- identify possessive pronouns (PPA) in sentences:
  [my, mine, your(s), her(s) his, its, our(s), their(s)]

Adjectives:

The student will…

- explain the concept *adjective.*
- use *a, the,* and *an* with appropriate nouns.
- explain the purpose for using adjectives.
- identify adjectives in sentences.
- write appropriate adjectives with nouns.

The student will be introduced to and begin to…

- write phrases with multiple adjectives and commas.
- explain the concept of *comparative* adjectives.
- add the ending *er* to adjectives.
- add the ending *est* to adjectives.
- use *more/most* with two- to three-syllable adjectives.
- identify suffixes that form adjectives:
- *ed, al, en, ish, ant, ent,*
- *ous, able, ible, ful, less, ic*
- form adjectives by adding suffixes.

Adverbs:

The student will…

- explain the concept *adverb.*
- explain the purpose for using adverbs.
- identify adverbs in sentences.
- write adverbs that express extent/when/where/how:
  - *so, no, now, up, not ago, out, yes, just, then.*
  - *as, how, well, fast, back, away, soon, yet, after.*
  - *very, south, inside, outside, east, near, down.*
  - *why, still, never, here, when, twice, where, first.*
  - *even, behind, around without, maybe, tonight.*
  - *indeed, ever, once, where, there, here, early.*

- *close, alone, third, within, nothing, past, almost.*
- *all less, off, again, also, please, anyway, daily.*

The student will be introduced to and begin to…

- identify suffixes that form adverbs (-ily, -ly).

Conjunctions:

The student will…

- explain the concept *conjunction.*
- use *and/or* to join compound nouns.
- use *and/or* to join compound verbs.
- use *and/or* to join adjective phrases.
- use *and/or* to join sentences.
- use *but* to contrast nouns.

The student will be introduced to and begin to…

- use *but* to contrast verbs.
- use *but* to contrast sentences.
- use conjunctions with complex sentences:
  if, as, after, than, when.
  - *unless, because, however, while.*

Prepositions:

The student will…

- explain the concept *preposition.*
- use prepositions with nouns/pronouns (phrases):
  - *at, on, in, up, of, out, into, by, over, to, about, for.*

The student will be introduced to and begin to…

- use prepositions with nouns/pronouns (phrases):
  - *after, inside, outside, near, under, from along, with.*
  - *through, upon, between, without, behind, around, across.*
  - *by, above, before, within, beside, past.*
  - *except, among, aboard, during, until, since, toward.*
  - *against, beneath, beyond, throughout.*
- write adjective prepositional phrases.

<u>Composition</u>

Related Sentences:

The student will…

- explain the concept *topic.*
- explain the concept *related* sentences.
- compose two or three related sentences that include:
  - previously introduced language skills.

Paragraph Construction:

The student will…

- explain attributes of paragraphs.

- explain paragraph conventions (margins/indents).
- explain stages in the writing process.

Writing Process

MyView Literacy Genres

The student will be introduced to and begin to…

- *Introduction to Writing*
- *List Article (Informational)*
- *Book Review (Opinion)*
- *Personal Narrative (Narrative)*
- *How-to Book (Procedural)*

Writing Traits

The student will…

explain the concept *voice*.

- compose using voice that include:
- personality and individuality.

The student will…

explain the concept *ideas/content*.

compose using ideas/content that include:

- specific purpose.
- story structure.

The student will practice…

- understanding of topic
- main idea and detail sentences

The student will…

explain the concept *organization*.

- stories with beginning, middle, and end.
- logical and sequential order.

The student will be introduced to and begin to…

- use of transitions.
- use of introduction and conclusion.
- paragraph order is logical and/or sequential

The student will…

explain the concept *conventions*.

compose using proper conventions that include:

- properly spelled words.

The student will practice…

- spelling rules application.
- proper punctuation and grammar.

The student will…

explain concept *word choice*.

compose using alternate word choice, including:

- use of descriptive words.

The student will be introduced to and begin to…

- show of personality.
- words that fit the audience and purpose.
- words that create imagery.
- strong, carefully selected words.

The student will…

explain the concept of *sentence fluency*.

The student will practice…

using elements of sentence fluency that include:

- sentences that are different lengths.
- sentences that have different beginnings.
- sentences that fit together well.
- different kinds of sentences.

Second Grade – Spelling and Phonetics
Yearly Objectives

Phonograms

Phonograms with Handwriting

The student will be introduced to…

- segment spoken words into sounds/syllables.
- blend spoken sounds into words.
- explain the purpose for learning phonograms.
- explain the purpose for precise handwriting.
- Precisely read phonograms (1-70).

Spelling

Spelling Rules and Concepts

The students will be introduced to the following rules throughout their Core Academy academic school years. These will be sequenced yearly as individual rules are introduced through the Ayres Spelling Word Lists.

Summary of rules:

1. write *qu* (a two-letter consonant sound to say /kw/.
2. read *c* before *e, i,* and *y* as /s/.
3. read *g* before *e, i,* and *y* as /j/.
4. read/mark /a/, /e/, /i/, /o/, and /u/, at the end of open syllables.
5. read/mark *i and y* at the end of a syllable as appropriate.
6. write *y,* not *i,* at the end of a word.
7. read/mark/explain jobs of silent *e*'s.
8. read /or/ as /er/ after the letter w.
9. explain/apply the 1-1-1 rule to one-syllable words *(hop).*
10. explain/apply the 2-1-1 rule to multi-syllable words *(begin).*
11. explain/apply rule 11 to final silent *e* words *(hope/hoping).*
12. write *ie* except after *c* if we say /a/ or in exceptions.
13. write *sh* to say /sh/ at the beginning/end of words and at the end of syllables.
14. write *ti, si,* and *ci* to say /sh/ in syllables after the first one.
15. write *si* to say /sh/ if the preceding syllable/base word ends in *s.*
16. read/mark and explain that *si* may also say /zh/.
17. write two *l*'s, *f*'s, or *s*'s after one vowel in one syllable.
18. write *ay* to say /a/ at the end of a word.
19. read /i/ and /o/ before two consonants when appropriate.
20. explain/apply rule 20 (*s* never follows the letter *x*).
21. write *all* with one *l* when used as a prefix.
22. write *till* and *full* with one *l* when used as a suffix.
23. write *dge* to say /j/ after one vowel saying its first sound.
24. write *i*, instead of *y,* when adding vowel endings.
25. write *ck* to say /k/ after one vowel saying its first sound.

26. capitalize names and titles.
27. write *z* to say */z/* at the beginning of words *(zoo)*.
28. read ending ed as /ed/ if the base word ends in d or t (grad ed).
    read ending ed as /d/ after a voiced consonant (lived).
    read ending ed as /t/ after an unvoiced consonant (stopped).
29. read double consonants in both syllables for spelling *(lit tle)*.
    read only the consonant in the accented syllable for rdg (lit tle).

Second Grade – Mathematics
Yearly Objectives

Numbers

Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

- Without counting, recognize and verbally label structured arrangements for briefly shown collections using groups, multiplicative thinking, and place value

Counting: Students will understand the relationship between numbers and quantities to extend the counting sequence.

- Count within 1,000, including skip counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10, or 100.

Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value.

- Read and write numbers within the range of 0 to 1,000 using standard, word, and expanded forms.
- Understand 100 as a bundle, collection, or (more abstractly) composition of ten tens and that the three digits of a three-digit number represent a composition of some hundreds, some tens, and some ones.
- Compare two three-digit numbers by using symbols <, >, = and justify the comparison based on the value of the hundreds, tens, and ones.

Number and Operations: Students will compute using addition and subtraction.

- Fluently add and subtract within 20.

- Add and subtract using 100 strategies based on place value including properties of operations, relationships between addition and subtraction, and algorithms.
- Mentally add or subtract 10 or 100 to or from a given number 100 to 900.
- Add up to three two-digit numbers using strategies based on place value and understanding of properties.
- Add and subtract within 1,000 using concrete models, drawings, and strategies that reflect an understanding of place value and the properties of operations.

Number and Algebraic Relationships: Students will create and solve problems involving addition and subtraction and work with equal groups of objects to gain foundations for multiplication.

- Solve authentic problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions, and equations.
- Create authentic problems to represent one-step addition and subtraction within 100 with unknowns in all positions.
- Use repeated addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total.
- Identify a group of objects from 0 to 20 as even or odd by counting by 2s or by showing even numbers as a sum of two equal parts.

Algebra

- Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas. Refer to number and algebraic relationships in “number”

Data

Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

- Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate

their ideas.

Data Collection: Students will formulate questions to collect, organize, and represent data.

- Ask authentic questions to generate data and represent the data using scaled picture graphs with up to four categories.
- Ask authentic questions to generate data and represent the data using bar graphs with up to four categories.
- Create and represent a data set by making a line plot using whole numbers.

Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

- Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.

Geometry

Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids.

- Recognize and describe all faces of three-dimensional shapes as two-dimensional shapes. Identify and count attributes of solid shapes including the edges, faces, and vertices.
- Recognize and draw two-dimensional shapes having a specific number of sides, angles, and vertices including triangles, quadrilaterals, pentagons, and hexagons.
- Partition a rectangle into rows and columns of equal-sized squares and count to find the total.
- Divide circles and rectangles into two, three, or four equal parts and describe the parts using the language of halves, thirds, fourths, half of, a third of, and a fourth of.
- Recognize that equal shares of identical wholes need not have the same shape.

Describe Measurable Attributes: Students will measure, estimate, and compare lengths to build

meaning of the measurement process.

- Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.

Compare the difference in length of objects using inches and feet or centimeters and meters.

Measurement: Students will use tools to measure and estimate length using standard units.

- Identify and use appropriate tools for measuring length.
- Measure and estimate lengths using whole numbers with inches, feet, centimeters, and meters.

Relate Addition and Subtraction to Measurement: Students will add or subtract to solve length problems.

- Represent whole numbers as equally spaced lengths on a number line diagram. Use number lines to find sums and differences within 100.
- Use addition and subtraction within 100 to solve problems using the same standard-length units.

Time and Money: Students will solve problems with dollar bills and coins and tell time to the nearest five-minute interval

- Solve problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately.
- Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

Assessments

- Measure of Academic Progress (MAP) Mathematics and English Language Arts Fall, Winter and Spring

Second Grade - 1st Quarter

Language Arts

Reading

Students are introduced to a classical 'core' of literature as identified in this sequence. Teachers will select additional pieces of literature to present, ensuring a variety of topical genres. Other selections will supplement the Core Knowledge unit studies. Building and strengthening a rich vocabulary bank for students is a priority, second only to building a true love of reading.

Parents are encouraged to supplement this literature with many other works, including books the children themselves choose to read, or have read to them. It is recommended that parents read with their child a minimum of 20 minutes per day

Poetry

- *Bed in Summer* (Robert Louis Stevenson)
- *Seashell* (Federico Garcia Lorca)
- *Smart* (Shel Silverstein)
- *The Blind Men and the Elephant* (John Godfrey Saxe)

Fiction

Stories

- The Blind Men and the Elephant (a fable from India)
- The Magic Paint Brush (a folk tale from China)
- The Tiger, The Brahman, and the Jackal (a folk tale from India)
- Too Much Talk (A West African folk tale)
- How the Camel Got His Hump ('Just-So' story by Rudyard Kipling)
- Selections from Peter Pan (James M. Barrie)
- The Emperor's New Clothes (Hans Christian Andersen)
- The Fisherman and His Wife (Brothers Grimm)
- Beauty and the Beast
- The Tongue Cut Sparrow

American Tall Tales

- Paul Bunyan
- Johnny Appleseed
- John Henry
- Pecos Bill
- Casey Jones

Literary Terms

- Tall tale

Sayings and Phrases

- Better late than never
- Practice what you preach
- In hot water
- Easier said than done

Geography

Spatial Sense (maps, globes, and other geographic tools)
(Review and reinforce topics from grade 1.)

- Name your continent, country, state, and community.
- Understand that maps have keys of legends with symbols and their uses.
- Find directions on a map: east, west, north, and south,
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, and Australia.

Geographical Terms and Features
(Review terms from grade 1(peninsula, harbor, bay, island)

- coast
- valley
- prairie
- desert
- oasis

Geography of the Americas
North America

- North America; Canada, United States, Mexico
- The United States
- Fifty states: 48 contiguous states, plus Alaska and Hawaii
- Territories
- Mississippi River
- Appalachian and Rocky Mountains
- Great Lakes
- Atlantic and Pacific Oceans; Gulf of Mexico; Caribbean Sea; West Indies
- Central America
- Atlantic and Pacific Oceans; Gulf of Mexico; Caribbean Sea; West Indies Central America

South America

- Brazil: Largest country in South America; Amazon river; rain forests

- Peru and Chile: Andes Mountains
- Locate: Venezuela, Colombia, Ecuador
- Bolivia: named after Simon Bolivar, "The Liberator"
- Argentina: the Pampas
- Main languages: Spanish and (in Brazil) Portuguese

Early Civilizations: Asia

Geography of Asia

- The largest continent with the most populous countries in the world
- Locate: China, India, Japan

India

- Indus River, Ganges River
- Hinduism
- Brahma, Vishnu, Shiva,
- Many Holy Books, Including the Rig Veda
- Buddhism
- Prince Siddhartha becomes Buddha, "The Enlightened One"
- Buddhism begins as an outgrowth of Hinduism in India and then spreads through many countries in Asia
- King Asoka (also spelled Ashoka)

China

- Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
- Teachings of Confucius (for example, honor your ancestors)
- Great Wall of China
- Invention of paper
- Importance of silk
- Chinese New Year

Modern Civilization and Culture: Japan

Geography

- Locate relative to continental Asia: "land of the rising sun"
- A country made up of islands; four major islands
- Pacific Ocean; Sea of Japan
- Mt. Fuji
- Tokyo

Culture

- Japanese flag
- Big modern cities, centers of industry and business
- Traditional craft: origami
- Traditional costume: kimono

Science*:*

Properties of Matter

- Introduction to Matter
- Heating and Cooling Matter
- Properties and Uses of Matter
- Building from Component Parts

Science Biography

- Dmitri Mendeleev

Visual Arts:

Elements of Art

(*Review from Kindergarten and Grade 1: color ("warm" and "cool"; primary colors);*
shapes; texture.)

- Katsushika Hokusai, *The Great Wave At Kanagawa Nami-Ura* from *Thirty-six Views of Mt. Fuji*

Kinds of Pictures: Landscapes

- Recognize as landscapes and discuss:
- Thomas Cole, *The Oxbow* (also known as *View from Mount Holyoke*, *Northampton, Massachusetts, after a Thunderstorm*)
- El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
- Henri Rousseau, *Virgin Forest*
- Vincent van Gogh*, The Starry Night*

Sculpture

- Observe shape, mass and line in sculptures, including *Flying Ho*rse (from Wu-Wei, China).

Architecture

- Noting line, shape, and special features, such as columns and domes, look at Great Stupa (Buddhist temple in Sanchi, India).
- Noting line, shape, and special features, such as columns and domes, look at *Himeji Castle* (also known as "*White Heron Castle*," Japan).

Music

Elements of Music
Listening and Understanding
The Orchestra

- Review families of instruments: strings, brass, woodwinds, percussion.

- Become familiar with instrument in the string family- violin, viola, cello, double bass- and listen to Camille Saint-Saens, from *Carnival of the Animals*: "*The Swan"* (cello) and *"Elephants*" (double bass)

Second Grade - 2nd Quarter

Assessment - December

- Measure of Academic Progress (MAP) Mathematics and Reading
- MAP Reading Fluency

Other Resources -IXL Reading and Mathematics

Language Arts

Reading

Students are introduced to a classical 'core' of literature as identified in this sequence. Teachers will select additional pieces of literature to present, ensuring a variety of topical genre. Other selections will supplement the Core Knowledge unit studies. Building and strengthening a rich vocabulary bank for students is a priority, second only to building a true love of reading.

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Poetry

- *Who has seen the wind?* (Christina Rossetti)
- *Windy Nights* (Robert Louis Stevenson)
- *Rudolph is Tired of the City* (Gwendolyn Brooks)
- *There Was an Old Man with a Beard* (Edward Lear)
- *There Is a Young Lady* (Edward Lear)
- *The Night Before Christmas* (Clement Clarke Moore)

Fiction

Stories

- A Christmas Carol (Charles Dickens)

Literary Terms

- Myth
- Limerick

Core Sayings

- Where there's a will, there's a way
- Practice what you preach
- Get up on the wrong side of the bed
- Keep your fingers crossed
- Cold feet
- Back to the drawing board

World History and Geography

Ancient Greece

- Geography: Mediterranean Sea and Aegean Sea; Crete
- Sparta
- Persian Wars: Marathon and Thermopylae
- Athens as a city state: the beginnings of democracy

- Olympic games
- Worship of gods and goddesses
- Great thinkers: Socrates, Plato, and Aristotle
- Alexander the Great

Mythology of Ancient Greece

- Gods of ancient Greece (and Rome)
  - Zeus (Jupiter)
  - Hera (Juno)
  - Apollo (Apollo)
  - Artemis (Diana)
  - Poseidon (Neptune)
  - Aphrodite (Venus)
  - Eros (Cupid)
- Mount Olympus: home of the Gods
- Mythological creatures and characters
  - Atlas (holding the world on his shoulders
  - Centaurs
  - Cerberus
  - Pegasus
  - Pan
- Greek Myths
  - Prometheus (how he brought fire from the gods to men)
  - Pandora's Box
  - Oedipus and the Sphinx
  - Theseus and the Minotaur
  - Daedelus and Icarus
  - Arachne the Weaver
  - Swift-footed Atlanta
  - Demeter and Persephone
  - Hercules and the Labors of Hercules

American government: The Constitution

(Through analogies to familiar settings – the family, the school, the community- discuss some basic questions regarding American government, such as: What is government? What are some basic functions of American government? etc.)

- American government is based on the constitution, the highest law of our land.
- James Madison, the "father of the constitution"
- Government by the consent of the governed: We the People

The War of 1812

- President James Madison and Dolley Madison
- British impressment of American sailors
- Old Ironsides
- British burn the White House
- Fort McHenry, Francis Scott Key, and "The Star-Spangled Banner"
- Battle of New Orleans, Andrew Jackson

Health and the Human Body: Cells and Digestion

- Why Do We Get Hungry?
- What is the Digestive System?
- Food Is Fuel?
- Cells Work Together
- Tissues Make up Organs
- Body Wastes
- Nutrition and Staying Well

Science Biographies

- Louis Pasteur
- Edward Jenner

<u>Visual Arts</u>

Elements of Art

- Recognize lines as horizontal, vertical, or diagonal
- Observe the use of line in:
  - Pablo Picasso, *Mother and Child*
  - Three architectural columns of Greece

Sculpture

- Observe shape, mass and line in sculptures including:
  - *The Discus Thrower*

Architecture

- Understand architecture as the art of designing buildings
- Understand symmetry and a line of symmetry and observe symmetry in the design of some buildings (such as the Parthenon).
- Noting line, shape, and special features (such as columns and domes), look at:
- The Parthenon
- The Guggenheim Museum (New York City)

Second Grade -3rd Quarter

Language Arts

Reading

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Poetry

- *Lincoln* (Nancy Byrd Turner)
- *Harriet Tubman* (Eloise Greenfield)
- *Buffalo Dusk* (Carl Sandburg)
- *Something Told the Wild Geese* (Rachel Field)

Fiction

Stories

- *Iktomi Stories* (legends of the Plains Indians trickster figure, such as:
- *Iktomi Lost His Eyes*
- *Iktomi and the Berries*
- *Iktomi and the Boulder*

Sayings and Phrases

- Where there's a will, there's a way
- Back to the drawing board
- Turn over a new leaf
- Don't judge a book by it's cover
- The Real McCoy

American History and Geography

American government: The Constitution

(Through analogies to familiar settings – the family, the school, the community- discuss some basic questions regarding American government, such as: What is government? What are some basic functions of the American government? etc.)

- The American government is based on the constitution, the highest law of our land.
- James Madison, the "father of the constitution"
- Government by the consent of the governed: We the People

Symbols and Figures

- Recognize and become familiar with the significance of:
- U.S. Flag: current and earlier versions
- Recognize and become familiar with the significance of Lincoln Memorial
- Recognize and become familiar with the significance of the Statue of Liberty

Westward Expansion

Pioneers Head West

- New means of travel:
- Robert Fulton, invention of the steam boat
- Erie Canal
- Railroads: the Transcontinental Railroad
- Routes west: wagon trains on the Oregon Trail
- The Pony Express

Native Americans

- Sequoia and the Cherokee alphabet
- Forced removal to reservations: the Trail of Tears
- Some Native Americans displaced from their homes and ways of life by railroads (the "iron horse")
- Effect of near extermination of buffalo on plains Indians

Electricity & Magnetism

- What is Lightning?
- What has Electricity?
- What Are the Types of Electricity?
- It's Not Magic…It's Static!
- What are the Sources of Electricity?
- What is a Circuit?
- Magnets and electricity
- Magnets and Rotating Motion
- Science in Action: A Day with an Electrician

Science Biographies

- Thomas Edison
- Elijah McCoy

Elements of Art

Abstract Art -

- Observe and discuss examples of abstract painting and sculpture, including:
  - Marc Chagall, *I am the Village*
  - Constantin Brancusi, *Bird in Space*

Elements of Music

Songs

- *The Star Spangled Banner*
- *Buffalo Gals*
- *Casey Jones* (Chorus only)
- *Clementine*
- *Home on the Range*
- *I've Been Working on the Railroad*
- *John Henry*
- *The Erie Canal*
- *Good Bye Old Paint*
- *Dixie*
- *Old Dan Tucker*
- *Follow the Drinking Gourd*

- *When Johnny Comes Marching Home*
- *Swing Low, Swing Chariot*

Second Grade - 4th Quarter

Language Arts

Reading

Students are introduced to a classical 'core' of literature as identified in this sequence. Teachers will select additional pieces of literature to present, ensuring a variety of topical genre. Other selections will supplement the Core Knowledge unit studies. Building and strengthening a rich vocabulary bank for students is a priority, second only to building a true love of reading.

Parents are encouraged to supplement this literature with many other works, including books the children themselves choose to read, or have read to them. It is recommended that parents read with their child a minimum of 20 minutes per day

Poetry

- *Bee! I'm Expecting You* (Emily Dickinson)
- *Caterpillars* (Aileen Fisher)
- *Discovery* (Harry Behn)
- *Hurt No Living Thing* (Christina Rossetti)

Core Sayings

- Two heads are better than one
- Don't cry over spilled milk
- Eaten out of house and home
- Get a taste of your own medicine
- You can't teach an old dog new tricks

Fiction

- Charlotte's Web

The Civil War

- Controversy over slavery
- Harriet Tubman, the underground railroad
- Northern vs. Southern states: Yankees and Rebels
- Ulysses S. Grant and Robert E. Lee
- Clara Barton, "Angel of the Battle Field," founder of the American Red Cross

- President Abraham Lincoln: keeping the Union together
- Emancipation Proclamation and the end of slavery
- Review U.S. geography in connection with the study of the Civil War, including:
- North America: Canada, USA, Mexico
- The United States
- Mississippi River
- Appalachian and Rocky Mountains
- Great Lakes

Immigration and Citizenship

- America perceived as a "land of opportunity"
- The meaning of *"E Pluribus Unum"* (a national motto you can see on the back of coins)
- Ellis Island and the significance of the Statue of Liberty
- Millions of newcomers to America
- Large populations of immigrants settle in major cities(such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
- The idea of citizenship
- What it means to be a citizen of a nation
- American citizens have certain rights and responsibilities (for example, voting; eligible to hold public office; paying taxes)
- Becoming an American citizen (by birth; naturalization)

Civil Rights

- Susan B. Anthony and the right to vote
- Eleanor Roosevelt and civil rights and human rights
- Mary McLeod Bethune and educational opportunity
- Jackie Robinson and the Integration of major league baseball
- Rosa Parks and the bus boycott in Montgomery, Alabama
- Martin Luther King, Jr., and the dream of equal rights for all
- Cesar Chavez and the rights of migrant workers

Organisms and Their Habitats

- Plant Diversity and Varied Habitats
- Plant Needs
- Animal diversity and Varied Habitats
- Plant and Animal Relationships

Exploring Land and Water

- Land, Water, and Changes: Examples from Mount Rushmore
- Land, Water, and Changes: Examples in Glacier National Park
- Land, Water, and Changes: Examples in Yellowstone National Park
- Land, Water, and Changes: Examples in Yosemite National Park
- Land, Water, and Changes: Examples in Arches National Park
- Land, Water, and Changes: Examples at Cape Cod National Seashore

Science Biographies

- John James Audubon
- Marie Tharpe

<u>Music</u>

Elements of Music

The Orchestra

- Become familiar with instruments in the string family, and Antonio Vivaldi, *The Four Seasons*

Composers and Their Music

- Antonio Vivaldi, *The Four Seasons*
- Johann Sebastian Bach, *Minuet in G Major* (collected by Bach in *the Anna Magalena Notebook*)
- Johann Sebastian Bach, *Jesu, Joy of Man's Desiring*
- Johann Sebastian Bach, *Toccata and Fugue in D Minor*
- Provide a brief, biographical profile of Ludwig van Beethoven
- Listen to Beethoven's *Symphony No. 6* ("*Pastoral*"), (first movement)
- Listen to Beethoven's "*Thunderstorm*", (final movement to the end of the symphony)

Songs

- Do Re Mi

Keyboard Instruments

- Recognize that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including:
- Wolfgang Amadeus Mozart, *Rondo Alla turca* from *Piano Sonata K. 331*
- Ludwig van Beethoven, *Fur Elise*
- Felix Mendelssohn, from *Songs without Words*, "Spring Song"

<u>Visual Arts</u>

Abstract Art

- Compare life like and abstract animals including:
- Paintings of birds by Jon James Audubon

- Albrecht Durer, *Young Hare*
- Paul Klee, *Cat and Bird*
- Pablo Picasso, *Bull's Head* (made from bicycle seat and handlebars)
- Henri Matisse, *The Snail* (also known as *Chromatic Composition*)

Assessment
MAP ELA and Mathematics