



Grade 2 International Baccalaureate Primary Years Program

Instructor Information

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Primary Years Programme (PYP) Description

The International Baccalaureate (IB) Primary Years Programme (PYP), centers learning around six *Transdisciplinary Units of Inquiry*. The transdisciplinary themes are addressed at each class level, Preschool-Grade 5. The Units of Inquiry are all unique and explore different aspects of knowledge contained within each theme, integrating multiple subjects and fostering deep connections among them. In addition to these six units, students receive daily instruction in math, reading, and writing, ensuring continued development in these foundational subject areas. Throughout the Units of Inquiry students engage in *Inquiry-based* activities that encourage them to ask questions, investigate, and think critically. *Key Concepts* provide a framework for students to understand the world around them and encourage learners to think critically and make connections across different subjects. By incorporating the *Approaches to Learning (ATLs)* learners develop the essential skills and attitudes for academic and social success. Classes promote the development of the IB *Learner Profile Attributes*, encouraging students to become inquirers, thinkers, and caring individuals.

Transdisciplinary Theme Descriptors

- **Who We Are:** Exploring ourselves, our beliefs, health, relationships, and what it means to be human.
- **Where We Are in Place and Time:** Learning about personal and family histories, journeys, discoveries, and how civilizations connect across time and place.
- **How We Express Ourselves:** Discovering and sharing ideas, feelings, creativity, culture, and what we find beautiful.
- **How the World Works:** Understanding human-made systems, communities, organizations, decisions, economics, and their impact on people and the environment.
- **How We Organize Ourselves:** Exploring how societies and systems are structured, how decisions are made, and how people work together.
- **Sharing the Planet:** Investigating our responsibilities in using resources fairly, understanding communities and their relationships, and promoting peace and cooperation.

Grade 2 Description

In our International Baccalaureate (IB) Primary Years Programme (PYP) Grade 2 class, learning focuses on engaging transdisciplinary themes that encourage curiosity and exploration. Students participate in inquiry-based activities that allow them to ask questions and investigate topics in a hands-on manner. The units of inquiry are designed to be relatable and interesting, fostering connections across various subjects. Teachers provide supportive guidance, helping students develop their questioning and research skills while promoting collaboration through group work. Social skills are emphasized as students learn to communicate and work together effectively. Visual aids, interactive materials, and research practices are incorporated to enhance learning experiences, creating a dynamic environment that nurtures critical thinking and a deep appreciation for learning in Grade 2 students.



Procedures and Expectations

Communication:

- Folders sent home Monday and are expected back on Friday, please read what is sent home and respond accordingly.
- 2 Parent Square posts a week, with pictures!
- Friday afternoon "Look Ahead" for the upcoming week, including: important dates and reminders, math, literacy, and Unit of Inquiry.

Classroom Expectations: Student developed Essential Agreements guide daily actions. When necessary, the RIS [Code of Conduct](#) supports any discipline.

Absences: Students work directly with the teacher to make up missed work for short term absences. Please communicate and plan with the teacher for extended or planned absences.

Homework: Generally speaking there is minimal homework, but there are many opportunities to learn at home about the topics we are studying. Look in the Weekly Folder for opportunities. A monthly reading log is sent home; reading for 20 minutes is required for all students.

Technology: When using technology, students will meet these [expectations](#).

Note: Units are not in sequential order based on date. Dates and content are subject to change year by year.

Unit of Inquiry: Who We Are; 6 weeks, August -September

Focus: The Human Body

Unit Description: During this unit, learners inquire into personal, physical, mental, social and spiritual health, rights and responsibilities through the lenses of function, connection, and responsibility.

Central Idea: (What we are learning about)

- Healthy life choices facilitate the optimal functioning of the human body's systems.

Lines of Inquiry: (Clarification and scope to focus teaching and learning) An inquiry into...

- the function of various systems in the human body.
- the interdependence of all systems in the human body.
- the choices we make in order to keep our bodies healthy and strong.

Riverstone Pillar Focus: Academic Excellence

Learner Profile Attributes: Inquirers, Balanced, Communicators

Approaches To Learning: Research skills, communication skills, self-management skills

Learning Experiences: This unit allows students to explore the human body through hands-on learning experiences, offering a dynamic approach to understanding anatomy and health. Students engage with expert guest speakers, participate in field trips to doctor's offices, gyms, and other relevant locations, providing real-world insights into the body's functions and wellness practices. These interactive experiences help students make meaningful connections between theory and practice, fostering a deeper understanding of the body and its care.



Summative Experience: Learners design and create posters representing the function of a human body system of their choice, its interconnectedness to other systems, and how their daily choices influence different aspects of the human body.

Content Discipline Connections: This unit has strong connections with life science.

Specialists Connections:

- Art - self portraits, still life drawing, X-Ray Hands (skeletal system) 5/24
- Counseling - The Rabbit Listened, What advice would you give? Introduction.; Where do I feel _____ in my body? Awareness of self, triggers, and reactions.; Commitment: A Balanced Life: Circle – Ways that I keep my body healthy. Mindfulness
- Library - Read aloud fictional books about body parts. Mandarin - Head, Shoulders, Knees, and Toes in
- Mandarin, body parts and systems, yoga
- Music - explore and discuss how the voice works and vocal healths, exploring how music and dance impact our bodies and how and why we warmup and stretch
- PE - soccer unit, function of the human body: systems and mechanics - technique, what it means to be healthy -Heart health: Muscle and pumps blood and gets stronger when you exercise.
- Spanish -Head, Shoulders, Knees, and Toes in Spanish, body parts and systems

Where We Are In Place and Time; 6 weeks, November-December

Focus: Legacies

Unit Description: In this unit, learners inquire into the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives through the lenses of change and responsibility.

Central Idea: (What we are learning about)

- The relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives

Lines of Inquiry: (Clarification and scope to focus teaching and learning) An inquiry into...

- the innovations of past civilizations that are still relevant today
- the responsibilities of new generations to develop their own legacies while maintaining and continuing those of others
- the legacies that are currently being developed by those around us

Riverstone Pillar Focus: International Understanding

Learner Profile Attributes: Principled, Reflective

Approaches To Learning: Communication Skills, Thinking Skills

Learning Experiences: This unit includes field trips to historical buildings and facilities as well as many different activities connected with ancient Egyptian civilization, including learning hieroglyphics, writing on papyrus, and recognizing how the mummification process happens. .

Summative Experience: Learners create a formal writing piece through a narrative style that captures their experiences and growth throughout the unit.



Content Discipline Connections: This unit has strong ties to history and humanities.

Specialists Connections:

- Art: Looking at cave paintings from around the world, students learned the first artists were children (leaving legacy of handprints on cave walls). Students drew their family like Egyptian artists, including the legacy of pets and family members.
- Counseling - Appreciation of others, How our actions affect others, advice passed on, 6-word memoir
- Library - Read books by Patricia Pollaco (her legacy and legacies in her family).
- Mandarin - Exploring ancient civilizations of China, continuing with Mandarin language development
- Music: Moving forward, it would be very exciting for students to choose an artist and examine what their legacy is. These could be historical figures or current artists.
- PE: Students enjoyed playing Egyptian games and other games from other countries, like Israeli Stickball
- Spanish: They will learn about the civilizations from the hispanic speaking world using the map to locate Spanish speaking countries

Unit of Inquiry: How We Express Ourselves; 7 weeks, February-April

Focus: Theater Arts

Unit Description: During this unit, learners will inquire into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, through the lenses of form, connection, and perspective.

Central Idea: (What we are learning about)

- Performers connect with their audience through the expression of emotion in drama, music and the written word.

Lines of Inquiry: (Clarification and scope to focus teaching and learning) An inquiry into...

- the art of writing theatrical plays.
- the shared experience created when performers present their feelings, beliefs and values to an audience.
- the ways our personal experiences impact how we express ourselves.

Riverstone Pillar Focus: Leadership by example

Learner Profile Attributes: Communicators, Open-minded, Risk-takers

Approaches To Learning: Social, Self-management, Communication

Learning Experiences: This unit offers students the opportunity to explore the world of theater through a field trip to BCT (Boise Contemporary Theater) and engaging guest speakers. These experiences help students learn what it takes to put on a strong performance, from writing their own play to designing props and costumes and creating a set. By engaging in hands-on activities and learning from professionals in the industry, students gain valuable insight into the creative and technical aspects of theater production, empowering them to bring their own imaginative ideas to life.



Summative Experience: EXPO: The students' performance of a play they've collaboratively written, showcased with costumes and set designs they've helped bring to life. This performance serves as a celebration of their creative efforts, where they not only act but also take pride in the behind-the-scenes work, demonstrating their skills in writing, design, and teamwork. It's an opportunity to see their hard work come to fruition on stage, offering a tangible result of their learning and collaboration throughout the course.

Content Discipline Connections: This unit has strong connections to many reading standards.

Specialists Connections

- Art - Theatrical masks (look at history of masks).
- Counseling - Mindfulness how we express ourselves
- Library - Read aloud picture books that exemplify figurative language.
- Mandarin - Perform Three Little Pigs in Mandarin , perform a song with sign language.
- Music - connect to theater unit via Spring arts festival
- PE - syncopated rhythms and poetic movements focusing on social skills and communication.
- Spanish - Roll play in Spanish

Unit of Inquiry: How the World Works; 6 weeks; April-May

Focus: The Solar System

Unit Description: During this unit, learners inquire into the natural world and its laws through the lenses of form, causation, and connection.

Central Idea: (What we are learning about)

- Earth, our home planet, is unique in the solar system.

Lines of Inquiry: (Clarification and scope to focus teaching and learning) An inquiry into...

- planets of our solar system.
- earth's rotation and revolution and gravity's pull.
- the sun and moon and patterns in the sky.

Riverstone Pillar Focus: International mindedness, outdoor education

Learner Profile Attributes: Inquirers, Knowledgeable, Thinkers

Approaches To Learning: Thinking, Research, Communication

Learning Experiences: This unit offers students hands-on activities to explore the wonders of our solar system through a variety of engaging experiments, projects, and field trips. They'll delve into the science of the planets, learning about their unique features and characteristics. Highlights include a visit to the Children's Museum Planetarium, where they can observe celestial bodies up close and an exciting overnight adventure to Bruneau Sand Dunes, where they can experience the vastness of space and nature in an immersive outdoor setting. These experiences foster curiosity and a deeper understanding of the planets in a fun and memorable way.

Summative Experience: Learners share their understanding about the solar system by creating a diorama of one or more aspects of their choice of a planet or star. Students also participate in an overnight



camping trip that includes a visit to CSI planetarium in Twin Falls and the telescopes and observatory at the Bruneau Dunes State Park.

Content Discipline Connections: This unit has strong connections to Earth and space sciences.

Specialists Connections

- Art - paper mache planets, paint space with oil pastel, collage, galaxy toothbrush; focus on communication and self-management skills.
- Counseling - Enthusiasm Song; Cooperation; Paper/poster; service to others.
- Library - Read aloud the chapter book- Midnight on the Moon, and additional picture books about the moon if time
- Mandarin - China's involvement in the space race and focus on the moon.
- Music - listening guide on Holst planet songs.
- PE - Solar System game that incorporates aspects of tagging with a focus on social skills.
- Spanish - song about the planets in Spanish, additional related vocabulary, hands-on activities and a small research project using unit related vocabulary.
- Outdoor education: Overnight camping trip to Bruneau Dunes State Park.

Unit of Inquiry: How We Organize Ourselves; 6 weeks, Sept.-Nov.

Focus: Mini Economies

Unit Description: In this unit, learners inquire into the economic activities and their impact on humankind and the environment through the lenses of function, causation and connection.

Central Idea: (What we are learning about)

The needs of the market may create opportunities for inventors to develop new products and services.

Lines of Inquiry: (Clarification and scope to focus teaching and learning) An inquiry into...

- how economic systems work
- how wants and needs drive goods and services
- how products or services may be created in response to human and/or environmental needs

Riverstone Pillar Focus: International Understanding

Learner Profile Attributes: Open-minded, Risk-taker, Reflective

Approaches To Learning: Social, Thinking, Self-Management

Learning Experiences: In this unit, students immerse themselves in a hands-on Grade 2 economy, where they earn money through classroom tasks, make purchases from a class store, pay bills, and even manage fines. This interactive experience teaches them valuable lessons in budgeting, responsibility, and decision-making. To deepen their understanding of how the real world operates, students also participate in field trips and hear from guest speakers, providing real-world insights into business, finance, and the broader economy. This engaging approach brings economic concepts to life, making learning both fun and practical.

Summative Experience: EXPO: Learners share their understanding of markets and economies by selling handmade goods to parents and community members.

Content Discipline Connections: This unit has strong connections to many math standards.



Specialists Connections:

- Art - designing and sketching logos, creating their display.
- Counseling - \Self-appreciation and our impact on others and how others appreciate what we do.
Talk about being social scientists:
- Library - Read aloud picture books related to the economy
- Mandarin - asking "How much?", looking at Chinese currency
- Music - music industry wants and needs, downloading or pirating music
- PE - exercise dice, money game, salary disparity
- Spanish - asking "How much?", looking at currencies from Spanish countries, printing currency for different Latin American countries

Unit of Inquiry: Sharing the Planet; 5 weeks, Jan-Feb

Focus: Endangered Animals

Unit Description: In this unit, learners inquire into peace and conflict resolution through the lenses of perspective, responsibility, and change.

Central Idea: (What we are learning about)

- Conservation efforts to ensure the survival of certain animal species have been necessitated due to negative interactions with humans.

Lines of Inquiry: (Clarification and scope to focus teaching and learning) An inquiry into...

- conservation measures that have been created to rehabilitate endangered animal species.
- the human activity that has negatively affected animals and their habitats.
- our role to ensure that the future species of animals will not become endangered.

Riverstone Pillar Focus: Academic Excellence, International Understanding

Learner Profile Attributes: Principled, Caring, Balanced.

Approaches To Learning:

- Thinking, Research, Self-management

Learning Experiences: This unit offers students the opportunity to explore wildlife conservation and environmental science through a variety of hands-on activities. A field trip to the Idaho Birds of Prey Center allows them to observe and learn about native raptors in their natural habitat, while a guest speaker from Boise Land Management provides valuable insights into local conservation efforts and land stewardship. Additional hands-on activities deepen their understanding of the environment, allowing students to engage with the natural world in meaningful and interactive ways. These experiences foster a greater appreciation for wildlife and the importance of preserving our ecosystems.

Summative Experience: EXPO: Students present their research on an endangered animal of their choice through multiple styles (presentation, tri-fold, diorama) and discuss conservation efforts to help the animal of their choice

Content Discipline Connections: This unit has strong connections to reading and science standards.



Specialists Connection

- Art - egg carton endangered species.
- Counseling - How can we make the world a better place
- Library - Read aloud nonfiction stories about humans helping animals and animals that have been displaced and then replaced (after rehabilitation)
- Mandarin - 12 Zodiacs, make a little book about Pandas.
- Music - music history focus, debate on including/cutting music programs in schools, jazz, choreograph music and movement of animal to enter expo (for next year)
- PE - BLM endangered animal protection lessons, disrupting and cleaning oil fields without disrupting habitats, Endangered animal games
- Spanish - Continue to work on Spanish curriculum, Brown Bear in Espanol; Students learn about endangered animal species from Spanish speaking countries.

Grade 2 Literacy

1. Reading Literature

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- (Not applicable to literature)
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2. Reading Informational

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.



- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

3. Reading Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4. Writing

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- (Begins in grade 3)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- Recall information from experiences or gather information from provided sources to answer a question.



5. Speaking and listening

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

6. Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.



- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade 2 Math

1. Operations and Algebraic Thinking

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
- Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.
- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

2. Numbers and Operations In Base Ten

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
- 100 can be thought of as a bundle of ten tens — called a “hundred.”
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.



- Add up to four two-digit numbers using strategies based on place value and properties of operations.
- Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- Explain why addition and subtraction strategies work, using place value and the properties of operations.³

3. Measurement and Data

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.

4. Geometry

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three



thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Assessment and Support

- As an adaptive assessment, the Measure of Academic Progress (MAP) provides Kindergarten-Grade 10 teachers a wealth of information to support student progress.
 - [Link](#) to Riverstone MAP Growth Website: Parent and student information, support and practice sites, reports, etc.
 - Fall, Winter, and Late Spring; Grade 2 takes Math and Reading
- Math: Along with assessments given each at the end of each unit, comprehensive assessments are given at the beginning, middle and end of the school year.
- Literacy: curriculum provided assessments along with other assessments used to measure and monitor a variety of literacy skills.
- Rubrics are routinely used to help students and teachers communicate progress and growth on a variety of projects.

Note

This syllabus is subject to change. Any changes will be communicated in a timely manner.