

# Waterford Montessori Academy

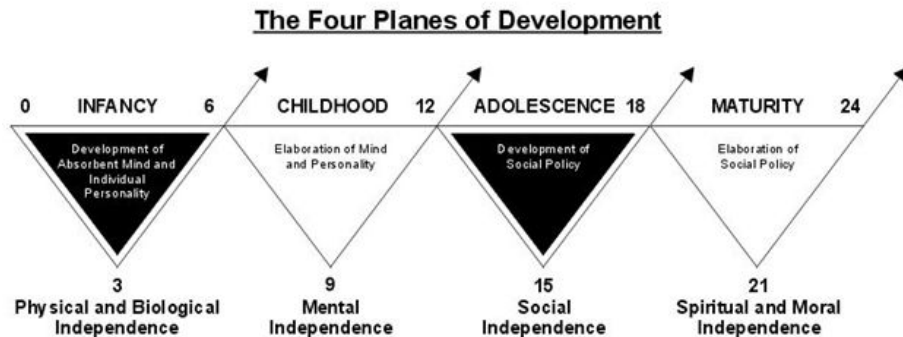
## 2<sup>nd</sup> Grade Curriculum Guide

These courses in this guide may be offered in school, virtually or blended.

The Second Plane: Ages 6–12 (Childhood) “Conscious Imagination”

According to Maria Montessori, in the second plane of development, children begin to display the ability to reason and use abstract thinking. This period is characterized by a craving for mental or intellectual independence. Your child begins to search for a sense of moral order, in addition to physical order. Children begin to take charge of their learning, based on their interests and desires. Common sensitivities in this plane include:

- Abstraction and imagination
- Morality and justice
- Culture
- Peer/social interactions



### EXTRACURRICULAR

#### Technology

- Demonstrate the proper care of technological systems and components.
- Interpret, analyze, and evaluate information with the assistance of technology.
- Use Google Apps for Education to produce products.
- Show examples of how technology affects and impacts one's current life.
- Use age appropriate vocabulary related to technology.

#### Art

- Students explore a variety of techniques and media ranging from painting, drawing, printmaking, sculpting and mixed media.
- The art curriculum is designed to expose students to art history, visual arts vocabulary, art criticism, self-expression through artmaking and art-related careers.
- Students experience the art-making process through brainstorming, creating preliminary sketches, exchanging ideas with their peers, using and caring for art materials, producing final projects and evaluating artwork.
- Art exhibitions are mounted in each building throughout the school year.
- The skills and knowledge acquired by elementary art students will lay the foundation for their studies in art at the secondary level and beyond.

#### Physical Education

- Demonstrate sport-specific skills in individual, and team sports, and recreational games.
- Perform and understand fitness activities that develop and maintain cardiorespiratory endurance, muscular strength, and endurance of large muscle groups, and flexibility of major joints.
- Identify physical activities that can be used to improve health related fitness components and contribute to feeling good.
- Demonstrate on a daily basis, good personal/social character traits at least 75% of the time.

## **MATHEMATICS**

### **Operations & Algebraic Thinking**

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations with unknowns in all positions.
- Fluently add and subtract within 20 using mental strategies.
- By end of Grade 2, know from memory all sums of two one-digit numbers.

### **Number and Operations in Base Ten**

- Understand that the three digits of a three-digit number are amounts of hundreds, tens, and ones.
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using numerals, number names, and expanded form.
- Compare two three-digit numbers using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
- Fluently add and subtract within 100
- 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.
- Mentally add or subtract 10 or 100 to a given number 100-900.

### **Measurement and Data**

- Measure the length of an object by selecting and using appropriate tools.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another.
- Use addition and subtraction within 100 to solve word problems involving.

### **Geometry**

- Names and draw Geometric Figures (Triangles, quadrilaterals, polygons, cubes)
- Identifies and names triangles by sides and by angles
- Partition a rectangle into rows and columns of same sized squares & count to find total
- Partition circles & rectangles into equal shares, describe shares & whole

- Identifies and Names Lines and Types of Lines

## **ENGLISH/LANGUAGE ARTS**

### **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.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### **Phonics and Word Recognition**

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.

### **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 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.

### **Reading: Informational Text**

- 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 multi-paragraph text as well as the focus of specific paragraphs within the text.
- 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.
- Compare and contrast the most important points presented by two texts on the same topic.

### **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.

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.

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).

### **Fluency**

Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-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.

### **Speaking and Listening**

- 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.

## SCIENCE

- Scientific Method and Inquiry
- Constructs simple charts & graphs from data & observation

### Space Systems: Patterns and Cycles

- The Universe and its Stars
- The Earth and Solar System

### Structure and Properties of Matter

- Recognizes and identifies properties of solids, liquids, and gas, depending on temperature
- Describe objects and substances according to their properties
- Earth's Systems: Processes that Shape the Earth
- Classify objects as single substance (ice, silver, sugar, salt) or mixture (salt & pepper, mixed dry beans)
- Understands and describes the water cycle

### Organization of Living Things

- Needs of plants and animals
- Characteristics passed on from parents to young
- Life cycle of plants (seeds, plant, flower, & fruit)

## SOCIAL STUDIES

- Needs of Humans throughout History
- Explains the need for, and purpose of, rules to promote fairness and the common good
- Give examples of the use of power with/without authority
- Explains fair ways to make decisions and resolve conflict in the school community
- Identify and explain how important symbols of the United States represent core democratic values
- Describe how the Pledge of Allegiance reflect core democratic value of patriotism
- Demonstrate chronological thinking by distinguishing among years & decades using a timeline
- Describe how a local community is part of a larger region (city, county, metropolitan area, state)

### Physical Geography

- Knowledge of the Continents and Oceans

- Use cardinal directions to describe the relative location of significant places in the immediate environment

### Continent and Cultural Units

Each year, 1<sup>st</sup> – 5<sup>th</sup> grade students focus on a study of 2 continents throughout the school year. This includes a study of political and physical maps, identifying countries, cities, capitals, land and water features, using an atlas, and making maps as well as a study of the history and people of the countries. Research and a creation of a presentation for the class is included as well.