

*Physical Science*

- **Balance and Motion:** Investigate how living and non-living things move through everyday experiences using simple machines and common forces (gravity, inertia, friction, action/reaction)

*Life Science*

- **Field Ecosystem:** Define and investigate ecosystem in terms of interdependence of species in local field plants and animals.
- **Insects and Spiders:** Study adaptation and biodiversity in common species.

*Earth/Space Science*

- **Weather:** Observe, classify, and collect data on local temperature, cloud cover, precipitation, wind speed, and basic cloud type. Explore water cycle using inquiry-based activities.

*September, 2009*

# LEBANON SCHOOL DISTRICT GRADE 2 CURRICULUM

*A Message for the Parents:*

The outlines in this pamphlet are the products of several years of ongoing curriculum work by the administrators and teachers of the Lebanon School District. Using National Standards and the New Hampshire State Curriculum Frameworks as guides, the district staff has completed documents of content and skills for Language Arts, Mathematics, Social Studies and Science that have been adopted by the Lebanon School Board. This pamphlet includes the scope and sequence outlines from those documents.

The curriculum documents that have been completed will ensure the fulfillment of two district goals: (a) that the content and skills are taught in our classrooms are in alignment with the state frameworks, and (b) that the consistency and continuity of curriculum and instruction will be enhanced in schools across the district. The district's focus is on the refinement of the curricula as we meet the needs of diverse learners in the regular classrooms. Curricular accountability is ensured through the use of the New England Common Assessment Program (NECAP) tests and other district wide assessments.

This pamphlet is designed to help parents understand the classroom curriculum for a given grade. Your child's teacher can give you more detail about the presentation of topics and the expectations for students. We hope that this information will help you to support your child's learning and to contribute to the continued improvement of curriculum and instruction in the district. Public knowledge and input are critical to the ongoing curriculum review process. We invite parents and community members to participate in the process and to provide comments and recommendations.

Michael Harris, Ph.D., Superintendent

## READING

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### *Construct Meaning*

- Read orally with fluency, expression and attention to detail
- Identify major story elements: characters, setting, main events, conflict and resolution, plot, main idea, details
- Compare and contrast stories; make inferences from text and illustrations
- Understand increasingly long and complex texts

### *Comprehension Skills & Strategies*

- Before reading, preview and skim to help select text appropriate for a specific purpose for reading
- Identify what is known about the topic and anticipate what may happen
- During reading, make and confirm simple predictions
- Self-correct or seek help to clarify and understand text and to read new words
- After reading, retell to clarify and review
- Reread/ search text and pictures to locate details, confirm understanding and answer questions

### *Vocabulary & Reading New Words*

- Determine pronunciation and meaning of words using: phonics and decoding skills; irregular phonograms and silent consonant; dividing words into syllables and vowel sounds in syllables; sentence structure; graphics, pictures and context clues; roots, prefixes and suffixes; contractions, compound words, and possessives
- Use dictionary and thesaurus
- Increase sight vocabulary
- Create meaning from analogies
- Recognize and appreciate the use of idioms and specialized vocabulary

### *Information Gathering*

- Identify information needed and develop a strategy to find it
- Use table of contents, title page, page numbers
- Interpret directions; alphabetical order; lists; tables; charts; beginning, middle and end; who, what, when, where; thinking maps; and timelines
- Use dictionaries, maps, globes, encyclopedias, newspapers, magazines, and vertical files
- Use automated and cataloging systems to locate a variety of information sources and retrieval systems
- Read, listen to and view a variety of materials to gather information
- Organize, interpret, present and/or publish information using visual aids and computer technology
- Report in oral and written language including appropriate words

## *Literature*

- Recognize and understand story elements: character, setting, conflict, plot
- Discuss written, spoken and audio-visual texts
- Understand characteristics of a variety of genres: fiction, non-fiction, fantasy, fairy tales, poetry and plays
- Identify and understand the use of simple similes, metaphors and idioms
- Demonstrate knowledge, understanding and appreciation of a variety of recognized literature: poems, stories, tales from China and Japan, Aesop's fables, American myths and tall tales, Greek myths, novels and author studies

## WRITING

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### *Write effectively for a variety of purposes*

#### *Use a variety of techniques before, during and after writing to generate ideas, plan, draft, revise, edit and publish texts*

- Before writing, select a topic and identify an audience
- Use prior knowledge to generate ideas for writing on assigned topics and self-chosen topics
- Plan, sketch, make notes, list, map, or brainstorm
- Write and revise a draft
- Use reflection, conferencing and feedback to help with drafting and revisions
- Write stories, notes, letters, lists, scripts, charts, narratives, poems, and reports from models
- Proofread for grammar and correct spelling
- Use legible handwriting and/or publish using computer resources
- After writing, proofread for grammar and spelling

## SOCIAL STUDIES

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### *Westward Expansion*

### *The Civil War*

### *Ancient Greek Culture*

### *Currents Events*

*Geography* is explored throughout all units

## MATHEMATICS

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**Students will effectively communicate accurate mathematical reasoning in problem solving contexts integrated across diverse curriculum disciplines and everyday situations. They will apply skills from the following math sub-categories:**

### *Number Sense*

Students will work towards proficiency in understanding and applying concepts of: place value (zero to 99), whole numbers (even/odd, greater than/less than, 10 more

or 10 less), simple fractions, decimals (to hundredths given physical models like money), and positive and negative numbers on a number line.

### *Computation*

Students will accurately and efficiently:

- Demonstrate mastery of addition and subtraction facts with **sums to 20**.
- Explore relationship between multiplication and repeated addition
- Explore division as shared groups of objects and as repeated subtraction.
- Determine the reasonableness of an answer. Does it make sense?

### *Geometry*

- Students will explore concepts in symmetry, linear, plane, and solid geometry by drawing, building, and identifying 2-D and 3-D figures with appropriate vocabulary.

### *Measurement*

Students will explore and apply appropriate measurement tools (scales, thermometers, rulers, etc.) and units in non-standard, Metric, and U.S. Standard systems in: linear, area, weight/mass, volume/capacity, temperature, time, and money contexts.

### *Data Analysis*

Students will:

- Collect, organize, and present data using the appropriate graphic format (picture or bar graph).
- Write a story based on data from a graph
- Make predictions based on interpretation of probability of an event happening.

### *Algebra*

Students will develop confidence exploring basic mathematical patterns and relationships and applying them in problem solving. They will:

- Write a number sentence/equation to express a relationship ( $2+3=5$ )
- Use recall of facts to solve an equation ( $2+?=4$ )
- Explore the commutative and associative properties of addition and multiplication ( $2+3=3+2$ ).
- Recognize, describe and create patterns