Saddle River Curricular Overview

GRADE 2

Created/BOE Adopted August 2024

Curriculum Overview

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

English Language Arts

Course Description

Within the K-5 English Language Arts program, The Saddle River School District seeks to provide students with ongoing, authentic reading and writing experiences that are both personally enriching and academically challenging. Wandell students will develop strong foundational skills in reading, writing, speaking and listening, and word study that in turn will allow students to develop as critical thinkers across every discipline. We strive to develop actively engaged students who are able to appreciate, and communicate ideas effectively.

Through reading, writing, speaking, and listening, students will critically examine texts and media to better understand themselves and the world in which they live.
Wandell students will collaborate thoughtfully and solve problems creatively with sensitivity to diverse perspectives.

English Language Arts

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

Know and apply grade-level phonics and word analysis skills in decoding words. (L.RF.2.3)

Ask and answer questions to demonstrate understanding of key details in a literary text or informational text, referring explicitly to the text as the basis for the answers. (RL.CR.2.1, RI.CR.2.1)

Describe how characters in a story respond to major events and challenges using key details within a text. (RL.IT.2.3)

Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. (RI.IT.2.3)

Recount a text in oral and written form and determine central message in literary texts (e.g. fables and folktales from diverse cultures) or main topic in multi-paragraph informational text, focusing on specific paragraphs). (RL.CI.2.2., RI.CI.2.2)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.MF.2.6)

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.PP.2.5)

dentify the main purpose of a text, including what the author seeks to explore answer, explain, or describe. (RI.PP.2.5I)

Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (RI.MF.2.6)

Describe and identify the logical connections of how reasons support specific points the author makes in a text. (RI.AA.2.7)

Compare and contrast two literary versions of the same story by different authors or authors from different cultures. (RL.CT.2.8)

Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. (RI.CT.2.8)

Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. (RL.TS.2.4)

Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. (RI.TS.2.4)

Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.VI.2.3)

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. (L.VL.2.2)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.KL.2.1)

Demonstrate command of the conventions of writing, encoding, and spelling. (L.WF.2.1.L.WF.2.2.)

With prompts and support, write opinion pieces to present an idea with reasons and information. (W.AW.2.1)

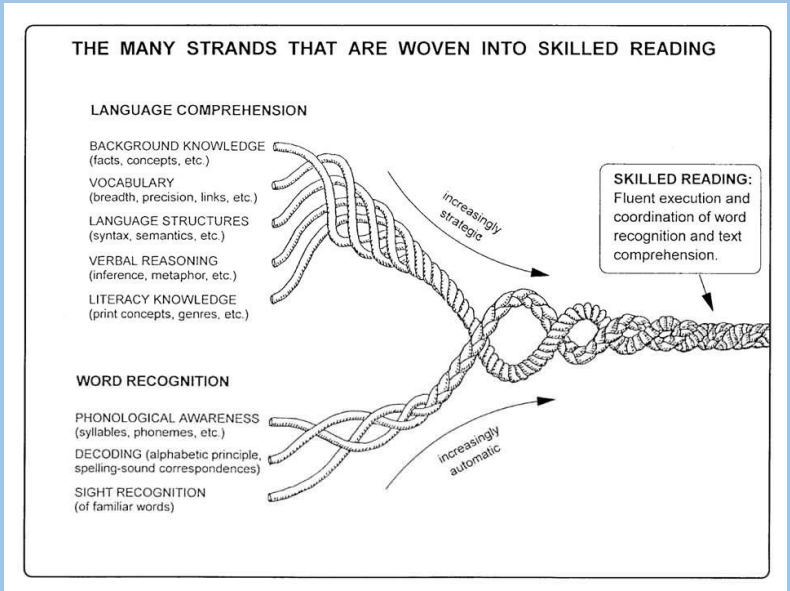
Write informative/explanatory texts to examine a topic and convey ideas and information. (W.IW.2.2)

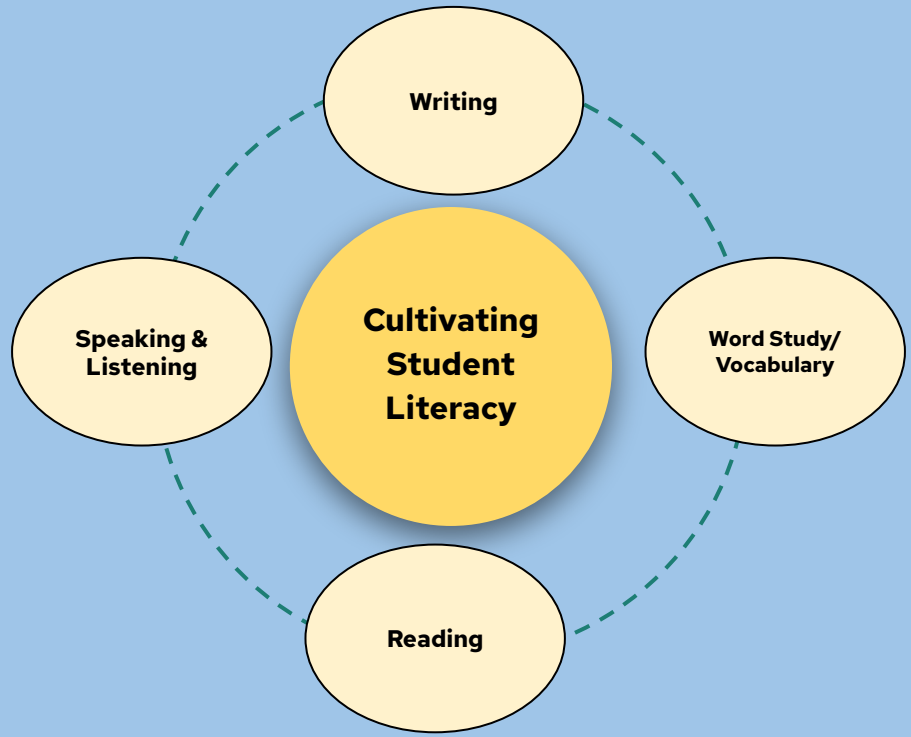
Write narratives based on real or imagined experiences or events with basic story elements. (W.NW.2.3)

Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research. (W.NW.2.3)

English Language Arts

Wandell's **literacy model** addresses the essential components of literacy, aligned to the NJSLS for English Language Arts in grades K-5 inclusive of the following components.





Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

English Language Arts Assessments

1. Teachers College Running Records
2. Phonics assessments/spelling inventories
3. Classroom discussion
4. Student writing samples
5. Conferencing notes
6. Feedback during reading partnerships
7. Superkids Benchmark and Unit Tests
8. Formal and Informal Assessments

English Language Arts Instructional Resources

1. Superkids Student Readers and Workbooks
2. IXL
3. iReady
4. Orton-Gillingham Literacy
5. Decodable Readers
6. Trade Books

English Language Arts
NJDOE Resource Links

Click Here for 2023 ELA Standards

Mathematics

Course Description

Math in second grade builds on concepts and skills presented in first grade. While many skills are taught with the expectation of mastery by the end of the year, other skills are presented as an introduction of concepts. An overarching objective is to develop a strong sense of numbers and fact fluency. This is reiterated across the year as students are exposed to, and expected to use, multiple problem solving strategies as they learn the content and engage in the practices of mathematics. Rigor is increased as the year progresses and the students develop greater conceptual understanding, procedural skill and fluency, and applications. The program probes deeper by asking students not only to provide a final answer, but also to demonstrate their understanding by showing their work. This includes hands-on activities, problem-solving tasks, discussions, and written work. The curriculum aligns to and exceeds the New Jersey Student Learning Standards and Standards for Mathematical Practice.

Mathematics

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

Operations and Algebraic Thinking 2.OA

A. Represent and solve problems involving addition and subtraction

- 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.

B. Add and subtract within 20

- With accuracy and efficiency, add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

C. Work with equal groups of objects to gain foundations for multiplication

- 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.

Number and Operation in Base Ten 2.NBT

A. Understand place value

- 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.
- 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.

B. Use place value understanding and properties of operations to add and subtract

- With accuracy and efficiency, 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. (Clarification: Explanations should be supported by drawings or objects.)

Continued:

The learner will demonstrate the ability to:

Measurement 2.M

A. Measure and estimate lengths in standard units

- 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.

B. Relate addition and subtraction to length

- 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.

C. Work with time and money

- 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?

Data Literacy 2.DL

A. Understand concepts of data

- Understand that people collect data to answer questions. Understand that data can vary.
- Identify what could count as data (e.g., visuals, sounds, numbers).

B. Represent and interpret data

- 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 problems using information presented in a bar graph.

Geometry 2.G

A. Reason with shapes and their attributes

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 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. For example, students partition a rectangle (i.e. the whole) into three equal shares, identify each of the shares as a ‘third’ and describe the rectangle as three ‘thirds’.

Mathematics Assessments

Assessments

1. Savvas Benchmark and Unit Tests
2. Classroom participation
3. Teacher observation and anecdotal notes
4. Individual and group activities
5. Performance-based assessments
6. Formal and informal assessments
7. Independent Work Samples

Mathematics Instructional Resources

1. enVision Workbook
2. Conquer Math
3. IXL
4. iReady
5. Prodigy
6. Xtra Math
7. Boddle
8. Kahoot
9. Math Games

Mathematics
NJDOE Resource Links

Click Here for 2023 Math Standards

Science

Course Description:

The second grade science program is organized in thematic units aligned with the NJSLS- Science.
These units include :
Structure and Properties of Matter, Interdependent Relationships in Ecosystems, and Processes that Shape the Earth.
The course is created to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students will also compare the diversity of life in different habitats and create an understanding of observable properties of materials. In addition, students will apply their understanding of the idea that wind and water can change the shape of the land and create engineering design solutions to prevent such change. The course will also include applying learned information to create models to represent the shapes of land and bodies of water. This course emphasizes student engagement through problem solving, discovery, hands on exploration, questioning, and reevaluating of new ideas.

Science & Engineering Practices

- ★ Asking Questions and Defining Problems
- ★ Planning and Carrying Out Investigations
- ★ Analyzing & Interpreting Data
- ★ Developing and Using Models
- ★ Constructing Explanations and Designing Solutions
- ★ Engaging in Argument From Evidence
- ★ Using Mathematics and Computational Thinking
- ★ Obtaining, Evaluating, and Communicating Information

Science

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Explain how land changes and describe what causes the change (NJSLS 2-ESS1-1).
2. Recognize different kinds of land and bodies of water and develop a model to represent their shapes (NJSLS 2-ESS1-1, 2-ESS2-2).
3. Discover how wind and water can change the shape of the land and compare design solutions to slow or prevent such change (NJSLS 2-ESS2-1).
4. Determine and identify where water is found on Earth and explain that it can be solid or liquid. (NJSLS 2-ESS2-2, 2-ESS2-3).
5. Evaluate how materials are similar and different from one another and how their properties relate to their use (NJSLS 2-PS1-1; 2-PS1-2).
6. Observe and construct how an object made of a small set of pieces can be disassembled and made into a new object. (NJSLS 2-PS1-3).
7. Identify and use evidence to argue that some changes caused by heating or cooling can be reversed and some cannot. (NJSLS 2-PS1-4).
9. Identify the many types of living things that live in an ecosystem (NJSLS 2-LS2-1; 2-LS2-1) .
11. Compare and interpret the diversity of life in different habitats through observable properties of materials and through analysis and classification of different materials (NJSLS 2-LS4-1).
12. Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool (NJSLS K-2-ETS1-1).
13. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem (NJSLS K2-ETS1-2).
14. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs (NJSLS K2-ETS1-3).
16. Learn and apply key literacies surrounding technology and information media literacy, including innovation, creativity, critical thinking and problem solving while gaining a global/cultural awareness (NJSLS 9.4).
17. Develop and apply computational and design thinking to address real-world problems and design creative solutions (NJSLS 8.1 and 8.2) .

Science Assessments

Assessments

1. Teacher observations and anecdotal notes
2. Classroom discussion and participation
3. Participation in general classroom assignments
4. Interpretations of data

Science Instructional Resources

1. Elevate Science workbook
2. Scholastic Readers
3. Science Spin
4. Science Weekly
5. Hands-on Activities /Explorations
6. Brainpop

Science
NJDOE Resource Links

Click Here for Science Standards

Social Studies

Course Description

All units will integrate the following 2020 Social Studies Disciplinary Concepts: Civics, Government, and Human Rights; Geography, People and the Environment; Economics, Innovation, and Technology; and History, Culture, and Perspectives.

In conjunction with this content knowledge, students will learn to develop the Social Studies Practices of Developing Questions and Planning Inquiry, Gathering and Evaluating Resources, Seeking Diverse Perspectives, Developing Claims and Using Evidence, Presenting Arguments and Explanations, Engaging in Civil Discourse and Critiquing Conclusions, and Taking Informed Actions.

Social Studies Practices

- ★ Developing Questions and Planning Inquiry
- ★ Gathering and Evaluating Sources
- ★ Seeking Diverse Perspectives
- ★ Developing Claims and Using Evidence
- ★ Presenting Arguments and Explanations
- ★ Engaging in Civil Discourse and Critiquing Conclusions
- ★ Taking Informed Action

Social Studies

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Describe how history impacts our lives today (6.1.2.HistoryCC.3).
2. Explain why people who experienced the same event might describe it in very different ways (6.1.2.HistoryUP.1).
3. Explain why it is important to understand a person's point of view, and how it can help them work together better (6.1.2.HistoryUP.3).
4. Explain why people in one country trade goods and services with people in other countries (6.1.2.EconGE.2).
5. Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter) (6.1.2.EconEM.3).
6. Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability)(6.1.2.GeoPP.1).
7. Define citizenship and how a person can help make a difference in their world (6.1.2.CivicsCM.1).
8. Identify examples of what people can do to work together to solve problems) (6.1.2.CivicsCM.2).
9. Explain how people can make sure that all members of a community feel seen and heard (6.1.2.CivicsCM.3).
10. Define equality, fairness, and respect and how they are important in a community (6.1.2.CivicsDP.2).
11. Communicate with another person by asking questions, listening to the ideas of others, and sharing opinions (6.1.2.CivicsPD.1).
12. Define climate change and the impact it can have on our community (6.3.2.GeoGI.2).

Social Studies Assessments

1. Group projects
2. Multimedia presentations`
3. Interpretations of data
4. Classroom discussion and participation
5. Teacher observation and anecdotal notes

Social Studies Instructional Resources

1. Scholastic Readers
2. Brainpop
3. Epic!

Social Studies
NJDOE Resource Links

Click Here for Social Studies Standards