



The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.

Second Grade Overview

The Souderton Area School District emphasizes student growth and achievement academically, socially, and emotionally. The District programs are developed and revised to meet district and PA Core standards in 12 subject areas and graduation requirements of the Chapter 4 Regulations. SASD ensures accomplishment of necessary curriculum characteristics in all standards areas by collaboratively working with teachers through curriculum reviews, curriculum mapping and curriculum writing. Planned course documents include academic standards, end of unit/course assessments, essential questions, enduring understandings, key concepts and competencies, major teaching points, instructional time, and materials and resources.

English Language Arts

➤ READING

Readers Build Good Habits - Workshop Launch

Unit Summary: This unit of study is where it all begins in second grade. As teachers begin their teaching of reading, many lessons will focus on “the basics” and logistical management of a reading workshop. Students will review and learn about teacher expectations, what a workshop looks and sounds like, how to choose and care for the books they are reading, and how to navigate their classroom library. Additionally, these developing readers will learn how to discuss, in detail, the books they are reading and the courtesies that are a part of being a good listener, as well as a good speaker.

Second Grade Growth Spurt

Unit Summary: Students will learn the skills necessary to take charge of their reading. They will apply a variety of strategies to decode tricky words, while paying close attention to the messages authors convey in their stories.

Becoming Experts Reading Nonfiction

Unit Summary: Students will learn that reading helps to grow knowledge on a topic and the vocabulary specific to that topic. Students will understand how to categorize and synthesize information when reading multiple texts in order to become an “expert” on a topic.

Bigger Books Mean Amping Up Reading Power

Unit Summary: Students will continue to build their fluency skills by rereading a text; adjusting pace, phrasing and rhythm. In addition, they will understand how authors convey meaning through the use of literary language. As students read longer texts, they will develop strategies to help track comprehension.

Series Book Clubs

Unit Summary: Students will collect knowledge that will enable them to be experts on characters. While reading closely, they will pay attention to the craft techniques used by authors to convey meaning. Students will have an opportunity to form opinions and share their books with others.

➤ WRITING

Launching the Writing Workshop

Unit Summary: This unit of study is where students will learn essential skills to be successful during the Writing Workshop in second grade. As teachers begin their teaching of writing, many lessons will focus on “the basics” and logistical management of a writing workshop. Students will review and learn about teacher expectations, what a workshop looks and sounds like, and how writing works including the strategies needed for revising and editing their work.

Lessons from the Masters

Unit Summary: Students will strengthen their writing by adding details to stretch out small moments. They will evaluate and reflect upon how authors use certain craft moves then apply it to their own writing pieces. Revising and editing will enable students to develop more clear and powerful writing.

How to Guide for Nonfiction

Unit Summary: Students will write nonfiction chapter books. The emphasis of this unit won’t be on coming up with areas of expertise, structuring a book using a table of contents, or planning across pages. Writers are coming to this unit with experience in these areas from first grade. Instead, this unit will support students in writing many books in shorter time frames, crafting information with audience in mind, and helping students learn to teach information in different ways.

Big Thoughts in Small Packages

Unit Summary: Students will learn to read through the eyes of a poet uncovering how sound, rhythm and repetition are used in poems. As they understand the difference between a poem and a story, they will learn to “fly over” a poem to notice how poets use different structures to convey meaning. Students will apply their learning in their own poems.

Lab Reports and Science Books

Unit Summary: Students will write like scientists taking time to ask questions, hypothesize, test and record their process in order to draw conclusions. They will understand how to write detailed procedures in order to teach others.

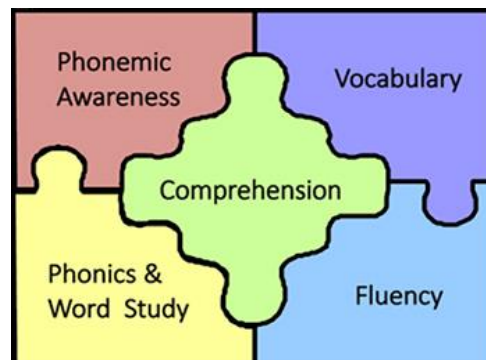
Writing about Reading (Opinion)

Unit Summary: Students will write letters to state opinions about their reading. The unit incorporates close reading so that students can push their thinking and include more details in their writing. Students will provide evidence to support their opinions and convince others to read their book.

➤ PHONICS

Wilson Foundations is a supplemental phonics/spelling program delivered to general education classrooms in 30-minute daily lessons. (Tier 1) It is designed to be combined with a literature-based program to comprehensively address English Language Arts (comprehension and writing). The program incorporates research based multisensory literacy instruction that is explicit, systematic, and cumulative. Foundations activities address all five areas of reading through an integrated approach. In addition, it addresses spelling and handwriting.

Five Areas of Reading



Fundations Daily Lesson

- The daily lesson is 30 minutes
- Consists of 3-5 *Learning Activities* that are rotated daily, provide lots of repetition in varied ways, and are delivered through standard procedures

Schedule of Daily Learning Activities - Example (Each day 3-5 activities will be presented and rotated)

Day1	Day 2	Day 3	Day 4	Day 5
Letter-Keyword Sound	Drill Sounds/Warm up	Drill Sounds/Warm up	Drill Sounds/Warm up	Drill Sounds/Warm up
Drill Sounds/Warm up	Sky Write/Letter Formation	Make it Fun	Word Play	Storytime
Sky Write/Letter Formation	Student Notebook	Echo/Find Letters	Sky Write/Letter Formation	Echo/Find Letters
Student Notebook	Echo/Letter Formation	Student Notebook	Echo/Find Letters	

Scope and Sequence

- Letter-keyword-sound for consonants and vowels
- Concept of consonant digraphs
- Letter-keyword-sound for digraphs
- Concept of consonant blends
- Concept of digraph blends
- 3 spellings for /k/ sound (c, k, ck)
- Bonus letter spelling rule: ff, ll, ss, and sometimes zz
- Blending and reading words with glued sounds
- Segmenting and spelling words with bonus letters and glued sounds
- Syllable types
- Prosody
- Story retelling
- Concept of closed syllable exceptions
- Fluent passage reading
- Suffixes
- Additional sounds of –ed /d/ and /t/
- Forming present and past tense

- Categorizing vowel and consonant suffixes
- Making judgements and predictions from given facts
- Vowel teams
- Reading and spelling two-syllable words
- Review syllable concept in multisyllabic words
- Compound words
- Syllable division rules for dividing between closed syllables
- Spelling of ic at the end of multisyllabic words
- Vowel-consonant-e exception (-ive)
- Combining all types of syllables
- Homophones
- Flexibility in sound choices for reading

Math

Everyday Mathematics focuses on procedures, concepts, and applications in three critical areas:

- Understanding of base-10 notation.
- Building fluency with addition and subtraction.
- Using standard units of measure.
- Describing and analyzing shapes.

Scope and Sequence

The progression of learning for the course and each unit of study is below:

Unit 1: Establishing Routines

Unit 2: Fact Strategies

Unit 3: More Fact Strategies

Unit 4: Place Value and Measurement

Unit 5: Addition and Subtraction

Unit 6: Whole Number Operations and Number Stories

Unit 7: Whole Number Operations and Measurement and Data

Unit 8: Geometry and Arrays

Unit 9: Equal Shares and Whole Number Operations

Science

Students experience science through active construction of ideas and studying phenomena. Children investigate and begin to develop concepts and vocabulary around these experiences. Developing inquiry skills is central to helping children think as "scientists." As children begin investigations they learn to ask scientific questions, investigate the world around them, and use their observations to construct reasonable explanations for the questions that are framed for them. The role of the teacher is to guide children in the extending their scientific knowledge and to encourage children to communicate their learning, both orally and in writing, as a result of the inquiry process.

Unit 1: Plant and Animal Survival

Unit 2: Materials and Their Uses

Unit 3: Earth Surfaces

Social Studies

In Social Studies we focus on the following essential questions: Where do people live in the world? How do people learn from the past? Who Provides Services in a Community? What Do Communities Share? How Do Leaders Help Their Communities?

Students work together to explore these questions and are supported by lessons focused on the topics below:

- Geography and Mapping Skills: People, Places, and Environments
- Economics: People Who Supply Our Goods and Services
- Biographies: People Make a Difference
- Government Institutions and Practices

Second Step SEL (Social Emotional Learning)

Skills for Social and Academic Success

Second Step SEL is an evidence-based social-emotional learning curriculum. When students are better equipped to manage their own emotions and build positive relationships, they're better equipped to learn.

- **Unit 1: Skills for Learning**
 - Being Respectful
 - Focusing Attention and Listening
 - Using Self-Talk
 - Being Assertive
- **Unit 2: Empathy**
 - Identifying Feelings
 - Learning More About Feelings

- Feeling Confident
- Respecting Different Preferences
- Showing Compassion
- Predicting Feelings
- **Unit 3: Emotion Management**
 - Introducing Emotion Management
 - Managing Embarrassment
 - Handling Making Mistakes
 - Managing Anxious Feelings
 - Managing Anger
 - Finishing Tasks
- **Unit 4: Problem Solving**
 - Solving Problems
 - Taking Responsibility
 - Responding to Playground Exclusion
 - Playing Fairly on the Playground

Related Arts

➤ ART

The art curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around the elements of art with awareness of the context of art. This context connects art to student experience, children’s literature, local and global cultures, historical perspectives, emerging technologies, and the changing roles of artists in society.

Elements of Art

- Lines – curves and angles
- Shape – geometric/organic symmetry
- Color – color wheel, spectrum, warm and cool, neutrals
- Texture – weaving
- Space – overlapping
- Form – cylinder, cube, rectangular prism, cone

Units

- Line/Shape/Collage
- Color
- Art in Culture

- Narrative Art
- Weaving/Pattern
- Clay
- Form

➤ **COMPUTER SCIENCE**

The computer science curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around learning digital basics, coding, and STEM/Maker activities.

Essential Questions:

- How can we use devices to show our learning?
- How do commands we choose affect the algorithms we write?
- How do we work through the Design Process to show our learning?

➤ **LIBRARY**

The library curriculum develops skills and concepts to teach students how to appropriately locate and organize books and e-books.

Students will understand that:

- Sources have a specific place in the library depending on genre
- Nonfiction sources are organized by ten Dewey categories
- OPAC system allows them to search for books of interest
- Awards are given for achievement in literature
- Print resources and online databases provide information for pursued topics
- Making critical choices about information sources to use is imperative to accurate research.

➤ **MUSIC**

Students will experience rhythm, melody, harmony, form, expressive qualities, and tone color through listening, singing, movement, creativity, and instrumental performance.

Students will understand concepts of:

- Rhythm – quarter note, quarter rest, paired eighth notes, 2/4-time signature, repeat sign, half note, half rest, 3/4-time signature, dotted half note
- Melody – singing voice, same/different melodic patterns
- Harmony – rounds

- Form – introduction, interlude, coda, AB, ABA
- Expressive Qualities – louder/softer, faster/slower
- Tone Color – explore orchestral families of instruments
- Movement – experience creative and choreographed movement
- Instrumental performance – explore a variety of classroom instruments

➤ WELLNESS

In second grade, students exhibit mastery of basic locomotor skills while performing to changing conditions. They work on refinement of basic manipulative skills and move to secure new ones. Students in second grade spend more time working with partners and in small groups. Second-graders explore basic hygiene practices, germs, and appropriate emergency responses during health lessons delivered throughout the year.

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|---------------|-----------------|
| • Catch | • Pull |
| • Kick | • Moderate |
| • Strike | • Vigorous |
| • Dribble | • Steady Beat |
| • Cooperation | • Consideration |
| • Warm-Up | • Germs |
| • Cool-Down | • Hygiene |
| • Time | • First Aid |
| • Force | |
| • Push | |