



**Curriculum Summary
Grade 2
2020 - 2021**

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INTRODUCTION

This document outlines the goals of our second grade curriculum. Teachers actively partake in the ongoing evaluation and revision of curriculum and utilize various materials, programs, activities, and strategies to implement the following goals.

Please note that due to our Curriculum Review cycle, some of the curriculum will be included in the Understanding by Design format (including Essential Questions, Understandings, Knows, and Dos for each curricular unit). Subject areas that have not yet gone through a recent curriculum review will be summarized in the same way they have been in past curriculum summaries.

LANGUAGE ARTS

LITERACY INSTRUCTIONAL FRAMEWORK

COMMON UNDERSTANDINGS:

- Teachers use the District’s literacy framework to provide students with lifelong skills and motivation to become fluent, effective and purposeful readers, writers, and communicators.
- Instruction includes thoughtful integration of reading, writing, and oral language.
- Teachers use a variety of ongoing formative assessments to inform instruction and measure student growth. Formative assessments include, but are not limited to, teacher-student conferences, observations, anecdotal records, various writing samples (including on demand), and reading inventories.
- Reflection plays an instrumental role in learning, allowing students to develop ownership of their progress, process, and performance as learners. In cultivating self-reflection and critique, we develop purposeful, insightful, and intrinsically motivated readers and writers.
- At each grade level, developmentally appropriate instruction is thoughtfully scaffolded to allow students to become independent readers and writers.
- Teachers understand the broad context of skill and knowledge development, with a particular focus on the grades preceding and following their own.

BEST PRACTICES IN A BALANCED LITERACY PROGRAM:

READING	WRITING
<p style="text-align: center;">READ ALOUD</p> <p>The teacher (or a student) reads aloud engaging fiction and information texts. Texts are selected to model a love of reading and/or reading strategies, fluency, or genre features. Additionally, books are read aloud to build students’ knowledge for content area themes of study. Teachers balance the flow of the read aloud with embedding reading strategies, skills, and vocabulary as well as student discussion.</p>	<p style="text-align: center;">WRITING WORKSHOP/ PROCESS WRITING</p> <p>Children engage in a balance of narrative, informational and argument/opinion/persuasive types of writing for various purposes and audiences. The teacher guides the process and provides instruction through modeling, mentor texts, shared writing, guided practice, and conferencing. Students independently utilize the skills and strategies that have been modeled. Students generate ideas, plan, draft, revise, edit, publish their work and reflect upon it.</p>
<p style="text-align: center;">SHARED READING</p> <p>Using an enlarged text or individual student copies (literary or informational text), the teacher involves children in reading together. The teacher models and explains reading strategies and encourages the students to participate.</p>	

BEST PRACTICES IN A BALANCED LITERACY PROGRAM (CONTINUED):

READING	WRITING
<p style="text-align: center;">RESEARCH</p> <p>Using comprehension strategies and existing knowledge, students read informational texts at an accessible level to further understanding, answer questions, and stimulate curiosity. They learn to take notes in developmentally appropriate ways.</p>	<p style="text-align: center;">RESEARCH</p> <p>Using organizational structures that fit the writer and the topic, students synthesize their findings in writing. Students present their research in an engaging and organized manner. Students write to communicate in an authentic manner that suits the writer, topic, and audience.</p>
<p style="text-align: center;">GUIDED READING / FOCUSED INSTRUCTION</p> <p>The teacher pulls together flexible groups or partnerships to teach effective reading strategies and skills for processing a variety of literary and informational texts.</p>	
<p style="text-align: center;">BOOK CLUBS/LITERATURE CIRCLES/READERS THEATER</p> <p>Flexible groups are either adult or student directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.</p>	

INDEPENDENT READING

Students choose a variety of independent reading books based on interest. They learn how to select texts at their independent reading level and engage in reading daily. Students and teachers assess and track independent reading growth through individualized goal setting conversations and/or conferences.

DAILY WRITING OPPORTUNITIES

Daily writing opportunities encourage and build confident writers. Students write every day across the curriculum. These pieces may include, but are not limited to, drawings, sentences, stories, information pieces, retellings, labels, responses to literature, research, lists, and journal entries. The aim is to build writing fluency, volume, and stamina.

FOUNDATIONAL SKILLS and LANGUAGE KNOWLEDGE

Students learn foundational reading skills, grammar and conventions, and word knowledge through both direct and embedded instruction in ELA and across the curriculum. Depending on the grade level, the teacher provides direct instruction in: phonological awareness, phonics, word attack skills, and spelling.

Additional instruction in language craft and vocabulary development focuses on the use of these skills in reading, writing and speaking, and is embedded through literacy and content learning across the curriculum.

ORAL LANGUAGE: LISTENING AND SPEAKING

Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker's perspective and reasoning.

Students use a variety of media to develop effective oral presentation skills that suit the purpose, context, and audience. In addition, students evaluate and integrate information presented in diverse media.

LEARNING OUTCOMES

In grades K–8, the language arts curriculum includes the continuing development of receptive language as students access and evaluate information through reading, listening, and viewing:

- Students develop and apply skills to decode, comprehend, interpret, evaluate, and appreciate print materials.
- Students understand and appreciate literary forms.
- Students listen effectively for a variety of purposes with emphasis on comprehension and evaluation of spoken language.
- Students view for a variety of purposes with emphasis on appreciation and information collection.

In grades K–8, the language arts curriculum includes the continuing development of expressive language as students communicate effectively through writing, speaking, and visually representing:

- Students develop writing skills to communicate their ideas, opinions, and feelings for a variety of purposes.
- Students have a variety of formal and informal speaking opportunities to present information, explore ideas and experiences, persuade, and reflect.
- Students express themselves using nonverbal means including illustration, diagram, computer graphics, photography, and physical movement.

WRITING

Informational Writing

Transfer

Students will be able to independently use their learning to produce clear and organized texts to inform or explain.

Essential Questions

- How can we share information effectively?
- Why does knowing if something is fact or opinion matter?

Understandings- Students will Understand that...

- Writers write information texts to teach others.
- Writers explain information by using facts and definitions.

Key Knowledge- Students will Know...

- Informational text begins with an introduction of the topic.
- The topic is supported with facts.
- Endings relate to the topic.
- The difference between fact and opinion.

Essential Skills- Students will be skilled at...

- Generating a topic.
- Gathering information.
- Organizing their information.
- Providing a sense of closure.
- Capitalizing the beginning of sentences and punctuating the end of sentences.

Opinion Writing

Transfer

Students will be able to independently use their learning to write opinions about topics that are supported by reasons and express opinions in an organized way.

Essential Questions

- How do I make a written opinion effective and convincing?
- Why does my writing need to be organized?
- How do we respectfully disagree with one another?

Understandings- Students will Understand that...

- Opinions are written to persuade an audience.
- Opinions are more convincing when supported with reasons and written with organization.
- People can respectfully disagree.

Key Knowledge- Students will Know...

- The difference between fact and opinion.
- It is important to connect and support an opinion with convincing reasons.
- Ideas need to be organized.

- Definitions of the following terms: fact and opinion.

Essential Skills- Students will be Skilled at...

- Writing a beginning to name the topic, giving an opinion, and getting the reader's attention.
- Providing at least two reasons for an opinion and writing more about those reasons.
- Using linking words to connect opinions and reasons.
- Writing an ending to provide a sense of closure.
- Choosing words that would make readers agree with my opinion.
- Using spelling patterns to spell words.
- Spelling word wall words right and using them to spell other words.
- Starting each sentence with a capital letter.
- Ending sentences with appropriate punctuation (., ?, !).

Narrative Writing

Transfer

Students will be able to independently use their learning to write detailed personal narratives in a complete sequence.

Essential Questions

- Why is my story important and meaningful?
- How do authors use details to hook the reader?
- What kinds of details add voice to make our stories interesting?

Understandings- Students will Understand that...

- Detailed personal stories can be shared in writing.
- Stories are told in clear sequence and have closure.
- Different kinds of details can be used to bring stories alive.

Key Knowledge- Students will Know...

- Personal narratives are about one event or multiple events from the author's life.

Essential Skills- Students will be skilled at...

- Sequencing events.
- Using details to describe actions, thoughts and feelings.
- Using transition words to support the sequence of events.
- Providing a sense of closure.
- Applying what they know about spelling rules.
- Capitalizing the beginning of sentences and punctuating the end of sentences.

READING

Building an Independent Reading Life

Transfer

Students will read a variety of books with purpose.

Essential Questions

- How do I choose what to read?
- What habits can help me grow as a reader?
- Why do readers participate in conversations about reading?

Understandings- Students will Understand that...

- Readers reflect on their reading skills and habits.
- Readers set goals for themselves.
- Readers think about books and talk about them with other people.
- Readers read every day.

Key Knowledge- Students will Know...

- It is important to think about and understand what we read.
- Reading daily is essential.
- Conversations about books help readers understand each other's ideas.
- Reading "just right" books is important.
- Readers reflect and set goals.
- Key terms:
 - choice
 - fluency
 - "just right" books/independent level
 - stamina
 - volume

Essential Skills- Students will be skilled at...

- Selecting a "just right" text.
- Read a variety of print and digital texts.
- Knowing when to abandon a text.
- Monitoring independent reading.
- Having a conversation with a partner or group.
- Reflecting on reading habits.
- Responding to reading.
- Setting goals about reading (usually with teacher guidance).

Literature

Transfer

Students will be able to independently read and comprehend a variety of genres to become actively engaged members of a reading community.

Essential Questions

- What is a central message?
- What is the overall structure of a story? (beginning, middle, and end)
- What can readers learn by comparing two or more texts?
- What do readers do when reading gets tough?

Understandings- Students will Understand that...

- Readers identify a central message and the details that support it.
- Every story has a framework that includes common story elements.
- Different versions of a story can convey the same message from unique perspectives.
- Readers use a variety of strategies when reading texts that challenge them.

Key Knowledge- Students will Know...

- Key terms:
 - elements of a story
 - characters
 - setting
 - problem
 - action
 - outcome
- A variety of genres (poetry, folk tales, fables).
- The central message and key details of a story.

Essential Skills- Students will be Skilled at...

- Identifying elements of a story.
- Reading text at their independent level with fluency and comprehension.
- Asking and answering who, what, where, when, why, and how questions about a text.
- Finding details to support the central message of a text.
- Using a variety of strategies to read and understand increasingly complex texts.
- Comparing and contrasting two versions of the same story or stories with similar central messages.

Informational

Transfer

Students will listen to and read informational texts to learn about the world.

Essential Questions

- What strategies do readers use when reading informational texts?
- What is the main purpose of the text?
- How do authors share information?
- How do authors organize informational text?
- How are the parts of an informational text connected?

Understandings- Students will Understand that...

- Informational texts have specific text features that help readers locate information.
- Authors write informational texts with a purpose and provide reasons that support specific points they are trying to make.
- Informational texts are organized around a main focus or purpose.
- Each part of an informational text (including images) is connected to and helps explain the main topic.
- Research on topics develops over time and what we understand to be true therefore changes.

Key Knowledge- Students will Know...

- Informational texts give true/accurate information (facts) about a topic.
- Informational texts often include images or illustrations that help explain or clarify what is in the text.
- The topic is the main focus, thought, or subject of a text.
- Text features in informational texts, including digital texts, make the text easier to read and information easier to find. Examples include:
 - table of contents
 - captions
 - bold print
 - headings
 - subheadings
 - glossaries
 - indexes
 - icons

Essential Skills- Students will be skilled at...

- Using a variety of teacher-guided strategies to comprehend informational texts.
- Asking and answering questions such as, who, what, when, where, why, and how.
- Identifying the main topic(s).
- Discussing the main purpose of the text including what the author wants to answer, explain, or describe.
- Recognizing new vocabulary words and trying to find their meaning.

LISTENING

- Continue to use active listening
- Follow multi-step oral directions
- Exhibit characteristics of a good listener in social settings
- Listen for a purpose

SPEAKING

- Monitor and adjust volume and tone of voice for various activities
- Use structure of language correctly
- Convey an oral message to another person
- Retell a story
- Formulate questions
- Participate by contributing relevant information to class discussions
- Answer questions appropriately and concisely
- Continue to give sequential directions
- Use speaking skills to participate in group discussions and conversations

VIEWING

- Recognize, interpret, and respond to visuals
- Appreciate communicative value of visuals
- Recognize and interpret social cues

VISUALLY REPRESENTING

- Express feelings through body language and facial expressions
- Retell a story using a variety of techniques
- Use pictures and words to represent ideas and express feelings
- Use various mediums to document and represent information
- Use a variety of graphic organizers
- Create and uses visuals to enhance writing
- Utilize computer technology

READING SUPPORT SERVICES

Additional individualized reading support is available for second grade students as appropriate. The classroom teacher will recommend this service as needed.

ENGLISH AS A SECOND LANGUAGE

Support services for English Language Learners are available.

WORD STUDY

Learning how to read is an ongoing and complex process that takes place over time and varies for each child. Teaching a child how to read requires explicit and systematic phonics instruction. Skills build upon each other as a child moves through a natural progression within his or her own development. As skills are introduced, children are able to repeatedly practice through games, independent work, and integrated units of study. Eventually, children will be able to integrate these decoding skills along with other important literacy components such as fluency, vocabulary, and comprehension.

Phonemic awareness activities in which children manipulate and identify sounds and words auditorily and orally is an important precursor to explicit phonics instruction. Much of this phonemic awareness work occurs in kindergarten and transitions into first grade (examples include rhyming games, omission and substitution games, and listening activities).

Effective phonics instruction uses a multisensory approach to teaching in which children are encouraged to move their fingers, make hand motions, write in sand or other tactile materials, and manipulate letters and sounds. Teaching a child how to read in this way inherently respects the concept of multiple intelligences throughout each lesson. This multisensory approach is a critical component when determining sound/symbol connections, which is the foundation of word segmentation. Word segmentation plays a critical role in

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a child's later academic career in regards to prefixes, suffixes, and even in second language acquisition.

These phonics skills are the foundation of a child's reading tool kit. All learners should be a part of each reading 'mini-lesson' regardless of what they can or cannot read. Children need to connect the sounds to the letter symbols in their very first encounters with direct reading instruction. This will influence their success as readers and writers. Specific skills should be individually practiced with each child and differentiated according to the individual child's needs.

SPELLING

Students develop spelling knowledge and skills along a continuum. Direct instruction for skill development is incorporated in language experiences.

The problem-solving approach that is used for the teaching of spelling in second grade encourages the students to depend upon their knowledge of word structure instead of just rote memory. Word lists will be cumulative (each lesson will build upon previous lessons) and curriculum-sensitive. Emphasis will be on the transference of acquired knowledge of word structure to daily written work.

GRAMMAR AND MECHANICS

As educators, we know that students' development as writers is a complex process that is not necessarily linear. Therefore, we believe that grammatical concepts should be explored in-depth and reinforced through multiple strategies over time. As teachers, we've organized our grammar scope and sequence according to three categories: exposure (concepts and ideas students are exposed to without explicit instruction), introduction (skills and concepts that are introduced), and independence (skills that are expected to be used independently as an integral part of a student's writing process).

Skills Introduced in Second Grade:

- Use collective nouns (e.g., group).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and choose between them depending on what is to be modified.
- Use reflexive pronouns (e.g., myself, ourselves).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.

- Use punctuation to separate items in a series.
- 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 frequently occurring prepositions (e.g., during, beyond, toward).
- Use common, proper, and possessive nouns.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use determiners (e.g., articles, demonstratives: a, the, every).
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

MATHEMATICS

The **mission** of The Winnetka Public Schools mathematics program is to engage all students in a challenging curriculum of high quality mathematics.

We believe that **classroom community** engages students and supports the development of positive mathematical dispositions.

AN ENGAGING MATH ENVIRONMENT:

- Promotes a mindset of inquiry, risk taking, flexible thinking, and problem solving
- Fosters collaboration, communication, and critique as critical components of understanding
- Encourages multiple approaches, using tools and technology strategically
- Encourages analysis of a variety of solutions as well as misconceptions

We believe that **high quality instruction** is the foundation for the development of proficient mathematical learners.

HIGH QUALITY INSTRUCTION:

- Values students as individual learners
- Provides meaningful tasks
- Emphasizes process and understanding of mathematics to a level of depth appropriate for each learner
- Encourages students to learn from one another
- Provides time to develop perseverance, a level of expertise, and an appreciation of the connectedness

- of math concepts to the real world
- Endorses multiple methods for students to demonstrate understanding through the use of different modalities (manipulatives, pictures and models, oral and written language, real world situations, written symbols)

We believe that **high quality curriculum and assessment** allow for acquisition of knowledge, development of meaningful understanding, application and transfer of knowledge.

HIGH QUALITY CURRICULUM:

- Develops skills and concepts in tandem
- Applies concepts to real life contexts and new situations
- Values reflection as part of the learning process
- Is informed by research, state and national standards, and guided by national mathematics organizations

HIGH QUALITY ASSESSMENT:

- Encompasses a wide range of assessment techniques
- Is an ongoing process
- Provides feedback to inform student and teacher, resulting in the growth of all learners
- Addresses procedural skill and fluency, conceptual understanding, and application

LEARNING OUTCOMES/MATHEMATICAL PRACTICES

In grades K-8, the mathematics curriculum provides learning experiences that develop mathematically proficient students who can:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

GRADE 2 CRITICAL AREAS

- Extending understanding of base-ten notation.
- Building fluency with addition and subtraction.
- Using standard units of measure.
- Describing and analyzing shapes.

GRADE 2 OVERVIEW

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Add and subtract within 20.
- Work with equal groups to gain foundations for multiplication.

Number and Operations in Base Ten

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

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

SCIENCE

Mission

The mission of the Winnetka Public Schools science program is to foster children's curiosity in the world around them and empower them with the knowledge needed to interact with the world as scientists and engineers. Our students are encouraged to pose questions, investigate solutions, and justify their thinking. Children will collaborate with each other, engage in scientific and engineering practices, persevere, and creatively investigate phenomena and solve problems.

Beliefs

We believe in deep exploration of important concepts and the opportunity for students to develop meaningful understanding over time.

- Students will have sustained opportunities to identify their misconceptions, learn from mistakes and flexibly problem solve. As a result, students' ideas will evolve over time.
- Students will learn in a rigorous environment that requires perseverance.
- Students will work collaboratively to develop their understanding of science. They will communicate their thoughts, observations, inferences, and opinions using precise, scientific language.

We believe science and engineering require both

knowledge and practice because the NGSS practices, crosscutting concepts, and content are equally important.

- Students will be actively engaged in the scientific and engineering practices, which will be visible in the classroom.
- Students will use crosscutting concepts to connect knowledge from various disciplines (STEAM) into a coherent and scientifically based view of the world.
- Students will learn scientific content through hands on experiences and reflect to build understanding.

We believe children are born investigators and it is important to connect to students' passions and experiences to further spark their curiosity.

- Students will be creative designers and thinkers, further developing their sense of wonder and passion for the world around them.
- Students will have equitable access to science learning, materials, and experiences.
- Students will be challenged with scientific and engineering tasks that apply to the world they live in; these tasks will inspire lifelong learning and draw on children's motivation to engage with their surroundings.

We believe that, as educators, it is important to stay committed to our science curricular progressions to ensure a meaningful, coherent journey for each child K-8.

EARTH AND SPACE SCIENCE

Big Ideas: Earth's Systems: Processes That Shape the Earth

Students apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

Essential Questions

- How is Earth constantly changing?
- How do wind and water interact on Earth?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- Wind and water can change the shape of the land. *Things may change slowly or rapidly.*
- Design solutions can slow or prevent these changes. *Developing and using technology has impacts on the natural world.*
- There are different kinds of land and bodies of water on Earth. *Patterns in the natural world can be observed.*

Key Knowledge- Students will Know...

- Some events on Earth occur very quickly; others can occur very slowly.
- Wind and water change the shape of the land.

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
- Maps show where things are located. One can map the shapes and kinds of land and water in any area.
- Water is found in many types of places and in different forms on Earth.
 - Key Terms
 - Earth, land
 - water, ice
 - ocean, river, lake, pond
 - wind
 - map

Essential Skills- Students will be able to...

- Constructing explanations and designing investigations (multiple solutions)
- Developing and using models.
- Obtaining, evaluating, and communication information.

LIFE SCIENCE

Big Idea: Interdependent Relationships in Ecosystems

Students develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students compare the diversity of life in different habitats.

Essential Questions

- How do organisms live and grow?
- How do external structures of organisms enable life's functions?
- How do living organisms get what they need from the environment?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings - Students will Understand that...

- Plants depend on water and light to grow. *Events have causes that generate observable patterns.*
- Plants depend on animals for pollination and seed dispersal. *The shape and stability of structures of natural and designed objects are related to their functions.*
- There is a diversity of life in different habitats.

Key Knowledge- Students will Know...

- Plants depend on water and light to grow.
- Plants depend on animals for pollination or to move their seeds around.
- There are many different kinds of living things in any area, and they exist in different places on land and in water.
- Key Terms
 - organism, seed, plant
 - pollination, pollinator
 - honey bee
 - seed dispersal
 - habitat
 - evidence
 - Parts of a lab report for a Science Experiment: Title, Question, Hypothesis, Materials, Procedure, Data, Conclusion, Next Steps

Essential Skills- Students will be able to...

- Plan and carry out investigations.
- Develop and use models.

PHYSICAL SCIENCE

Big Ideas: Structure and Properties of Matter

Students develop an understanding of observable properties of materials and how properties of the materials relate to their use.

Essential Questions

- How can the structure, properties, and interactions of matter be explained?
- How can changes in matter be explained?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- Materials have observable properties. Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.
- Properties can be used to analyze and classify different materials. *Simple tests can be designed to gather evidence to support or refute student ideas about causes.*

Key Knowledge- Students will Know....

- Matter can be described and classified by its observable properties. Different properties are suited to different purposes.
- Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.
- Heating or cooling a substance may cause changes (reversible or irreversible) that can be observed.
- A great variety of objects can be built up from a small set of pieces.
- Key Terms
 - matter, states of matter
 - solid, liquid, gas
 - material
 - properties
 - reversible change
 - mixture
 - stability

Essential Skills- Students will be able to...

- Plan and carry out investigations.
- Analyze and interpret data.
- Construct explanations and design solutions.
- Engage in argument from evidence.

PHYSICAL SCIENCE

Big Ideas: Forces and Interactions

Students apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object. Students develop an understanding of observable properties of materials and how properties of the materials relate to their use in changing the motion of an object.

Essential Questions

- In what ways can objects move?
- How can one predict an object's continued motion, changes in motion, or stability?
- How are forces related to energy?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- Materials have observable properties.
- Different strengths or directions of pushes/pulls have an effect on the motion of an object.
- *Simple tests can be designed to gather evidence to support or refute student ideas about causes.*
- *A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.*

Key Knowledge- Students will Know....

- Pushes and Pulls have different strengths and directions.
- Pushes and Pulls can change the speed or direction of motion.
- Key Terms
 - pushing force, pulling force
 - motion
 - gravity
 - evidence
 - measurement
 - Parts of a lab report for a Science Experiment: Title, Question, Hypothesis, Materials, Procedure, Data, Conclusion, Next Steps

Essential Skills- Students will be able to...

- Plan and carry out investigations.
- Analyze and interpret data.
- Construct explanations and design solutions.
- Engage in argument from evidence

SOCIAL STUDIES

Mission Statement

In the social sciences, we recognize that we live in an increasingly interconnected world with varying beliefs, perspectives, and values. In modern times, it has become vital for individuals to learn to navigate and interpret the vast array of information they are exposed to on a daily basis. It is our mission to educate the youth of Winnetka to responsibly, respectfully, and actively evaluate that information; to understand the root causes of what they encounter in modern life and the circumstances that drive others to differ and to take action towards positive change as responsible citizens of a democracy.

Key Beliefs

The Committee established key beliefs that serve as drivers for the curriculum development process. The

key beliefs were used in concert with the new state standards in developing the curriculum framework documents.

- **Inquiry:** Children question the world around them, recognize societal issues, and develop meaningful investigations through inquiry.
- **Social Responsibility:** The classroom is a microcosm for social problem solving and change, where children develop skills and attitudes needed for fair play, cooperation, and self-expression. Students learn that together, human beings can make a difference.
- **Action-Democracy:** Social Studies provides opportunities towards developing reflective and active democratic citizens with the ability to understand and evaluate other viewpoints, who support a just and humane society, now and in the future.
- **Civics:** Develop responsible citizens in a global community through engagement in decision-making and consensus-building opportunities.
- **Cultural Awareness:** We believe in addressing past, current, and future challenges; to shine light into the darkness in the pursuit of understanding. Children will encounter and explore multiple viewpoints and perspectives to develop critical thinking, empathy, and compassion.

Illinois Social Studies Standards

The vision put forth by the new standards is to ***produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.***

The Illinois Social Studies Standards adopted in 2017 promote the acquisition of knowledge, but also promotes student participation as active members of our democracy. To this end, the standards document has been organized into two complementary categories, Inquiry and Disciplinary Concepts, to provide a framework for student success in the modern world:

Inquiry Skills

- Developing Questions and Planning Inquiries
 - Constructing Essential Questions
 - Constructing Supporting Questions
 - Determining Helpful Sources
- Evaluating Sources and Using Evidence
 - Gathering and Evaluating Sources
 - Developing Claims and Using Evidence
- Communicating Conclusions and Taking Informed Action
 - Communicating Conclusions
 - Critiquing Conclusions
 - Taking Informed Action

Disciplinary Concepts

- Civics
 - Civic and Political Institutions
 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws
- Geography
 - Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture
 - Human Population: Spatial Patterns and Movements
 - Global Interconnections: Changing Spatial Patterns
- Economics and Financial Literacy
 - Economic Decision Making
 - Exchange and Markets
 - The National and Global Economy
- History
 - Change, Continuity, and Context
 - Perspectives
 - Historical Sources and Evidence
 - Causation and Argumentation

UNIT ONE

ESSENTIAL QUESTION

- What are the essential components of a neighborhood?

SUPPORTING QUESTIONS

- What rules/values/expectations are important to our community?
- What can I do in my neighborhood?
- What takes me outside of my neighborhood?

TRANSFER GOAL

Students will be able to independently use their learning to become responsible, democratic citizens.

UNDERSTANDINGS- Students will understand...

- Different components of a community meet the needs of the community members.
- Community members are responsible for supporting each other through the development of rules/values/expectations.
- Community members have responsibilities to other individuals and the group as a whole.
- Neighborhoods are a smaller component of a village/town/city.

KEY KNOWLEDGE- Students will know...

- Characteristics that define their neighborhood (educational, recreational, governmental, commercial, and residential).

- Rules and expectations of the neighborhood community.
- Positive strategies for problem solving within a neighborhood.
- Factors (population, resources, geography) that influence the design of neighborhoods

ESSENTIAL SKILLS- Students will be skilled at...

- Contributing and maintaining of our neighborhood community.
- Naming relevant components in their neighborhood community.
- Problem solving for neighborhood communities.
- Identifying/naming establishments in their community
- Exploring a neighborhood map

UNIT TWO

ESSENTIAL QUESTION

- How has Winnetka changed over time?

SUPPORTING QUESTIONS

- What geographical features impact a community?
- Which events and people have had an impact on the development of Winnetka?
- What are the essential components of a community?

TRANSFER GOAL

Students will be able to independently use their learning to identify factors that influence changes in a community over time.

UNDERSTANDINGS- Students will understand...

- Communities, such as Winnetka, change over time.
- Geography, such as Lake Michigan, has an influence over communities.
- Historical events influence the development of a community.
- Technological advances influence the development of a community.
- Different components of a community meet the needs of the community members.

KEY KNOWLEDGE- Students will know...

- The names of influential people in Winnetka's history.
- The names of important locations in Winnetka's history.

- The meaning of the word "Winnetka".
- Historical events that influenced the development of and changes to Winnetka.
- The purpose of trail trees.
- The evolution of the Green Bay Trail to present day Green Bay Road.
- Community Infrastructure vocabulary (educational, recreational, governmental, commercial, and residential).

ESSENTIAL SKILLS Students will be skilled at...

- Identifying specific changes that have occurred in Winnetka.
- Locating important geographic features and Winnetka landmarks on a map.
- Recalling important Winnetka historical events that influenced its development.
- Explaining how Native Americans and early settlers traveled to and through Early Winnetka.
- Sequencing events in Winnetka's past.
- Comparing and contrasting Winnetka community infrastructure (including stores, schools, parks, etc.) from the past with current day.
- Classifying locations of Winnetka as educational, recreational, governmental, commercial, and residential.

UNIT THREE

ESSENTIAL QUESTION

- What are goods and services?

SUPPORTING QUESTIONS

- How do communities establish monetary value to goods and services?
- How does a community provide needed goods and services to its community members?
- What factors influence the goods a community produces?
- What factors influence the services a community provides?
- How do community members pay for goods and services?

TRANSFER GOAL

Students will be able to independently use their learning to analyze how the goods and services a community provides can enhance or limit everyday living.

UNDERSTANDINGS- Students will understand...

- Communities need goods and services to survive.
- Some goods or services are produced outside of our community.
- Currency is exchanged for goods and services or saved for future needs.

- Some services are provided to the whole community (fire/police/parks).

- Every community's resources impact the goods and services they provide.
- A community's economic status can influence its ability to provide goods and resources

KEY KNOWLEDGE- Students will know...

- The definitions of key terms (goods, services, money, currency, trade).
- Types of goods, services and currency.
- Characteristics of a rural, urban and suburban community as related to goods and services they typically produce.
- Characteristics of different currency/exchange/bartering systems.

ESSENTIAL SKILLS- Students will be skilled at...

- Distinguishing between a good and a service.
- Exchanging money for goods and services.
- Producing/providing needed goods and services.
- Recognizing a need for a good or service.
- Explaining how everyday living is enhanced or limited by the resources in one's community.
- Comparing and contrasting the implementation of goods and services in different communities.
- Identifying the goods and services their local community can and cannot provide.

FINE ARTS

LEARNING OUTCOMES

In grades K-8, the fine arts curriculum will provide learning experiences so that students:

- Understand the elements and qualities of a work of art and how they interact while developing skills as an audience.
- Experience a variety of processes and tools to create in arts media.
- Use appropriate critical skills to evaluate elements in works of art and use appropriate skills, tools, and materials to present ideas and feelings in performance.
- Demonstrate awareness of the differences in artistic styles of different periods of history and the connections between history and culture.

GRADE 2 EXPERIENCES

ART

Art is an essential part of a child's education. The Winnetka Public School Art education program's mission is to provide students with a nurturing environment essential to becoming lifelong creative and critical thinkers. Art studio time develops the whole child creatively, intellectually, socially and emotionally. Through studying past and present artists and practices, students learn to create, observe, discuss, interpret and analyze works at hand.

CONTENT

Our visual arts curriculum strives to develop art content that is appropriate to each grade level and reflects the child's individual interests. It must also reinforce that being taught by the classroom teacher.

Title: 2D/Drawing

Level: Grade 2

Art

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection, Intention</i> <i>Art History & Society</i></p>	<p>How do artists integrate the Elements and Principles of Design to create a work of art? How does one create visual texture and dimension on a 2D surface? How are artists influenced for their work?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: How to integrate the Elements and Principles of Design (i.e. texture, scale, dimension). K2: Art historical references.</p>	<p>U1: Simple techniques can create the illusion of texture and depth on a 2D surface. U2: Artists are influenced by other artists, visual culture, and society. U3: Integrating the Elements and Principles of Design in a composition create a successful work of art.</p>	<p>D1: Create the illusion of depth in a drawing. D2: Identify and create a horizon line in a composition. D3: Identify and produce visual texture. D4: Use source material as influence for subject matter. D5: Identify art historical references.</p>	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines.

Title: 3D

Level: Grade 2

Art

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection,</i> <i>Intention</i> <i>Art History & Society</i></p>	<p>How does one create a 3D sculpture using clay as well as a variety of other materials? What are the three dimensions?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: How to build forms using score & slip, and additive & reductive methods. K2: A variety of other materials can be used to create 3D sculptures. K3: The 3 dimensions are height, width, and depth. K4: Art historical references.</p>	<p>U1: Two pieces of clay are connected using score and slip. U2: Clay forms are built using additive and reductive methods. U3: A variety of other materials can be used to create 3D work (papier-mâché, plaster, found objects, etc.) using construction and assemblage.</p>	<p>D1: Build clay forms using additive and reductive methods, and slip & score. D2: Build, construct, and assemble 3D forms using other materials. D3: Identify art historical references.</p>	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines.

MUSIC

Students will acquire a lifelong interest in and appreciation of music through active exploration, engagement, and reflection.

Title: Composing/Creating Level: Grade 2 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Creating and Sharing</i> <i>Fundamental Skills</i> <i>Listening and Observing</i></p>	<p>How can improvisation help and be used in our compositions? How can other musicians play our compositions? How do composers choose instruments to express ideas? Why do composers choose specific instruments in their compositions?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: How to select a variety of instruments to create small compositions. K2: Different ways of improvising. K3: Beginning ways of showing musical notation. K4: Form in composition may include: -Beginning, Middle, End -ABA, AB, ABACA K5: Terms: -Improvisation -ABA, AB, Rondo form -Timbre (of classroom instruments)</p>	<p>U1: Composition is a multi-step process that requires an initial idea, trying out different musical ideas, practice, and reflection. U2: Compositions can be organized in many different ways. U3: Improvisation is a tool used to invent and develop musical ideas for our compositions. U4: Music that is created can be remembered by musical notation.</p>	<p>D1: Compose and improvise more sophisticated pieces and accompaniments alone and in groups. D2: Combine tone colors to create original compositions. D3: Transcribe compositions using western and invented notation. D4: Use improvisation as a tool to musically experiment and to develop ideas for composition. D5: Use and apply an increasing number of skills learned in rhythm, form, and melody in compositions. D6: Listen to and begin to analyze compositions created by peers.</p>	

National Standard 3: Improvising melodies, variations, and accompaniments; National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances; National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts; National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Listening**Level: Grade 2****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Listening and Observing</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i>	Why do composers choose specific instruments in their compositions? What helps you as a listener to know when something in the music has changed?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Instruments can be combined to create unique colors of sound. K2: Sound is produced differently in each family of instruments. K3: Music can be organized into different sections. K4: There are a variety of musical elements that make up music (i.e., melody, harmony, rhythm, form, dynamics, tempo, timbre).	U1: Musical elements are thoughtfully combined and can be identified in a piece of music. U2: Composers are careful listeners and make conscious decisions that guide the audience through a musical experience.	D1: Identify some of the primary instruments that are heard in a piece of music. D2: Physically move differently to contrasting sections of the music (i.e. AB, verse/chorus). D3: Describe in non-musical terms the elements of the music heard in a piece of music.	

National Standard 6: Listening to, analyzing, and describing music

National Standard 7: Evaluating music and music performances

National Standard 9: Understanding music in relation to history and culture

Title: Playing**Level: Grade 2****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills</i> <i>Creating and Sharing</i> <i>Listening and Observing</i>	How do instruments make their unique sounds? How do we play instruments expressively?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: How instruments make their sounds. K2: Instruments can be played expressively. K3: The proper way to play most melody and rhythm classroom instruments. K4: Percussion instruments can play rhythms using beginning notation and icons.	U1: Instrumental sounds are made by vibrations, which can be created in many different ways. U2: The way in which an instrument is played affects the expressiveness of the music.	D1: Make simple instruments based on knowledge of how traditional instruments make their sound. D2: Select and play instruments sensitive to tempo, dynamics, mood, and form. D3: Create and play simple accompaniments on melody and rhythm instruments.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Reading**Level: Grade 2****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	Why do we have notation? What does notation represent? How do we know how to perform a piece the way a composer wanted it to be performed?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Traditional rhythmic notation and their corresponding rhythmic syllables: -Quarter note (ta) -Eighth note (ti-ti) -Half note (ta-a) -Quarter rest (rest) K2: Common musical symbols found in a score: -Repeat sign -Time signature -Treble clef -Staff -Dynamic markings (i.e., <i>p</i> , <i>f</i>) -Bar line K3: How to follow a musical text. K4: Pitch syllables, numbers, and/or letters are ways to represent musical notes.	U1: Rhythm can be represented by symbols that can be read by all musicians. U2: Rhythms we read and play often move in groups of two or three. U3: Pitches can be represented by symbols (i.e., numbers, syllables, letters). U4: Composers use notation and symbols to convey and preserve their compositions for future use.	D1: Move to, clap and perform a varied repertoire of rhythms (i.e., quarter notes, eighth notes, half notes). D2: Move to and begin to identify music in meters of two or three. D3: Identify a written rhythm upon hearing it. D4: Use invented or learned notation to write down rhythm patterns and/or compositions. D5: Follow melodic movement on a staff with their finger.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Singing

Level: Grade 2

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<i>Music and Culture</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i> <i>Listening and Observing</i>	How do songs and singing vary across cultures? How are the notes we sing organized? How can one use their voice to be expressive?	
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...
K1: Good singing includes: -Posture -Breath -Diction K2: A repertoire of songs relating to their world. K3: Notes, when combined, can form a melody.	U1: Physical practice impacts the quality of singing. U2: Songs are a creative expression of the world around them. U3: Different cultures have songs that have unique sounds and characteristics. U4: The notes we sing are organized into melodies.	D1: Demonstrate and identify good singing habits D2: Sing unison songs, as a class and in groups, related to their classroom curriculum. D3: Sing melodic patterns by rote, syllable or numbers. D4: Expressively sing and listen to a varied repertoire of songs that are from their own and other cultures. D5: Sing using a variety of dynamic markings.

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

STRINGS PROGRAM

The Elementary Strings program is based on the Suzuki Method (Suzuki in the Schools) while incorporating some traditional methods, through a step-by-step repertoire sequence, enhanced by recordings. Students learn in a positive, supportive environment to achieve musical success. Students may select to play violin, viola, or cello at any point during grades 1, 2, 3, or 4. The curriculum is differentiated according to a student's readiness, age, and instrument.

Students participate in one 30-minute small group lesson a week. Parent attendance is strongly recommended for lessons. Students also participate in a one-hour, large group lesson during lunch on a bi-monthly schedule.

Title: Instrument Skills Level: 2nd Year Student Elementary Strings

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Music/Culture</i> <i>Fundamental Skills</i> <i>Creating and Sharing</i> <i>Listening/Observing</i></p> <p><i>Instrument posture</i> <i>Left & Right hand techniques</i> <i>Ensemble Awareness</i> <i>Performance/Audience Etiquette</i></p>	<p>How does how I hold my instrument affect the sound? How do bowings influence how the music sounds individually and in a group? Why is intonation important to sound production? How does watching the leader and listening help us play together? Why is proper behavior so important for the group performance class? Why is practicing important?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: The appropriate skills to take the instrument out of the case and set it up properly and proper care/maintain it. K2: The individual names of instrument/bow parts. K3: The basic notes types: whole, half, quarter, eighth. K4: Note names and corresponding finger placement. K5: Different ways to play instruments: Bow/Pizzicato. K6: Steady beat and rhythm. K7: Basic bowing: Articulations (staccato, legato) and Direction (down up). K8: Basic bow divisions. K9: Basic dynamics. K10: Expected performance and audience behaviors. K11: Basic ensemble/listening skills. K12: Expected practice routine.</p>	<p>U1: Posture and placement of hands and fingers affect sound. U2: Bowings influence the style and sound of the music. U3: Steady beat and rhythm are integral to playing music correctly. U4: Performers and audience members are expected to follow rules of respectful listening and appropriate performance etiquette. U5: Practicing one's assignment is essential to skill development and growth.</p>	<p>D1: Place instrument in correct position. D2: Play with both hands in the correct position. D3: Demonstrate correct placement of bow on the instrument. D4: Demonstrate knowledge of notation by correct finger placement. D5: Demonstrate knowledge of basic rhythms. D6: Demonstrate basic bowings. D7: Show proper behavior in lunch bunch. D8: Demonstrate the ability to listen to others. D9: Demonstrate basic ensemble playing skills. D10: Show progress on weekly assignments.</p>	

National Standard 1: Singing and playing alone and with others, a varied repertoire of music; National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music; National Standard 5: Reading and notating music; National Standard 6: Listening to, analyzing, and describing; National Standard 7: Evaluating music and music performances

KINETIC WELLNESS

The mission of the Winnetka Kinetic Wellness department is to maintain a program that fosters growth of the whole child in the physical, cognitive, and social and emotional domains by exposing our students to a wide variety of health, sport, fitness and team-building concepts to instill a love for life-long activity, fitness, and recreation.

Kinetic Wellness Department Beliefs

Health and Wellness

It is important for students to...

- Understand the components of physical fitness: cardiovascular, muscular strength, muscular endurance, and flexibility
- Reflect on their own personal fitness levels
- Develop an understanding of lifetime fitness concepts

Physical Development

It is important for students to...

- Explore a variety of Kinetic Wellness strands through teamwork, communication, and cooperation
- Engage in age-appropriate skill development that challenges students to progress from grades K-8
- Allow students the opportunity for play

Community and Civic Responsibility

It is important for students to...

- Present themselves as responsible members of the community by demonstrating good character and sportsmanship
- Persevere through difficult decisions and reflect effectively on those decisions
- Learn in a safe space through the development of a respectful learning community

Social-Emotional

It is important for students to...

- Build on-going positive relationships through communication, acceptance, and compromise
- Identify positive choices and understand how those choices will strengthen the classroom and themselves
- Recognize taking risks is an opportunity for growth
- Accept challenges with a positive attitude

Students will experience units in the following strands of KW in Grade 2:

- Physical Fitness
- Health and Wellness
- Team Sports
- Individual/Dual Sports
- Dance and Movement

LEADERSHIP DEVELOPMENT & SOCIAL EMOTIONAL LEARNING

Social-emotional learning nurtures children’s capacity to become empathetic, accepting, and responsible citizens. Children learn to embrace struggles as opportunities for growth, develop self-awareness, and solve problems. Ultimately, social-emotional learning is the foundation of *all* learning — as emotional well-being is essential to healthy, productive engagement in society.

Belief Statements

Communication

- We believe socially competent children effectively communicate their thoughts and feelings and actively listen to others.

Community

- We believe children deserve an emotionally safe environment for learning.
- We believe socially competent children honor individuals, accept differences, and work collaboratively.
- We believe children have a responsibility to be contributing members of society.

Empathy

- We believe through the cultivation of empathy, we teach acceptance.
- We believe taking the perspective of others encourages respectful interactions.

Self-Management and Awareness

- We believe children can learn to identify, manage, and regulate their emotions.
- We believe that children who are aware of their choices understand how those choices can affect others.
- We believe reflection helps children develop an awareness of their personal strengths and weaknesses.

Relationships

- We believe that relationship building is an ongoing developmental process.
- We believe children develop relationships through the capacity to compromise, be flexible, and resolve conflicts.

Resiliency

- We believe resilient children are willing to take risks.
- We believe resilient children embrace challenges, persevere, and view mistakes as powerful opportunities for growth.

RESOURCE CENTER

The Resource Center strives to provide information online and through print resources to staff and students. Classes visit the Resource Center beginning in kindergarten through fourth grade once a week for an hour. Students are taught throughout the year how to navigate the library and select fiction and nonfiction books using our App *Researcher*. All students enjoy being read to, and the library staff is always sharing the latest books and series each month. The Resource Center also participates in the Illinois State Monarch and Bluestem book awards each year.

In addition to offering a rich library environment, students are introduced and taught a variety of technology skills using various devices. Students learn new Apps, software programs and educational online references to supplement all curricular areas. Keyboarding is introduced in first and second grades, and more intensive keyboarding lessons are taught to third and fourth graders three times a year.

The MakerSpace provides S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) hands-on activities throughout the year. The MakerSpace fosters creativity, imagination, tinkering, exploration and problem solving.

WORLD LANGUAGE

VISION AND BELIEFS

The vision of the World Language program is to empower students to acquire language to communicate, understand, learn, create, and cooperate with others. In order to understand people and cultures and foster democratic participation both locally and globally, students must have the opportunity to develop language and cultural skills in other languages. By enhancing critical thinking skills, language acquisition also fosters greater awareness and sensitivity, preparing and encouraging citizens to participate in a globally interconnected 21st Century.

GOALS

Winnetka World Language students will...

- Acquire language by participating in a well-articulated 1st-8th grade World Language Program.
- Cultivate the language skills, vocabulary and grammar needed for functional language proficiency.
- Gain confidence in the target language by interacting in oral and written contexts beginning in first grade
- Use the target language in classroom communication.
- Develop and nurture a lifelong interest in language learning and cultural exploration.
- Understand the diversity and commonality among cultures of the world and appreciate the values and beliefs of all people.

Title: La Familia

Level: 2nd Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>	
Communication Cultures Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<ol style="list-style-type: none"> 1. Family: la familia, la madre, el padre, el hermano, la hermana, animal 2. Verbs: tiene, va a, camina, corre, quiere, es 	<ol style="list-style-type: none"> U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition. U3. Languages do not translate literally. U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning. U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning. U6. Careful listening helps me replicate sounds. U7. Good readers look for words they know, and exploit pictures and context clues. U8. Gestures and word associations help me remember Spanish. 	<ol style="list-style-type: none"> 1. Name family members in a story. 2. State number of people in family. 3. Understand a simple mini-story. 4. Act out mini-scenarios. 5. Tell where people are going. 6. Follow commands (run, walk). 7. Answer questions and describe a family when shown a picture. 8. Draw a picture reflecting comprehension.

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 4.1

Title: El Viaje

Level: 2nd Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>	
Communication Cultures Connections Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
1. Modes of transportation: El bús, el avión, el carro/el coche 2. Verbs: vive, quiere ir, dice, me gusta, sube, baja K3. Numbers through 20	U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition. U3. Languages do not translate literally. U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning. U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning. U6. Careful listening helps me replicate sounds. U7. Good readers look for words they know, and exploit pictures and context clues. U8. Gestures and word associations help me remember Spanish.	1. Answer questions about where they live/want to go. 2. Understand/dramatize a simple mini-story. 3. Respond to comprehension questions. 4. Describe vehicles by size and color. 5. Answer questions about what you like. 6. Draw a picture reflecting story comprehension.

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>	
Communication Cultures Connections Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
1. State of being: tiene calor, tiene frío 2. Seasonal clothing 3. Verbs: necesita, puede, tiene, lleva, pone	U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition. U3. Languages do not translate literally. U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning. U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning. U6. Careful listening helps me replicate sounds. U7. Good readers look for words they know, and exploit pictures and context clues. U8. Gestures and word associations help me remember Spanish.	1. Describe/name clothing items. 2. Understand a simple mini-story. 3. Illustrate/ dramatize mini-scenarios . 4. Respond to comprehension questions. 5. Follow commands for dress up.

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 4.2

