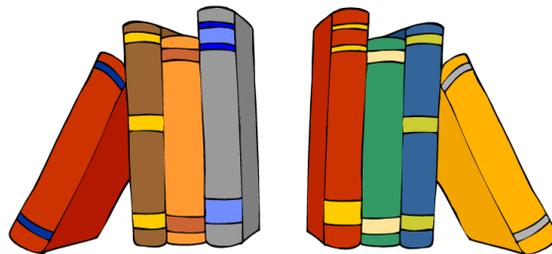


Torrington Public Schools
Curriculum
2nd Grade

Our mission is to ensure that each student will reach their highest levels of academic achievement within a safe and welcoming environment, where they are prepared to meet the challenges of the 21st Century world. Instruction is relevant and rigorous, meeting students' academic, social, and emotional needs. Administrators and teaching staff inspire students to rise to this high standard of excellence. Administrators and teachers monitor student progress and achievement through consistent data analysis, providing the basis for future goals and programs.

Site administrators are role models and coaches who work with their staff in order to improve instruction and motivate others. All routine meetings, administrative or site based, are a reflection of best practices. These meetings are well planned interactions and opportunities for learning. The insights that result from these gatherings allows staff to be better informed as they interact with students, parents, and community members. They also build the capacity of all staff, leading to enhanced learning networks, and collaborative problem solving.

During the early release day once a month, staff members participate in Professional Learning Communities which allows them to enhance their practice. These learning experiences occur the third Thursday of each month. In addition, administrators participate in monthly meetings where they are involved in trainings on pertinent issues and skill enhancement.



LITERACY:

The Torrington English/Language Arts curriculum supports the development of proficient, engaged readers and writers. It integrates the Connecticut Core Standards (CCS) in English/Language Arts into a balanced literacy approach that includes reading workshop, writing workshop, and word study. In reading the curriculum focuses on the five domains of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

By the end of Grade 2, students will be able to:

- Pay close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, when, why, and how questions
- Determine the lesson or moral of stories, fables, and folktales
- Use text features to locate key facts or information efficiently
- Retell key information or ideas from media or books read aloud
- Write an opinion about a book he or she has read, using important details from the materials to support that opinion
- Write stories that include a short sequence of events and include a clear beginning, middle, and end
- Participate in shared research projects
- Take part in conversations by linking comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic
- Produce, expand, and rearrange sentences
- Determine the meaning of new words formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless)



MATH:

In Grade 2, instructional time focuses on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. (www.corestandards.org)

Instructional experiences focus on engaging students in problem solving, exploring, analyzing, discussing, and applying mathematical concepts and strategies in order to develop a deep understanding of mathematical concepts.

By the end of Grade 2, students will be able to:

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.
- Understand place value.
- Use place value understanding and properties of operations to add or subtract.

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



SCIENCE:

All Next Generation Science Standards address the following components: Physical, Life, Earth, Space and Engineering. These standards were created to better prepare students for the careers and life in the 21st Century world. Second grade students will explore these different thematic units: Matter: How do we design better products?; Habitats: Study of habitats and survival; Plate tectonics: changes and patterns in the environment due to water and wind. All of the instructional experiences are student centered, focusing on asking questions, using observations and models, analyzing data and carrying out investigations.



SOCIAL STUDIES:

The Connecticut Social Studies Frameworks are focused on four essential components: Civics, Economics, Geography, and History. The goal is to ensure our students are prepared to become active citizens, who are well informed and can make thoughtful decisions regarding their lives and their role in the community and the nation. Social studies instruction is inquiry based, involving integration of the arts and humanities. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. In second grade, students examine the concept that ALL people can make a difference; the use of maps, globes, the rights and responsibilities of groups; perspectives on the past; local history; and how economic decision-making shaped the past.

LIBRARY:

We are fortunate to have library media specialists who teach lessons in library and technology skills to students on a weekly basis. This instruction provides foundational skills for students. The library media specialists also foster a love of learning and of books!

Second grade students learn about library rules and check-out procedures; call numbers, spine labels and specific library sections; basic book search, book availability; title, author, series and keyword search.

TECHNOLOGY:

In second grade, students learn home keys and hand placement; on-line safety; what to check when the computer doesn't work; right click of the mouse features.

Coding: Identify a problem, ask questions and solve the problem with an algorithm; create a real-world problem to be solved

ART, MUSIC, PE:

At Torrington Public Schools, Art, Music and PE are integral to a balanced educational program. Students receive 45 minutes of Art, 30 minutes of Music and PE each week. PE is scheduled twice a week in every grade except third. In third grade, students have 30 minutes of recorder once a week instead of PE twice a week. This experience allows them to prepare for playing a musical instrument in fourth and fifth grade. Playing a musical instrument has been linked to increased academic achievement. The Torrington Community has been recognized as one of the Nations' Best Communities for music for over a decade.