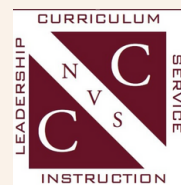


**NORTHERN VALLEY  
SCHOOLS CONSORTIUM**

**CURRICULUM OBJECTIVES:  
GRADE TWO  
2022-2023**

**Closter, Demarest, Harrington Park, Haworth, Northvale, Norwood,  
Old Tappan, and the Northern Valley Regional High School District**



# **NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS**

**Mr. Vincent McHale, Superintendent, Closter Public Schools**

**Mr. Michael Fox, Superintendent, Demarest Public Schools**

**Dr. Adam Fried, Superintendent, Harrington Park Public School**

**Dr. Peter Hughes, Superintendent, Haworth Public School**

**Mr. Michael Pinajian, Superintendent, Northvale Public School**

**Mr. Kevin Ulmer, Superintendent, Norwood Public School**

**Dr. Danielle Da Giau, Superintendent, Old Tappan Public Schools**

**Mr. James Santana, Superintendent, Northern Valley Regional High School District**

**Ms. Kathleen O'Flynn, Director, Northern Valley Office of Curriculum and Instruction**

**This document was prepared by the Northern Valley Office of Curriculum and Instruction**

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# LANGUAGE ARTS

## Reading Literature

Students will be able to:

- Increase personal reading stamina
- Make inferences with supportive text evidence
- Determine important events to be included in a retelling
- Develop personal reading preferences
- Use various structures to write about their thinking in stories
- Read age-appropriate materials with fluency and accuracy
- Identify and discuss literary elements such as character, setting, plot, problem, and solution
- Connect character, setting, and plot to real-life situations

## Reading Foundation Skills

Students will be able to:

- Demonstrate understanding of the organization and basic features of print
- Apply basic rules of capitalization and punctuation
- Recognize the purpose of a paragraph
- Distinguish long and short vowels when reading regularly spelled one-syllable and multisyllabic words
- Know spelling-sound correspondences for additional common vowel teams
- Decode words with common prefixes and suffixes
- Identify words with inconsistent but common spelling-sound correspondences
- Recognize and read grade-appropriate irregularly spelled words
- Develop a vocabulary of 500-800 regular and irregular sight words
- Apply learned skills to determine if the text makes sense without prompting
- Read on-level text with purpose and understanding
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## Reading Informational

Students will be able to:

- Distinguish between fiction and informational text
- Identify the main idea and supporting details in informational texts
- Use a variety of structures to write about their thinking
- Identify and use text features to facilitate understanding of informational text
- Use graphic organizers to summarize information
- Link new information from text to previous experience and knowledge
- Use context clues and prior knowledge to identify unfamiliar words

## Reading Writing Language

Students will be able to:

- Know and use the rules that govern common grammar
- Write, expand, and rearrange complete simple and compound sentences
- Use commas in greetings and closings of letters
- Use grade-level capitalization rules
- Use an apostrophe to form contractions and frequently occurring possessives
- Know and use grade level spelling patterns and generalizations
- Compare formal and informal uses of English
- Use sentence level context clues to determine the meaning of a word or phrase.
- Determine meaning of a new word when a known prefix is added to a known word
- Use a known root word to determining meaning of an unknown word with same root
- Use knowledge of meaning of individual words to predict meaning of compound words
- Identify real-life connections between words and their use
- Distinguish shades of meaning
- Know spelling – sound correspondence for common vowel teams
- Decode words with common prefixes and suffixes
- Recognize and read grade-appropriate irregularly spelled words
- Read age-appropriate material aloud with fluency and accuracy
- Reread to monitor for understanding

## Speaking and Listening

Students will be able to:

- Participate in discussions around a common topic, and respond appropriately to comments made by others
- Ask relevant questions for clarification and understanding
- Follow one- and two-step directions
- Restate oral information in a logical and understandable sequence
- Present brief oral reports using language that is clear, audible, and engaging

## Writing Informational

Students will be able to:

- Understand the purpose of informational text
- Write an informational text about a topic of expertise
- Use the stages of the writing process, including prewriting, drafting, revising, and publishing
- Develop a paragraph with a topic sentence, details, and a conclusion
- Use basic transition words such as first, next, last, etc., to connect ideas
- Use available technology and visual media to convey meaning
- Use simple checklists and rubrics to improve writing

## Writing Narrative

Students will be able to:

- Use the stages of the writing process including prewriting, drafting, revising, editing, and publishing
- Elaborate and support written content with details and descriptions
- Discuss the traits of quality writing (i.e., ideas, organization, word choice, voice, etc.)
- Write and illustrate a narrative story with a beginning, middle, and end
- Write in complete sentences
- Use appropriate ending punctuation in independent writing
- Apply phonetic rules and syllabication when spelling unfamiliar words
- Use available technology to produce and publish writing



The mission of the school library media center program is to provide an inclusive environment that promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implements instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grade 2 will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources
- Demonstrate ethical and safe use of the Internet and electronic resources
- Demonstrate appropriate use and care of materials
- Learn how to identify, locate, select and access print and non print materials
- Identify, locate and utilize the parts of books: print and electronic
- Understand that fiction and non-fiction books can be used as resources for recreational reading
- Understand that libraries provide diverse collections of information presenting many viewpoints
- Identify, locate, select and utilize dictionaries/Thesauruses from the reference collection
- Understand that fiction and nonfiction books can be used as resources for research and class assignments
- Utilize technological resources as available and appropriate
- Utilize computer applications and software (i.e., databases, spreadsheets, presentations, and word processing) as needed
- Perform a basic search by (a) Author, Title Subject; (b) Keyword
- Utilize electronic resources (i.e., eBooks, apps, etc.)

- Identify, locate, select and utilize fiction and nonfiction literature
- Perform a basic search by (a) Author, Title Subject; (b) Keyword and assess results
- Understand and utilize single user and/or networked information resources (i.e., menu bars, help screens, search strategies, print, save, send/attach)
- Understand and use the internet to locate, evaluate, print, and save information
- Identify, locate, select and utilize dictionaries/Thesauruses and Encyclopedias from the reference collection.
- Identify, locate, select and utilize electronic reference materials, (i.e., online databases, encyclopedias, EBSCO, etc.)



### **Expected Skills Entering Grade 2:**

- Fact practice
- Fact families
- Skip counting
- Number patterns
- Number sense
- Friends of 10 (facts that make 10)

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Use addition and subtraction within 100 to solve one- and two-step word problems
- Fluently add and subtract within 20 using mental strategies
- Explain and determine whether a group of objects (up to 20) has an odd or even number of members
- Work with equal groups of objects to gain foundations for multiplication

### Number and Operations in Base Ten

- Understand place value
  - Count within 1000; skip-count by 5s, 10s, and 100s
  - Compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols
- Use place value understanding and properties of operations to add and subtract

### Measurement and Data

- Measure the length of an object by selecting and using appropriate tools
- Measure and estimate lengths in standard units
- Relate addition and subtraction to length

- Work with time and money
- Represent and interpret data
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories

## Geometry

- Reason with shapes and their attributes
- Partition a rectangle into rows and columns of same-size squares
- Partition circles and rectangles into two, three, or four equal shares



## **CREATING**

- Improvise rhythmic and melodic patterns and musical ideas for a specific purpose
- Generate musical patterns and ideas within the context of a given tonality and meter
- Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent
- Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas
- Interpret and apply personal, peer, and teacher feedback to revise personal music
- Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or an informal audience

## **PERFORMING**

- Sing with good posture, breath control, from memory, and articulation
- Demonstrate beat vs. rhythm while playing various classroom instruments
- Demonstrate knowledge of music concepts in music from a variety of cultures selected for performance
- When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation
- Demonstrate understanding of expressive qualities and how creators use them to convey expressive intent
- Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances
- Perform appropriately for the audience and purpose
- Perform music from other cultures and sing songs in other languages



## RESPONDING

- Demonstrate musical perception by describing or answering questions about music heard while using appropriate arts-related vocabulary
- Identify and describe simple musical forms
- Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
- Describe how specific music concepts are used to support a specific purpose in music
- Apply personal and expressive preferences in the evaluation of music for specific purposes
- Practice employing audience behavior

## CONNECTING

- Use the expressive and rhythmic elements of music-making in interpretive readings
- Explain how music reflects historical and social events and movements
- Acknowledge the relationships between music and mixed media arts
- Describe and compare characteristics of various genres of Western art and music
- Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent
- Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.



# PHYSICAL EDUCATION

## MOVEMENT CONCEPTS AND SKILLS

### Manipulative & Non-manipulative movements & skills

- Demonstrate and follow the proper cues for manipulative movements and execute the skill (i.e., throw, catch, strike, collect, kick, dribble and volley)
- Explain the difference between offense and defense
- Demonstrate appropriate behavior while participating in and viewing games, sports, and other movement activities
- Demonstrate basic safety rules throughout activities and understand the importance of how they contribute to a safe environment
- Adjust and correct movements and skills in response to feedback
- Demonstrate non-manipulative skills (i.e., turn, twist, roll, balance, jump, land, stretch, curl, climb)
- Demonstrate all skills during individual play, team games, and leisure activities

### Team building activities

- Work together to accomplish a common goal
- Brainstorm ideas and evaluate outcomes
- Demonstrate appropriate behavior while participating in and viewing games, sports, and other movement activities
- Explain characteristics of good sportsmanship
- Differentiate when to use cooperative and competitive strategies during group activities
- Demonstrate kindness towards self and others

### Physical fitness activities

- Jump rope
- Participate in physical fitness activities such as body weight exercises and running
- Explain the importance of physical fitness

### Pathways, body shapes, personal and general space

- Find own personal space and stay in it
- Travel in and differentiate between different pathways (i.e., straight, zig-zag, curved)
- Identify different body shapes
- Demonstrate basic safety rules throughout the class and understand the importance of rules for a safe environment

### Rhythmic activities & locomotor & non-locomotor

- Perform and differentiate between all locomotor movements properly (i.e., walk, run, jump, hop, gallop, skip, slide, leap, chase, flee, dodge)
- Perform and differentiate between all non-locomotor movements properly (i.e., bending, stretching, twisting, curling)
- Participate in rhythmic activities and transfer body weight
- Control bodies when stationary and non-stationary
- Respond in movement to changes in tempo, beat, rhythm, or musical style

### Mindfulness

- Perform balance, deep breathing, stretching, flexibility, and mindfulness exercises

### Goal Setting

- Develop and execute a fitness or personal goal
- Develop and execute a team goal
- Demonstrate strategies used in achieving goals
- Brainstorm ideas and evaluate outcomes

## **NUTRITION**

### Fruits and Vegetables/Food Groups

- Identify the five different food groups
- Categorize foods according to their food group on MyPlate

## Healthy vs Unhealthy Habits

- Differentiate between healthy and unhealthy eating habits
- Explain why eating healthy foods is good for bodies
- Categorize foods as woaah, slow, or go foods

## **PERSONAL WELLNESS**

### Creativity

- Create, tweak, and implement new games involving whole body locomotor activity
- Devise plans and execute for success in a variety of activities

### Decision Making/Problem solving

- Work alone or in groups to solve movement puzzles within the rules of the activity
- Modify with partners or in group activities for greater success/participation

### Focus and Concentration

- Work out an order for dealing with information or tasks
- Block out external distractions while focusing on important elements of activity or instructions

### Cue Recognition

- Move fluidly between multiple external cues ( i.e., music, teacher, peer commands)
- Sustain effort for longer periods of time taking note of internal cues whilst demonstrating perseverance



### Drugs and Diseases

- Name and demonstrate ways to prevent the spread of germs
- Identify ways in which drugs can be harmful
- Identify what medicines are, how they are used, and the importance of utilizing medications properly
- Discuss the effects of tobacco, alcohol, and drugs on an individual's health
- Explain the difference between prescription medicine and over-the-counter medicine

### Healthy Relationships

- Explain what characteristics make a bully and identify how teasing and taunting are harmful to one's mental and physical health

- Identify different kinds of relationships that people have
- Differentiate types of friendship and identify that friends are important throughout life
- Identify physical similarities and differences between genders
- Recognize when and how to seek help when feeling ill, scared, sad, lonely, or bullied
- Explain the steps to making effective health decisions, including thinking before acting, and how this affects one's health
- Distinguish the roles and responsibilities of different family members
- Compare and contrast how individuals and families attempt to address basic human needs

### Safety

- Review simple first aid procedures, including getting help and calling 911, contacting poison control, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts
- Recommend safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults
- Discuss how parents, peers, and the media influence health decisions
- Summarize the various forms of abuse and ways to get help
- Examine safe unsafe behaviors and their impacts when traveling in vehicles, as a pedestrian, and when using other modes of transportation

### Social-Emotional Learning

- Explain how personal feelings can affect wellness
- Explain that a person's character and values are reflected in the way the person thinks, feels, and acts
- Demonstrate respect for varying ideas and opinions
- Determine ways to cope with rejection, loss, and separation
- Summarize and explain healthy ways to manage challenging situations



### Unit 1: Relationships in Habitats

In this unit of study, students develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students also compare the diversity of life in different habitats. The crosscutting concepts of cause and effect and structure and function are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in planning and carrying out

investigations and developing and using models. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

## Unit 2: Properties of Matter

In this unit of study, students demonstrate an understanding of observable properties of materials through analysis and classification of different materials. The crosscutting concepts of patterns, cause and effect, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and analyzing and interpreting data. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

## Unit 3: Changes to Matter

In this unit of study, students continue to develop an understanding of observable properties of materials through analysis and classification of different materials. The crosscutting concepts of cause and effect and energy and matter are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in constructing explanations, designing solutions, and engaging in argument from evidence. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

## Unit 4: The Earth's Land and Water

In this unit of study, 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. The crosscutting concept of patterns is called out as an organizing concept for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

## Unit 5: Changes to Earth's Land

In this unit of study, students apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change. The crosscutting concepts of stability and change; structure and function; and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in asking questions and defining problems, developing and using models, and constructing explanations and designing solutions. Students are also expected to use these practices to demonstrate an understanding of the core ideas.



## Communities, Conflict, and Problem Solving

- Identify how the government functions in multiple ways
- Explain individual responsibilities in a democratic society
- Utilize primary sources that show varying perspectives
- Compare how communities change over time
- Compare how past events, innovation, and individuals impact the present
- Investigate problem-solving and collaboration techniques
- Identify how stereotypes and prejudice cause conflict
- Describe and explain the political, economic, and social contributions of LGBTQ+ individuals and persons with disabilities and the APPI community as relevant to instruction and grade level

## Goods and Services

- Describe how goods and services move from place to place
- Explain why supply and demand influence our economy
- Identify reasons why people and countries trade around the world
- Recognize how savings, debt, and investment impact individual lives
- Discuss why a favorable economy utilizes human capital, physical capital, and natural resources
- Identify goods produced domestically and abroad
- Understand that some people have more than others
- Compare and contrast the wants and needs of communities
- Explain how scarcity and choice influence decisions made by individuals and communities
- Understand that consumers are buyers, and producers are workers and sellers
- Explain how incentives motivate producers and consumers
- Explain how producers and consumers can exchange goods and services
- Distinguish between goods and services
- Identify the basic goods and services a family needs for everyday life
- Identify uses of natural resources
- Examine how access to natural resources affects people's daily life
- Explain what it means to "earn" and "save" money
- Compare and contrast transportation in the past and present
- Identify the modes of communication used to transmit ideas

## People and the Environment

- Describe how human activities affect the cultural and environmental characteristics of different regions
- Illustrate the culture and environmental characteristics of different regions in New Jersey and the United States
- Identify positive and negative attributes of living in different locations

- Discuss how ideas, goods, and people are distributed in multiple ways
- Understand cultural and physical characteristics of regions using google maps
- Identify and locate the seven continents and four oceans
- Compare and contrast information that can be found on different types of maps, and determine when the information is useful
- Use physical and political maps to identify locations and spatial relationships of places in local and nearby communities
- Identify and use the elements of a map including the map key, compass rose, and symbols.
- Plan a project to inform others about environmental issues



## CREATING

### Color & Value

- Understand simple color theory
- Identify and mix tertiary colors
- Recognize the color wheel

### Line & Texture

- Experiment with line composition
- Use lines to create texture
- Utilize texture in artwork

### Shape, Form & Space

- Identify and explore organic shapes
- Introduction to three-dimensional vocabulary and techniques
- Identify foreground, middle ground, background

### Generating & Conceptualizing Ideas

- Brainstorm collaboratively multiple approaches to an art or design problem
- Make art or design with various materials and tools to explore personal interests, questions, and curiosity

### Organizing & Developing Ideas

- Experiment with various materials and tools to explore personal interests in a work of art or design
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- Repurpose objects to make something new

## Refining & Completing Projects

- Discuss and reflect with peers about choices made in creating artwork

## **PRESENTING**

- Categorize artwork based on a theme or concept for an exhibit
- Distinguish between different materials or artistic techniques for preparing artwork for presentation
- Analyze how art exhibited inside and outside of schools contributes to communities

## **RESPONDING**

- Perceive and describe aesthetic characteristics of one's natural world and constructed environments
- Categorize images based on expressive properties
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form
- Use learned art vocabulary to express preferences about artwork

## **CONNECTING**

- Create works of art about events in home, school, or community life
- Compare and contrast cultural uses of artwork from different times and places, including climate change



## **WORLD LANGUAGE**

### Basic Greetings/Expression/Farewell

- Articulate questions and answer to basic greetings
- Use basic greetings, farewells, and expressions of courtesy in both oral and written forms
- Articulate phrases to describe states of being/emotions
- Conclude class with different ways of saying goodbye
- Express greetings from different Hispanic cultures

### Colors/Shapes

- Illustrate shapes upon recall of words
- Write and name shapes, colors, and sizes
- Ask what color an object is and tell what color it is in full phrase
- Write about objects in simple sentences



## Calendar/Weather

- Recognize and name the days of the week, months of the year, and numbers 0-39
- Understand and recognize calendar vocabulary
- Describe the weather for each month
- Ask and tell birthdate
- Recite birthday songs and traditions in the target language
- Illustrate weather expressions using a variety of weather vocabulary

## Foods

- Illustrate pictures for each written food
- Write the names of fruits and vegetables
- Describe and write sentences about fruits and vegetables in size and color
- Describe foods as yummy, delicious, or bad
- Respond to foods

## Animals (Farm vs Rainforest and Pets)

- Recognize and name animals previously learned
- Describe animals with adjectives, with a focus on colors and size

## Likes/Dislikes (Food, activities, animals)

- Articulate and write about fruits and vegetables, activities, and animals students may like
- Illustrate a comic or storyboard with characters asking and answering

## Family

- Recognize and/or name various family members by a picture in a story
- Identify characters by their familial role
- Describe family members with adjectives.
- Create a family tree
- Understand common phrases used by people in the family

## School Supplies

- Identify and read/write names of school materials
- Construct sentences describing what is needed at school
- Differentiate between American school practices versus target culture
- Articulate personal needs for the school setting