



## Second Grade Curriculum at a Glance

Hebron Public Schools provide a well-designed, integrated, and vertically aligned curriculum supported through student-centered instruction, aligned assessments, student support and enrichment. Students are engaged in meaningful tasks demonstrating academic and artistic excellence, and innovation. Core general education practices include comprehensive curriculums in key academic areas, effective instructional strategies, the use of carefully selected materials that reflect diverse religious, ethnic, and cultural groups, creation and maintenance of a positive and safe school climate, and an extensive system of social-emotional learning, paired with tiered academic and behavioral supports. Throughout each content area, careful consideration is given to curate classroom materials and texts that are high-quality, culturally responsive, and richly diverse, to offer our students valuable opportunities to affirm their own identities, while developing understanding of various cultures and perspectives. Students are inspired to be resilient, confident, respectful, and prepared to discover and follow their dreams. The curriculum of Hebron Public Schools reflects ongoing review, revision and integration of our programs, resources, and teaching and learning experiences.

### Literacy Overview

Hebron Public Schools provide literacy experiences that captivate, engage, and motivate students as readers and writers. Our approach to literacy aims to prepare students for any reading or writing task they will face by transforming our learners into lifelong, confident readers and writers who display agency and independence. Hebron's instructional approach to both reading and writing incorporates a research-based workshop model, in which direct and explicit instruction builds skills for proficient reading and writing, emphasis is placed on a high volume of reading and writing, student choice is promoted, and independence is fostered. Our units of study are aligned to the Common Core Standards and include essential literacy components centered around phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Reading Unit	Learning Outcomes
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	Students will...
<b>Reading Growth Spurt</b>	<ul style="list-style-type: none"> <li>• understand their role in a reading community.</li> <li>• participate in the routines and structures of reading workshop that lead to a high volume of reading.</li> <li>• choose books of personal interest.</li> <li>• preview books before reading and flexibly solve unknown words.</li> <li>• consider the genre, structure of text, and author's craft to make sense of what they are reading.</li> </ul>
<b>Becoming Experts: Reading Nonfiction</b>	<ul style="list-style-type: none"> <li>• read books across a topic to understand a subject.</li> <li>• compare/contrast various texts on a similar topic.</li> <li>• read nonfiction texts to learn about the world.</li> <li>• use text features including table of contents, chapter titles, subtitles, and captions to gain more information on a topic.</li> <li>• use all their strategies for tackling tricky words.</li> <li>• apply strategies for holding onto main ideas; for example looking for special print words/phrases.</li> <li>• use text to accumulate information and ask questions.</li> </ul>
<b>Bigger Books Mean Amping Up Reading Power</b>	<ul style="list-style-type: none"> <li>• tackle new vocabulary and tricky words with greater effort and resolve.</li> <li>• envision the events in the story to gain a deeper understanding of key details.</li> <li>• make predictions about the characters and the story.</li> <li>• explain the importance of the details in a story.</li> <li>• read with voice and meaning.</li> <li>• notice special language that authors use in their text to better understand the story.</li> <li>• understand the effectiveness of rereading to gain a better understanding of a story.</li> </ul>
<b>Reading Nonfiction: Cover to Cover</b>	<ul style="list-style-type: none"> <li>• use nonfiction text features to predict and learn new information from texts.</li> <li>• retell the information learned from nonfiction texts beyond fact sharing with partners or members of a book club.</li> <li>• work cooperatively in a book, taking turns sharing information, listening to each other, and responding in relevant ways to grow.</li> <li>• analyze illustrations to gain more information from nonfiction texts about the topics.</li> <li>• generate questions and seek answers to their questions while reading nonfiction texts.</li> <li>• use various strategies for understanding vocabulary words found in nonfiction texts.</li> <li>• compare and contrast different nonfiction texts about the same topics.</li> </ul>
<b>Series Books</b>	<ul style="list-style-type: none"> <li>• notice patterns and make predictions about what will happen in</li> </ul>

<b>Clubs</b>	<p>the series books.</p> <ul style="list-style-type: none"> <li>● compare and contrast books in a series.</li> <li>● identify parts in books where unexpected events occur.</li> <li>● understand the plot, how characters respond to trouble, and how main characters interact with secondary characters.</li> <li>● work with partnerships and book clubs to talk across texts and build an understanding of the stories and characters.</li> <li>● share their personal opinion of books with others.</li> </ul>
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<b>Writing Unit</b>	<b>Learning Outcomes Students Will...</b>
<b>Lessons from the Masters: Improving Narrative Writing</b>	<ul style="list-style-type: none"> <li>● write narrative stories that recount a well-elaborated event from their own life or short sequence of events focused on a single topic.</li> <li>● use temporal words to signal event order.</li> <li>● include details to describe exact actions, inner thoughts, and feelings to make the story more exciting.</li> <li>● provide a sense of closure to each story.</li> <li>● gain inspiration from the writing of a master author.</li> <li>● use inspiration from an author study to write personal narrative stories.</li> <li>● read mentor texts closely by noticing more.</li> <li>● use new learning from mentor authors to improve one's own writing.</li> </ul>
<b>Nonfiction Writing</b>	<ul style="list-style-type: none"> <li>● choose topics to write informational books about a single topic in an organized way.</li> <li>● apply knowledge about nonfiction books to write with detail.</li> <li>● write introductions to provide readers with a preview of their book.</li> <li>● include a conclusion to provide closure for readers and remind of all the book taught.</li> <li>● study text features of mentor nonfiction books.</li> <li>● add photographs and other text features to teach more about a topic.</li> </ul>
<b>Writing About Reading</b>	<ul style="list-style-type: none"> <li>● write persuasively to convince others about a personal opinion.</li> <li>● understand that we have personal opinions and people can agree or disagree with an opinion.</li> <li>● write letters to other readers to express their opinion about characters and to convince others to read and care about their books too.</li> <li>● use persuasive techniques to convince others to agree with their opinion.</li> <li>● give text evidence to support an opinion with lots of reasons.</li> <li>● use techniques including retelling, quotes and discuss the details of the book to say more about a personal opinion.</li> </ul>

<b>Poetry</b>	<ul style="list-style-type: none"> <li>● use all they know about writing to create poems.</li> <li>● use objects and feelings as inspiration for poetry topics.</li> <li>● experiment with language, precise words, sound, and phrases to create meaning in poems.</li> <li>● understand that line breaks and word placement are essential components in poems.</li> <li>● develop precise and descriptive language through the creation of poems.</li> </ul>
<b>Writing Gripping Stories</b>	<ul style="list-style-type: none"> <li>● integrate skills from narrative writing to write small moment stories about a fictional character.</li> <li>● generate ideas by thinking about stories they wish existed in the world.</li> <li>● create characters who desire something and encounter trouble en route in order to teach readers lessons.</li> <li>● show strong emotions and imagine a character experiencing that emotion.</li> <li>● use details and gripping suspense to develop tension and gain the reader's interest.</li> <li>● revise stories to elaborate more and stretch out important events in the story.</li> <li>● use craft moves from a mentor fiction author to improve their own writing.</li> </ul>

## Mathematics Overview

Hebron Public Schools use the Bridges in Mathematics program to provide a research-based and comprehensive mathematical approach that offers our learners a unique blend of problem solving and skill building. Our vision in building mathematical thinkers is supported by a rigorous, engaging, and accessible curriculum. This integrated curriculum aligns to the Connecticut Core Standards and allows educators to fully engage learners in mathematical practices with their peers. Each day, students use an engaging selection of manipulatives, games, apps, or other unique learning materials. Seeing, touching, and sketching ideas create pictures in the mind's eye, helping our learners apply mathematical ideas. Classroom experiences allow students ample opportunity to gain a deep understanding of concepts, develop proficiency with key skills, and nurture the ability to solve complex problems.

<b>Math Unit</b>	<b>Learning Outcomes Students will...</b>
<b>Figure the Facts</b>	<p>Through the introduction of mathematical models such as the number rack, bead strings and number line students will build number sense, develop operational understanding and fact fluency to 20.</p> <ul style="list-style-type: none"> <li>● familiarize themselves with basic math materials and routines</li> </ul>

	<ul style="list-style-type: none"> <li>graph glyphs for representation of personal data, including sorting a variety of ways and developing understanding about their classroom community.</li> <li>reinforce number facts to 10</li> <li>be introduced to number relationships and combinations to 20 for addition and subtraction.</li> <li>be introduced to doubles and halving as well as doubles plus or minus one strategies for number relationships to 20.</li> <li>develop fluency with taught strategies to solve story problems to 20.</li> </ul>
<b>Place Value &amp; Measurement</b> <b>Jack the Beanstalk</b>	<p>Using 2- and 3-digit numbers students will have the opportunity to collaboratively organize sets of manipulatives to decompose numbers by place value and use regrouping with sets of tens and ones.</p> <ul style="list-style-type: none"> <li>count and sort a large collection of manipulatives into hundreds, tens and ones.</li> <li>have opportunities to estimate, count and compare sets of manipulatives.</li> <li>use mathematical expressions to showcase their use of comparison vocabulary: less than, equal to or greater than.</li> <li>represent and combine numbers to 100 using manipulatives using grouping strategies.</li> <li>apply place value strategies for addition and subtraction for numbers within 100.</li> <li>use arrays to represent and identify numbers 0-200.</li> </ul>
<b>Addition &amp; Subtraction within One Hundred</b>	<p>This unit will focus on strategies for multi-digit addition and subtraction for numbers 0-100. Students will engage in using the number line model and skip-jumping with counting patterns. Using this model as well as base ten structure students will have addition and subtraction practice for computational fluency.</p> <ul style="list-style-type: none"> <li>count, combine and organize objects and numbers based on place value and multiples of 5 and 10.</li> <li>make “skip-jumps” on a number line to combine numbers and find a total.</li> <li>use the number line as a model for addition and subtraction with numbers 0-100.</li> <li>use the number line model to solve story problems with increments of 1, 5 and 10.</li> <li>work with 2-digit numbers in story problems to identify important information and solve them.</li> <li>write their own story problems.</li> <li>investigate the frequency of objects using counting, graphing, and comparing class data.</li> </ul>
<b>Measurement</b>	<p>Activities throughout this unit foster an understanding of standard units of measurement. Students will explore measurement and have opportunities to make conversions between inches, feet and yards.</p>

	<p>Students will also have opportunities to work with ratios and proportional reasoning.</p> <ul style="list-style-type: none"> <li>● explore units of measurement with standard and non standard tools.</li> <li>● discuss variable findings when measuring.</li> <li>● use yards as a unit of measure.</li> <li>● calculate the difference between measured lengths.</li> <li>● compare measurements using addition and subtraction facts to 20.</li> <li>● discover how the size of the unit of measurement impacts the number of units needed to measure.</li> <li>● explore counting patterns, discuss and write about them.</li> </ul>
<b>Place Value to One Thousand</b>	<p>Throughout this unit, students will participate in activities that will solidify their understanding of place value to 1,000. While using a variety of manipulatives, students will create and count groups in 10s and 100s to add and subtract on and off the decade.</p> <ul style="list-style-type: none"> <li>● build place value understanding through creation and counting bundles of 10 and 100.</li> <li>● practice adding and subtraction by 10 with numbers 0-200.</li> <li>● use five and ten frame models with money to develop an understanding of 25.</li> <li>● combine coins with a total value of one dollar or less.</li> <li>● make trains of 10 and combine them to equal 1,000, adding and subtracting on and off the decade.</li> <li>● use geometric shapes to observe and describe arrangement sequences.</li> </ul>
<b>Geometry</b>	<p>In this unit, students will investigate two-dimensional shapes, fractions, congruence, symmetry and transformations using a variety of tools and models. Students will identify, describe, construct, draw, compare and contrast various types of triangles and quadrilaterals.</p> <ul style="list-style-type: none"> <li>● review familiar two-dimensional shapes.</li> <li>● consider how a triangle could change without adding sides and angles.</li> <li>● sort triangles and quadrilaterals.</li> <li>● use attribute descriptions to identify mystery shapes.</li> <li>● be introduced to the concept of area using pattern block shapes.</li> <li>● compose and decompose shapes to explore shapes and fractions of shapes.</li> <li>● dive deeper into investigations of symmetry, tessellation and fractions of shapes through cutting and folding.</li> <li>● understand that equal parts of identical wholes do not have to be the same shape.</li> </ul>
<b>Measurement, Fractions, &amp; Multi-Digit</b>	<p>Activities throughout this unit address metric measurement, fractions and multi-digit addition and subtraction. Students will use 1 centimeter measurement rulers to investigate measurement in metric units.</p>

<b>Computation</b>	<ul style="list-style-type: none"> <li>• create rulers to estimate, measure and compare lengths in centimeters.</li> <li>• combine rulers to make meters and measure longer lengths and distances.</li> <li>• add and subtract 2-digit numbers.</li> <li>• arrange groups of 100 and 120 in rows of 2, 4, 5 and 10.</li> <li>• consider the ways to divide objects by 2, 3, or 4.</li> <li>• draw, write and solve story problems with place value.</li> <li>• add and subtract 3-digit numbers using effective strategies presented.</li> </ul>
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### Social Emotional Learning Overview

Social Emotional Learning (SEL) is defined as “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” (CASEL, 2022) Hebron Public Schools, in partnership with families and the community, is committed to ensuring that all students are engaged in SEL curriculum and instruction in a safe, inclusive environment. Classroom communities are built through positive relationships, and specific, designed instructional techniques to allow students opportunities to build connections, resolve conflict and make responsible decisions for themselves and others. Hebron Public Schools follows the Choose Love Formula; Courage, Gratitude, Forgiveness and Compassion in Action. Choosing love means having the courage to be grateful when life isn’t easy, to forgive when the person who hurt you isn’t sorry, and to step outside of your own pain to help someone else.

<b>SEL</b>	<b>Learning Outcomes Students will...</b>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• identify respectful behavior in themselves and others.</li> <li>• use strategies to respond to a variety of problems with peers.</li> <li>• identify their own strengths and recognize strengths in others.</li> <li>• expand their courage to help do their best and respond to problems.</li> </ul>
<b>Gratitude</b>	<ul style="list-style-type: none"> <li>• use gratitude to compromise, negotiate and work with others collaboratively.</li> <li>• resolve conflicts and problem-solve by expressing gratitude.</li> <li>• practice social awareness competence by understanding the perspectives of and empathizing with others.</li> <li>• enhance their ability to be thankful even when times are challenging.</li> </ul>
<b>Forgiveness</b>	<ul style="list-style-type: none"> <li>• forgive themselves and others when they have made a mistake, caused an accident or hurt someone as a result of their actions.</li> </ul>

	<ul style="list-style-type: none"> <li>• express anger in healthy ways.</li> <li>• develop self-control and the ability to calm themselves down.</li> <li>• practice listening skills to support each other when they are feeling angry or are having strong emotions.</li> <li>• strengthen their relationship competency by communicating effectively, problem solving and resolving conflict.</li> <li>• make responsible decisions about personal behavior and social interactions.</li> </ul>
<b>Compassion in Action</b>	<ul style="list-style-type: none"> <li>• consider multiple aspects of situations to help make compassionate decisions.</li> <li>• listen to and understand others' feelings and perspectives to help show compassion in various situations.</li> <li>• show empathy for others by listening, resolving conflicts and offering support when needed through a variety of learning activities.</li> <li>• empathize with others, including those from diverse backgrounds, cultures and contexts.</li> <li>• understand broader social norms for behavior in certain settings.</li> <li>• recognize others' personal strengths and weaknesses.</li> </ul>

### Social Studies Overview

The second grade Social Studies curriculum integrates the study of civics, economics, geography, and history through an inquiry-based instructional approach that is grounded in local historical content.

<b>Making a Difference</b>	
<b>Social Studies</b>	<b>Learning Outcomes Students will...</b>
<b>People who Made a Difference Our Community</b>	<ul style="list-style-type: none"> <li>• identify the various roles community members play.</li> <li>• explain the diverse traditions, food, culture and beliefs that make up the town of Hebron.</li> <li>• identify and explore people who have tried to make a difference in the Hebron community over time.</li> <li>• understand our community is diverse and promoting diversity makes a difference.</li> </ul>
<b>People who Made a Difference in Our World</b>	<ul style="list-style-type: none"> <li>• define what it means to be an influential world figure.</li> <li>• study influential individuals and their historical contributions to our world.</li> <li>• examine the lives of people who have promoted the common good including issues of equality, justice and individual rights.</li> </ul>



	<ul style="list-style-type: none"> <li>• explore how the actions of influential individuals in the past influenced our lives today.</li> <li>• analyze the reasons that cause influential figures to take action and make our world a better place.</li> <li>• explain how and why influential figures are remembered in the world.</li> </ul>
<b>Citizenship in My Community: How to Make a Difference in My Community</b>	<ul style="list-style-type: none"> <li>• explain the role and responsibility of the government.</li> <li>• explain how people and groups decide how to make the world a better place.</li> </ul>

### Science Overview

Hebron Public Schools utilize the Mystery Science Program in Grades K - 2 to support our Science Curriculum. Mystery Science is aligned to the Next Generation Science Standards (NGSS). Each lesson is aligned to a topic, performance expectation, science and engineering practice, disciplinary core idea, and crosscutting concept. Students participate in an inquiry-based approach that poses questions at the beginning of each lesson in the form of a mystery that students work together and solve. Students use a variety of tools including, analyzing photos and videos, conducting hands-on activities, and creating scientific models. Students focus on creating claims and providing evidence based on experts, their own background information, or classroom experiments to prove their claims.

Science Unit	Learning Outcomes Students will...
<b>Biodiversity &amp; Habitats</b> NGSS Alignment - Life Science (LS)	<ul style="list-style-type: none"> <li>• begin to develop an understanding of the world's animal biodiversity.</li> <li>• explore animal classification and the traits that define each group.</li> <li>• focus on habitats and how the surrounding environment affects what organisms live in a particular environment.</li> </ul>
<b>Structure, Function &amp; Adaptations</b> NGSS Alignment - Life Science (LS)	<ul style="list-style-type: none"> <li>• explore the needs of plants through hands-on investigations.</li> <li>• explore why and how plants disperse their seeds, what those seeds need in order to grow, and what the adult plants need in order to survive and thrive.</li> </ul>
<b>Earth's Surface Processes</b> NGSS Alignment - Earth & Space Science (ESS)	<ul style="list-style-type: none"> <li>• explore how water shapes the Earth's surface.</li> <li>• construct and use models of mountains to demonstrate that water flows downhill, and in the process, transforms huge rocks into the tiny grains of sand we find at the beach.</li> <li>• construct and use model hills to determine the causes of erosion,</li> </ul>

	and to design solutions to problems caused by erosion.
<b>Properties &amp; Phases of Matter</b> NGSS Alignment - Physical Science (PS)	<ul style="list-style-type: none"> <li>● explore the properties of materials and matter.</li> <li>● describe and classify different types of materials by properties like hardness, flexibility, and absorbency, and investigate how those properties are useful in meeting basic human needs (such as clothing and cooking).</li> <li>● investigate how heating and cooling affect the properties of materials.</li> </ul>

*For any questions regarding curriculum and instruction, please reach out to Alexandra Canniff at Gilead Hill School (860-228-9458) or Julia Clark at Hebron Elementary School (860-228-9465).*