A PARENT’S GUIDE TO

Grade 2
Curriculum 2.0

- Art
- General Music
- Health Education
- Information Literacy
- Mathematics
- Physical Education
- Reading
- Science & Engineering
- Social Studies
- Writing
VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

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850 Hungerford Drive
Rockville, Maryland 20850
www.montgomeryschoolsmd.org
Montgomery County Public Schools Pre-K–5 Instructional Programs

**Art**

**GOALS:** Students will develop the knowledge and skills essential to creating, analyzing, and responding to art by—
- identifying, describing, representing, and comparing components of the environment in visual compositions;
- identifying, selecting, and organizing the elements of art and principles of design to create visual compositions using appropriate processes and materials; and
- generating a variety of responses to artwork, including transforming personal thoughts and feelings into visual compositions using the elements of art and principles of design.

**Physical Education**

**GOALS:** Students will develop the knowledge and skills essential to becoming responsible citizens who are both physically educated and health literate by—
- setting and achieving personally challenging goals to display the skills and practices needed in physical activity;
- applying higher order thinking skills to human movement; and
- designing personal movement and fitness plans that sustain a healthy lifestyle.

**General Music**

**GOALS:** Students will develop the knowledge and skills essential to creating, performing, and responding to music by—
- organizing musical ideas and sounds creatively;
- refining skills necessary to perform alone and in an ensemble while learning to read and notate music; and
- making aesthetic judgments through music analysis and response.

**Reading**

**GOALS:** Students will develop the knowledge and skills essential to becoming literate, thoughtful communicators, capable of controlling language effectively by—
- strategically reading literary and informational instructional-leveled texts with fluency, purpose, and comprehension;
- using skills and strategies widely as tools for learning and reflection; and
- understanding and appreciating language and literature as catalysts for deep thought and emotion.

**Health Education**

**GOALS:** Students will develop the knowledge and skills essential to developing behaviors and strategies that promote lifelong wellness by—
- identifying and describing strategies to stay safe;
- understanding accurate health information; and
- making healthful decisions throughout their lives.

**Science & Engineering**

**GOALS:** Students will develop the knowledge and skills essential to becoming literate in science, technology, and engineering by—
- thinking critically, solving problems, and communicating effectively;
- tackling ever more challenging issues; and
- seeking understanding to support solutions.

**Information Literacy**

**GOALS:** Students will develop the knowledge and skills essential to becoming lifelong learners who are information literate by—
- locating and evaluating resources;
- analyzing and synthesizing information to ethically communicate new understandings; and
- following an inquiry process—analyzing information needs, thinking critically, solving problems, and communicating effectively using literature and multimedia resources.

**Social Studies**

**GOALS:** Students will develop the knowledge and skills essential to developing a balanced and integrated understanding of systems of culture, economics, geography, and politics and the history of their development by—
- applying concepts and knowledge of the past to problem-solving real-world issues of the present;
- critically examining human interactions and evaluating their role as an effective citizen; and
- communicating social studies concepts clearly in multiple formats and putting theory into practice as a citizen.

**Mathematics**

**GOALS:** Students will develop the knowledge and skills essential to achieving mathematical proficiency by—
- developing both conceptual understanding and procedural fluency;
- thinking and reasoning mathematically; and
- using mathematics to solve problems in authentic contexts.

**Writing**

**GOALS:** Students will develop the knowledge and skills essential to becoming literate, thoughtful communicators, capable of controlling language effectively by—
- composing narrative, informative/explanatory, and opinion texts as tools for learning and reflection;
- conducting research and writing projects for a range of discipline-specific tasks, purposes, and audiences; and
- evaluating relevant information from print and digital sources and using a variety of digital tools to produce and publish writing.
**Grade 2 Integrated Curriculum**

The Elementary Integrated Curriculum (EIC) blends reading, language arts, and mathematics instruction with lessons in science, social studies, music, art, information literacy, health education, and physical education in a way that spurs creativity and critical thinking skills. Students will receive robust instruction across all subjects in the early grades. The curriculum is built around developing students’ critical and creative thinking skills, as well as essential academic success skills, which will lead to college and career readiness in the 21st century.

In the Grade 2 Integrated Curriculum, critical and creative thinking skills as well as academic success skills are identified for each marking period. These skills are explicitly taught using concepts and topics identified by marking period in each content area and provide a focus for integration across content areas. This document provides an outline of these skills and the curriculum concepts and topics that are the focus of instruction for Grade 2 students by marking period.

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**Grade 2 Critical Thinking, Creative Thinking, and Academic Success Skills**

**Marking Period 1**

**Fluency** (creative thinking skill)—generating multiple responses to a problem or an idea:
- Generate ideas using multiple strategies
- Ask questions in a variety of ways

**Collaboration** (academic success skill)—working effectively and respectfully to reach a group goal:
- Demonstrate teamwork by working productively with others
- Define and identify steps to reach a group goal
- Identify and analyze options for sharing responsibility to reach a group goal
- Demonstrate the characteristics of both a group leader and a group member

**Marking Period 2**

**Analysis** (critical thinking skill)—breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood:
- Sort and classify into categories
- Identify and describe patterns and the relationships within patterns
- Identify relationships among parts of a whole
- Infer and explain meaning to make sense of parts

**Metacognition** (academic success skill)—knowing and being aware of one’s own thinking and having the ability to monitor and evaluate one’s own thinking:
- Examine one’s own thoughts and ideas to identify background knowledge
- Explain thinking processes
- Self-monitor strategies to assess progress and apply new thinking
- Seek clarification and adapt strategies to attain learning task/outcome

**Marking Period 3**

**Flexibility** (creative thinking skill)—being open and responsive to new and diverse ideas and strategies and moving freely among them:
- Maintain openness by considering new and diverse ideas and multiple perspectives
- Select and use multiple resources
- Move freely between new information and prior knowledge

**Intellectual Risk Taking** (academic success skill)—accepting uncertainty or challenging the norm to reach a goal:
- Adapt and make adjustments to meet challenges when seeking solutions
- Demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks
- Challenge self and others to advance skill level

**Marking Period 4**

**Synthesis** (critical thinking skill)—putting parts together to build understanding of a whole concept or to form a new or unique whole
- Organize parts to form a new or unique whole
- Integrate ideas, information, and theories to invent or devise a solution

**Effort/Motivation/Persistence** (academic success skill)—working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures
- Demonstrate strategies to achieve a goal or solve a problem
- Self-assess effectiveness of strategies and redirect efforts to achieve a goal or obtain a solution to a problem
Concepts and Topics
Students Learn in
Grade 2
Marking Period 2
Analysis and Metacognition

Social Studies
- Places on Earth
- Geographic tools
- Geographic characteristics
- Elements of culture
- Customs and traditions and how they change

Mathematics
- Addition and subtraction within 100 (concrete models, drawings, number lines, place value strategies, written methods)
- Money (coins and bills)
- Addition and subtraction situations involving money (within 100)
- Skip counting by 5s
- Odd and even (up to 20)
- Mental strategies (addition and subtraction within 20)

General Music
- Playing technique
- Steady beat through movement
- Contrasting and repeating sections
- Singing games
- Audience behaviors
- Criteria for classroom performances
- Music reading—tie, half note, half rest, do, re
- Folk songs and dances

Information Literacy
- Assigned information need
- Resource identification (attributes of multiple types, match to information need)
- Literature (connections to real life)
- Source selection
- Note taking, elements of a source citation
- Product development (relevance of information, conclusions, formats for organizing and displaying findings)

Reading
- Literary Text: fables and folktales; character's response to events and challenges; character's point of view; ask and answer questions; compare versions of the same story; Junior Great Books shared inquiry
- Informational Text: ask and answer questions; text features; text's main purpose; clarify images; main topic; author's reasons
- Vocabulary
- Phonics, word recognition, reading fluency

Science & Engineering
- Classification of objects based on observable properties
- Description of the parts of objects
- Description of relationships between the parts of objects
- Investigation of changes made to parts of objects
- Design an object made of parts
- Description of minute objects
- Description of minute features of objects

Physical Education
- Effects of exercise (circulatory system, heart rate)
- Explore fitness components
- Skill themes: throwing and catching using proper form
- Skill development: prior experience, through stages (cues), monitor practice to improve over time, importance of feedback

Writing
- Narrative writing (add details, recount a short sequence of events, closure)
- Informative/explanatory writing (voice, word choice, organization—conclusion, writing projects)
- Language (reflexive pronouns, references, spelling patterns, irregular verbs)
- Speaking and listening (recount an experience, tell a story, create audio recording or visual display, complete sentences with clarification)

Art
- Themes in art
- Shape and balance
- Influences of material choice and pattern
- Texture (actual and visual)

Health Education
- Personal fitness and healthy lifestyle
- Promote personal health

Physical Education
- Effects of exercise (circulatory system, heart rate)
- Explore fitness components
- Skill themes: throwing and catching using proper form
- Skill development: prior experience, through stages (cues), monitor practice to improve over time, importance of feedback

Art
- Themes in art
- Shape and balance
- Influences of material choice and pattern
- Texture (actual and visual)
Concepts and Topics Students Learn in Grade 2 Marking Period 3
Flexibility and Intellectual Risk Taking

Social Studies
- Technology affects daily life
- Transportation: past and present
- Production process
- Goods and services
- Financial transactions
- Distribution of goods
- Economic decision-making skills

Science & Engineering
- Survival of plants and animals in familiar and unfamiliar habitats
- Observation and description of minute organisms in their habitats
- Satisfaction of basic needs by minute and larger organisms
- Comparisons of plant and animal life cycles, including humans
- Comparisons of familiar organisms to organisms that lived long ago

General Music
- Creative movement patterns
- Music reading
- Notation
- Improvisation
- Meter: identification and movement
- Similarities of music and other arts
- Musical terminology
- Songs and dances of diverse periods and cultures
- Connections with other disciplines

Writing
- Narrative writing (poetry, ideas, word choice, organization, voice)
- Opinion writing (ideas, state an opinion, use facts and definitions to develop points, gather information, sentence fluency, voice, word choice, closure)
- Language (collective nouns, commas in letters, irregular plural nouns, apostrophe, adjectives and adverbs)

Art
- Representations of observation, memory, and imagination: texture, line, pattern
- Form (relationships between 2-D shapes and 3-D forms)
- Reasons for creating art

Mathematics
- Number lines to 100 (whole number lengths)
- Linear measurement (units, tools, estimation)
- Addition and subtraction situations involving linear measurement (within 100)
- Time on analog and digital clocks (to nearest 5 minutes)
- Partitioning shapes into halves, thirds, fourths (circles, rectangles)
- Partitioning rectangles, repeated addition (up to five rows and five columns)

Physical Education
- Effects of exercise (muscular and skeletal systems, locate pulse)
- Categorize fitness components
- Fundamental movement: jumping and landing with a self-tumed rope
- Skill theme: balance (static and dynamic) and weight transfer (feet to hands to feet to travel)
- Creative movement—tumbling sequences to interpret a story, poem, or song

Reading
- Literary Text: story structure; character’s response to events and challenges; character’s point of view; ask and answer questions; poetry rhythm and rhyme; William and Mary
- Informational Text: ask and answer questions; series of events, ideas, or steps; clarify images; author’s reasons
- Vocabulary
- Phonics, word recognition, reading fluency

Information Literacy
- Assigned information need
- Resources (match to information need, attributes of multiple types)
- Sources (locate, select, source list creation)
- Note taking (strategies, technology tools, formats for organizing and recording content)
- Product development (make personal connections, categorizing, layouts, technology tools for presentation)

Health Education
- Stress (family stressors, management skills and strategies)
- Family roles and responsibilities
- Communicable and non-communicable disease
- Personal fitness and healthy lifestyle
- Rules for taking medicine safely
- Community health professionals and resources
- Growth and maturation
Concepts and Topics Students Learn in
Grade 2
Marking Period 4
Effort/Motivation/Persistence and Synthesis

Social Studies
- Relationships among events over time
- People today and long ago
- Contributions of government leaders and others to America

Writing
- Narrative writing (poetry, voice—describing thoughts and feelings)
- Informative/explanatory writing (introduce a topic, use facts to develop points, recall experiences, closure)
- Language (adjectives, adverbs, irregular plural nouns, expand and rearrange sentences)
- Speaking and listening (create audio recordings or visual displays)

Art
- Decorative designs: shape, color, contrast, pattern
- Art as inspiration
- Representations of the environment
- Art vocabulary
- Criteria for judging art

Science & Engineering
- Description of day and night sky
- Moon and sun observation over time
- Observable properties of the moon, stars, sun
- Location and motion of celestial objects
- Identification of moon phases
- Description and comparison of patterns of change in the sun and moon

General Music
- Musical contrasts/terminology
- Songs and dances of diverse styles, periods, and cultures
- Composition
- Arrange sounds
- Improvisation
- Vocal technique and intonation

Mathematics
- Addition and subtraction within 1000 (concrete models, drawings, place value strategies, written methods)
- Addition and subtraction within 20 (sums of two 1-digit numbers from memory)
- Attributes of shapes: recognize, describe, draw (triangles, quadrilaterals, pentagons, hexagons, cubes)

Reading
- Literary Text: poetry rhythm and rhyme; ask and answer questions; William and Mary
- Informational Text: ask and answer questions; clarify images; text features; connections between historical events/series of scientific ideas; main topic; text’s main purpose; compare texts; author’s reasons
- Vocabulary
- Phonics, word recognition, reading fluency

Physical Education
- Effort and improvement
- Skill themes: kicking to dribble with feet, striking with body parts and implements (to targets, using a continuous underhand motion)

Health Education
- Maturation (physical, social, mental, compare changes over time)
- Sun safety strategies

Information Literacy
- Assigned information need
- Resource identification
- Product development
- Sources (select and evaluate using text features, elements of a citation)
- Note taking (relevance of information—fiction or non-fiction)
- Product development (evaluate information for completeness and integrate from multiple sources)
How Parents Can Help

You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the many ways you can help your child get the most out of school:

• Show interest in what your child is doing in school.
• Set high expectations for your child. Make it clear that school should be his or her first priority.
• Dedicate at least 15 minutes each day to talking with your child and reading with him or her.
• Provide a quiet place for your child to study.
• Help your child with his or her homework.
• Limit the amount of television your child watches and discuss what he or she sees on television.
• Monitor the amount of time your child spends playing video games or surfing the Internet.
• Volunteer to help with school activities and try to get other parents involved as well.
• Talk with your child’s teachers regularly about your child’s progress and what you can do to help him or her improve.
• Encourage your child to complete challenging work.

Adapted from A Parent’s Guide to Achievement Matters Most, Maryland State Department of Education.

Curriculum Resources

For more information about the Elementary Integrated Curriculum, including videos, the EIC framework, and other resources, see www.montgomeryschoolsmd.org/curriculum/integrated/

Art

• National Art Educators Association, [www.arteducators.org](http://www.arteducators.org). This dynamic community of practice is where visual arts teachers, scholars, researchers and professors, students, administrators, art museum educators, and artists come together around a shared belief in the power of the arts in developing human potential. Contact 1806 Robert Fulton Drive, Suite 300, Reston, VA 20191. Call 703-860-8000.

• Maryland Art Education Association, [www.mdarted.org/index.html](http://www.mdarted.org/index.html). The purpose of this organization is to encourage, strengthen, and promote the role of the visual arts in education.

• Artful Thinking, [www.pz.harvard.edu/at/index.cfm](http://www.pz.harvard.edu/at/index.cfm). The goal of the Artful Thinking program is to help students develop thinking dispositions that support thoughtful learning—in the arts and across school subjects. The program is one of several at Project Zero linked by the theme “Visible Thinking.”

General Music

• MENC, The National Association for Music Education, [www.menc.org](http://www.menc.org). Since 1907, MENC has worked to ensure that every student has access to a well-balanced, comprehensive, and high-quality program of music instruction taught by qualified teachers. Contact 1806 Robert Fulton Drive, Reston, VA 20191. Call 703-860-4000 or 800-336-3768.


• Maryland Music Educators Association, [www.mMEAmaryland.org](http://www.mMEAmaryland.org). The mission of the Maryland Music Educators Association is to advance music education in Maryland schools.

• Classics for Kids, [www.classicsforkids.com](http://www.classicsforkids.com). The Classics for Kids’ lesson plans and teaching resources give parents practical, effective plans and activities that use classical music to help children learn and meet national and state standards.

Health Education

• Montgomery County Public Schools Comprehensive Health Education, [www.montgomeryschoolsmd.org/curriculum/health/resources](http://www.montgomeryschoolsmd.org/curriculum/health/resources). This link is part of the MCPS Comprehensive Health Education site. In addition to this listing of web resources identified by units, key concepts, standards, and indicators can be accessed. Parents can learn more about the vision, goals, and instructional approach used to promote wellness and self-regulation.
The EIC is directly aligned with Common Core State Standards for Mathematics.

**Physical Education**

- **Montgomery County Public Schools Physical Education**, [www.montgomeryschoolsmd.org/curriculum/physical](http://www.montgomeryschoolsmd.org/curriculum/physical). This site contains resources for parents and students.

- **National Association for Sport and Physical Education**, [www.aahperd.org/naspe/about/relatedLinks/parents.cfm](http://www.aahperd.org/naspe/about/relatedLinks/parents.cfm). This site contains links and publications to help parents learn more about today's physical education and how it contributes to a child's complete education. Also links to resources that can help parents learn more about youth sports issues.


- **Let's Move!**, [www.letsmove.gov/parentsmain](http://www.letsmove.gov/parentsmain). This site provides helpful information and steps parents and children can take that make a real difference and help build healthy habits for life.

- **Kidnetic**, [www.kidnetic.com/Parents](http://www.kidnetic.com/Parents). This is a great resource for raising a healthy child and offers a special section just for parents. Check out the Bright Papers and Frequently Asked Questions to get the facts about children and physical activity, healthy eating, and self-esteem.

**Reading, Writing, Language Arts**

- **National Council of Teachers of English**, [http://www.ncte.org/positions/statements/readtogether](http://www.ncte.org/positions/statements/readtogether). This site is designed specifically to help parents help their children. Assorted topics. Contact NCTE, 1111 Kenyon Road, Urbana, IL 61801-1096. Call 217-328-3870 or 877-369-6283.


- **Helping Your Child Publication Series**, [http://www2.ed.gov/parents/academic/help/hyc.html](http://www2.ed.gov/parents/academic/help/hyc.html). These resources provide parents with lessons and activities to help their school-aged and preschool children master reading, understand the value of homework, and develop skills.

- **Guide to Grammar and Writing**, Capital Community College, Hartford, Conn. [http://grammar.ccc.commnet.edu/grammar](http://grammar.ccc.commnet.edu/grammar). This site contains an extensive collection of grammar, mechanics, language, usage, and writing topics, easily accessed by multiple indexes. This very comprehensive site addresses rules, examples, exercises, and quizzes. Call 806-906-5000.

- **Read, Write, Now!** Activities for Reading and Writing Fun, [http://www.udel.edu/ETL/RWN/Activities.html](http://www.udel.edu/ETL/RWN/Activities.html).
This site includes reading activities and reading lists for children through Grade 6. The site is listed as a resource in MCPS website Weblinks/“Internet Resources: Great for Homework.” Call 800-860-9228 or 800-872-5327.

**Science & Engineering**

- “Online Services for Montgomery County Public Schools,” part of the MCPS Science Curriculum website, [http://www.montgomeryschoolsmd.org/curriculum/science/](http://www.montgomeryschoolsmd.org/curriculum/science/). All services are available for home use. Subjects are broken down by elementary, middle, and high school.
- **Scholastic**, [http://www2.scholastic.com/browse/home.jsp](http://www2.scholastic.com/browse/home.jsp). This is an interactive website with games, activities, and many resources for parents, teachers, and kids. Browse by grade level. Pre-K, K, 1–2, 3–5.

**Social Studies**

- “Social Studies Resources and Links,” MCPS Social Studies Curriculum website, [http://www.montgomeryschoolsmd.org/curriculum/socialstudies/](http://www.montgomeryschoolsmd.org/curriculum/socialstudies/). This site contains a very large number of resources, organized alphabetically by social studies topics.
- **Time for Kids**, [http://www.timeforkids.com/TFK](http://www.timeforkids.com/TFK). This site includes resources appropriate for early elementary school students.
- **America’s Story from America’s Library**, [http://www.americaslibrary.gov/cgi-bin/page.cgi](http://www.americaslibrary.gov/cgi-bin/page.cgi). This Library of Congress site provides information on American history and includes video, audio, and interactive activities.
- **National Geographic Xpeditions**, [http://www.nationalgeographic.com/xpeditions/lessons/](http://www.nationalgeographic.com/xpeditions/lessons/). Produced by the National Geographic Society, this series of lesson plans is aligned with the United States Geography Standards. The site sorts by topic, standard, and grade level and contains an extensive lesson plan bank, each linked to a U.S. Geography Standard. The site teaches clear application skills geared toward addressing real-world issues. Contact National Geographic Society, P.O. Box 98199, Washington, D.C. 20090-8199. Call 800-647-5463.
Curriculum 2.0

For the past three years, we have been implementing Curriculum 2.0, our upgraded elementary school curriculum. Curriculum 2.0 is designed to make sure students have not only the academic knowledge they need, but also the important skills required for success in the 21st century.

New internationally driven standards in mathematics, reading, and writing

Renewed focus on teaching the whole child

- Nurtures skills that build confidence and success
- Engages student beyond reading and mathematics, to spark greater interest in science, social studies, information literacy, art, music, physical education, and health

Integrates thinking, reasoning, and creativity for a lifetime of learning

- Enhances learning by connecting subjects

Communicates student progress through an improved “standards-based” report card

- Provides parents with more information about what a student knows and is able to do in relation to grade-level expectations.

MCPS Curriculum 2.0 is built around developing students’ critical- and creative-thinking skills, as well as essential academic-success skills, so that students are well prepared for a lifetime of learning. We are upgrading the existing MCPS curriculum for the elementary grades in a way that will better engage students and teachers, and dedicate more learning time to subjects such as the arts, information literacy, science, social studies, and physical education. By blending these subjects with the core content areas of reading, writing, and mathematics, students will receive robust, engaging instruction across all subjects in the early grades—in short, we are building a stronger foundation at the elementary level.

To learn more—www.montgomeryschoolsmd.org/curriculum/2.0/