



Country Day School Elementary House



Teaching & Learning at CDS
Overview for Families
Grade 2
2020 – 2021

Welcome to our Grade Two Teaching & Learning Overview!

We hope the pages that follow will provide you with a window on our CDS learning world that leaves you not just better informed about our curriculum, but inspired by the liveliness and sense of purpose that characterize our day-to-day activities and experiences in the Elementary House at CDS.

From year to year as they progress along the CDS learning continuum, we provide our students with opportunities and challenges designed to:

- (i) consolidate and extend their knowledge base*
- (ii) develop and refine their skills*
- (iii) deepen their understanding of universal concepts, and*
- (iv) foster positive dispositions and attitudes.*

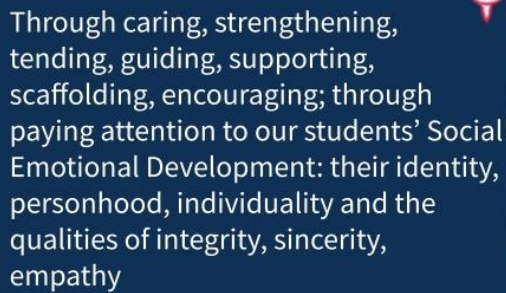
This overview outlines for you the learning expectations we have of our grade two students, and also offers some insight into the ways in which these are met across the school year.

Please do not hesitate to contact us should you wish to know more about our teaching and learning program in the Elementary House – we would be more than happy to answer any questions you may have.



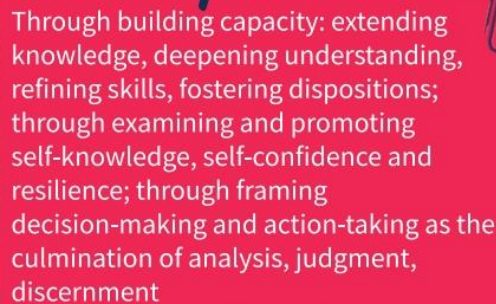
Primary Vision Of Learning

•nurture



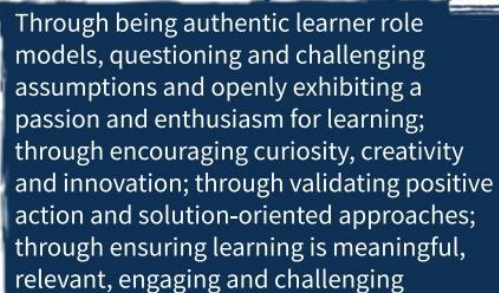
Through caring, strengthening, tending, guiding, supporting, scaffolding, encouraging; through paying attention to our students' Social Emotional Development: their identity, personhood, individuality and the qualities of integrity, sincerity, empathy

•empower



Through building capacity: extending knowledge, deepening understanding, refining skills, fostering dispositions; through examining and promoting self-knowledge, self-confidence and resilience; through framing decision-making and action-taking as the culmination of analysis, judgment, discernment

•inspire



Through being authentic learner role models, questioning and challenging assumptions and openly exhibiting a passion and enthusiasm for learning; through encouraging curiosity, creativity and innovation; through validating positive action and solution-oriented approaches; through ensuring learning is meaningful, relevant, engaging and challenging



**an inclusive community of learners
committed to nurturing the development of the whole
child through meaningful, playful inquiry**



The Written Curriculum:

What do we want our students to learn?

Our Adopted Standards: Balance and Structure Across Disciplines

The foundations of our written curriculum at CDS are based on our adopted standards and the objectives we have derived from them in each discipline area: in Mathematics and English Language Arts (ELA) we structure the content of our teaching and learning around the US Common Core standards; in Science, we have adopted the New Generation standards (NGSS); in Social Studies we are currently working with a standards series from North Carolina in the US (NCSS); in Spanish, we have adopted standards created by the American Council on the Teaching of Foreign Languages (ACTFL); in Music and Visual Arts we refer to the National Core Arts Standards (NCAS); and in Physical Education, SHAPE America's national standards are our point of reference.

Our adopted standards establish a baseline that spans the entire CDS continuum, thereby ensuring that we have a structured progression of learning targets in each discipline area, that runs vertically and cumulatively through the grade levels, from Pre-kindergarten to Grade 12. *Within* individual grade levels, our standards also create horizontal integrity and help articulate learning expectations in each discipline across the course of each school year.

Units of Learning

In the Elementary House, across all disciplines and grade levels, our standards are reviewed by our grade-level teams, and then arranged in discrete clusters around which comprehensive units of learning are then created. Our units are developed using the planner framework published by the Understanding by Design (UbD) organization, and housed in our school-wide curriculum planning/archiving tool, Rubicon Atlas, for sharing with colleagues across the school.

The Taught Curriculum:

How do we know that our students are learning?

Assessment Design: Standards-based and Objectives-aligned

To strengthen the cohesion of our learning cycle, it is essential that direct connections are made between the learning objectives we set for our students in the planning stages of our units and the assessment tasks we plan to assign during, and at the end of, those units.

Our assessment tasks are established at the outset and are designed in such a way as to give students ample opportunity to demonstrate what they know, understand, and are able to do, in a variety of contexts and ways. When students are able to show what they have learned, they are providing evidence of their learning, and it is through the collection and evaluation of this evidence that we are then able to provide reliable feedback to students and parents on achievement and growth.



In the Elementary House, we use the following 1-4 grading scale to evaluate, and report on, student achievement:

(1) Emerging	(2) Developing	(3) Proficient	(4) Mastered
Beginning to demonstrate aspects of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires substantial assistance when working on tasks/assignments.	Partially demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires some assistance when working on tasks/assignments.	Fully demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires very little assistance when working on tasks/assignments. May make minor errors.	Consistently and over time, demonstrates an in-depth command of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires no assistance when working on tasks/assignments. May make rare, minor errors.

Using this scale to develop discipline-specific criteria across the curriculum, we are then able to gauge how successful our students have been in acquiring the knowledge, skills, and understanding that underpin our targeted standards. Our consistent 1-4 record-keeping also translates easily into our quarterly student reports.

G2 Interdisciplinary Units

Our World	Our Changing World	What's the Matter?	Plants & Habitats
Enduring Understanding	Enduring Understanding	Enduring Understanding	Enduring Understanding
<i>Our world is made up of different countries, cultures, and traditions.</i>	<i>Events that change the surface of Earth can happen slowly or quickly.</i>	<i>Matter can be classified according to its properties and can be changed in different ways.</i>	<i>The rainforest sustains a wide, interdependent diversity of plants and animals.</i>
Related concepts: <i>countries; nationalities; international-mindedness; culture; traditions</i>	Related concepts: <i>structure; matter; change; geography; erosion</i>	Related concepts: <i>matter; properties; classification; processes; transformation</i>	Related concepts: <i>organisms; habitats; diversity; interdependence; ecosystems; sustainability</i>
Essential Questions	Essential Questions	Essential Questions	Essential Questions
<ul style="list-style-type: none"> • What is culture? • What are the physical characteristics of a country? • What is tradition? • What do we mean by international-mindedness? 	<ul style="list-style-type: none"> • How has Earth changed over time? • How is the Earth changing now? • What causes changes on Earth to happen? 	<ul style="list-style-type: none"> • What is matter? • What are the states of matter? • How does matter change? • Why and how do we classify matter? • What kind of properties does matter have? 	<ul style="list-style-type: none"> • What is diversity? • How are organisms interdependent? • What is an ecosystem? • What impacts on the sustainability of an ecosystem?



Grade 2: Learning Overview for the First Quarter

2020 – 2021

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 1, the Grade 2 students:</p> <ul style="list-style-type: none"> ● develop fluency to add and subtract numbers within 20 ● apply place value understanding and various strategies to begin to add and subtract numbers within 100 ● explore the concepts of length and measurement ● engage in practical hands-on activities to measure, compare, and estimate lengths with a range of measuring tools (e.g. rulers, yardsticks, meter sticks, and centimeter cubes) ● measure lengths in inches, centimeters, feet, yards, and meters ● use tape diagrams to represent and compare lengths ● solve addition and subtraction word problems using the ruler as a number line ● develop familiarity with the <i>hundreds, tens, and units</i>' components of 3-digit numbers
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 1, the Grade 2 students:</p> <ul style="list-style-type: none"> ● explore some of the ways in which experiences can be communicated through writing personal narratives ● elaborate on a specific event, or sequence of events, in their writing ● add details to their work describing actions, thoughts, and feelings ● develop their use of temporal words to lend a sense of order and closure to their work ● use feedback from peers and teachers to help in the revising and editing stages of the writing process ● revisit strategies for identifying 'good fit' books ● retell stories in detail ● determine the central message of a text ● apply their understanding of punctuation to support and further develop their fluency in oral reading tasks ● engage in mini-lesson activities centered on words and word patterns to help them spell new or unfamiliar words
<p style="text-align: center;">Interdisciplinary Studies OUR WORLD</p>	<p>In Quarter 1, the Grade 2 students:</p> <ul style="list-style-type: none"> ● interpret maps with legends, symbols, and cardinal directions ● used maps and tools to determine and describe the relative location of oceans and continents ● extend their knowledge of oceans and continents ● explore different elements of culture including customs, traditions, and beliefs ● inquire into the different ways in which historical figures and events impact on the culture of people and places ● explore how culture can be expressed through the arts ● research aspects of the physical world (oceans and continents) and how these can be represented and located on maps ● explore the concepts of culture, tradition, history, expression, and connection



Grade 2: Learning Overview for the Second Quarter

2020 – 2021

Discipline Areas	Learning Overview
<p>Mathematics</p>	<p>In Quarter 2, the Grade 2 students:</p> <ul style="list-style-type: none"> ● develop familiarity with the <i>hundreds, tens, and units</i>’ components of 3-digit numbers ● notate and read whole hundred numbers (e.g. 100, 200, 300, etc.) ● compare two 3-digit numbers using what they know about the values of hundreds, tens, and units ● write, read, and relate numbers in standard, expanded, and word form ● compare two three-digit numbers using $>$, $<$ and $=$ ● model and solve problems with <i>hundreds, tens, and units</i> using money and place value disks ● use patterns to find 1, 10, and 100 more or less than a number ● solve one- and two-step word problems within 100 using strategies based on place value ● use manipulatives and math drawings to represent the composition and addition of units of ten
<p>English Language Arts [ELA]</p>	<p>In Quarter 2, the Grade 2 students:</p> <ul style="list-style-type: none"> ● explore the features of informational/explanatory text ● develop an appreciation of the features that are common to the genre e.g. headings, diagrams, illustrations ● produce their own informational text, introducing their topic and using facts and definitions to help develop points and details ● take notes, and use headings and transitional words ● include labeled diagrams and illustrations to support their text ● compose purposeful conclusions for their written work ● develop an understanding of how structure can strengthen our writing ● engage in developing and improving upon their work as a natural and necessary part of the writing process ● deepen their appreciation of how planning, revising, editing, and rewriting help make their writing the best it can be ● identify the purpose, main topic, and key details in a text ● develop their understanding of how images like tables and diagrams can help clarify a text ● compare/contrast the most important points presented in two texts on the same topic ● apply word patterns to help them spell new or unfamiliar words
<p>Interdisciplinary Studies OUR CHANGING WORLD</p>	<p>In Quarter 2, the Grade 2 students:</p> <ul style="list-style-type: none"> ● research landforms and bodies of water ● investigate the impact of weathering and erosion on the Earth ● research and discover how different landforms and bodies of water are formed ● identify and represent different landforms through drawings and models ● develop sketches/models to demonstrate a way of preventing or slowing down land erosion ● read and interpret timelines, and use them to explore sequences of events and change over time ● develop their understanding of the fact that the same period in time can be interpreted differently depending on the available evidence



Grade 2: Learning Overview for the Third Quarter

2020 – 2021

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 3, the Grade 2 students:</p> <ul style="list-style-type: none"> ● add and subtract fluently within 20, including adding doubles ● use mental math to add 10 and 100 to any number up to 1000 ● use manipulatives, math drawings, and number bonds to represent composition and decomposition of numbers ● constructed numbers with ones and tens using blocks and pictures ● applied a range of effective strategies, including those relating to place value, to add and subtract within 200 ● solve word problems of addition and subtraction within 100 ● draw pictures to illustrate and solve word problems ● write equations to represent word problems ● add and subtract with regrouping
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 3, the Grade 2 students:</p> <ul style="list-style-type: none"> ● explore features and elements of traditional folk tales ● compare and contrast different versions of the same folk tale ● write a folk tale which includes the main elements of the genre ● strengthen the sense of sequence in their story-writing ● use detail in their writing to show the reader what is happening inside and outside a character ● use dialogue and "showing not telling" strategies to further develop their characters ● include temporal words (such as first, then, later) to structure their writing ● write appropriate endings that fit with their stories ● elaborate on their writing by using details, dialogue, actions, thoughts, and feelings ● reflect on, and modify, their writing through revision ● recognize and correct errors in spelling and punctuation ● use tools, such as a checklist, to aid with revision and editing ● use different strategies to spell and decode unknown words
<p style="text-align: center;">Interdisciplinary Studies WHAT'S THE MATTER?</p>	<p>In Quarter 3, the Grade 2 students:</p> <ul style="list-style-type: none"> ● investigated different kinds of matter and how they can change ● planned and conducted investigational experiments in order to describe and classify different kinds of materials by their observable properties ● analyzed data obtained from testing different materials ● determined which materials have the properties best suited for an intended purpose ● observed how an object made of a small set of pieces can be disassembled and made into a new object ● constructed arguments supported by evidence, to explain that some changes caused by heating or cooling can be reversed and some cannot ● examined the processes of evaporation, condensation, and freezing ● create solutions and mixtures to observe and apply properties of matter



Grade 2: Learning Overview for the Fourth Quarter

2020 – 2021

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 4, the Grade 2 students:</p> <ul style="list-style-type: none"> ● begin to explore the concepts of multiplication and division through repeated addition and the use of arrays ● create and represent equal groups using manipulatives, math drawings, and tape diagrams ● investigate even and odd numbers ● collect, organize and present data in picture and bar graphs ● solve word problems using data presented in a bar graph ● solve word problems to find the total value of a group of bills or coins with totals within \$100 or \$1 ● measure length and calculate differences in length using appropriate tools and different units of length ● make line plots to organize collected measurement data ● investigate shapes by using specific attributes to describe, build, identify, and draw two-dimensional polygons ● divide whole shapes into equal halves, thirds, and fourths ● apply understanding of halves and quarters to tell time ● solve elapsed time problems to the half-hour and quarter-hour ● tell and write the time to the nearest five minutes with both digital and analog clocks
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 4, the Grade 2 students:</p> <ul style="list-style-type: none"> ● engage in a range of opinion writing activities ● write introductions for their written pieces that tell readers what to expect ● write effective conclusions to their work which sum up and strengthen the opinion put forth ● state their opinions, and provide reasons that support their opinions ● use linking words to connect reasons and opinions ● reflect on and modify their writing through revision ● recognize and correct errors in spelling and punctuation ● use tools, such as a checklist, to aid with revision and editing ● formulate and answer questions about key details in a text ● answer questions about key details in a text ● use different strategies to spell and decode unknown words
<p style="text-align: center;">Interdisciplinary Studies PLANTS & HABITATS</p>	<p>In Quarter 4, the Grade 2 students:</p> <ul style="list-style-type: none"> ● develop an understanding of the ways in which habitats sustain a wide, interdependent diversity of plants and animals ● plan and conduct investigations to determine what plants need to survive and grow ● develop and create a simple model that mimics the function of an animal in dispersing seeds or pollinating plants ● observe plants and animals to compare the diversity of life in different habitats ● find examples of ways in which people depend on the physical environment and natural resources to meet their basic needs ● explain how people positively and negatively affect the environment

Additional Areas of Learning

In addition to our core disciplines, the full learning complement in the Elementary House also comprises Spanish, Music, Art, Physical Education (PE)/Health & Wellness, and Social-Emotional Learning (SEL). Students attend weekly scheduled classes for Spanish (5), Music (2), Visual Arts (1), PE (2), and SEL (1).

Spanish

Spanish, the language of our host country and the mother tongue of over 60% of our student population, is our ‘additional language’ choice in the Elementary House. The teaching and learning of Spanish across the Elementary span a comprehensive range of Spanish language proficiency levels. From Novice through Intermediate to Advanced, our students are accommodated across two Spanish as a Second Language (SSL) classes; those students whose mother tongue is Spanish, or whose Spanish is near-fluent, attend Spanish Primera Lengua classes. Over the course of the year, our students enjoy a balanced range of learning opportunities aimed at developing their interpersonal communication, presentational speaking, writing, interpretive listening, and reading, across a series of unifying themes e.g. Families, Contemporary Life, Communities, and Popular Culture.

Visual Arts

Through a range of activities and tasks based around creativity and response, our students are able to gain a deeper appreciation of the visual arts generally. Moreover, they develop their understanding and skills in relation to different approaches, techniques, and media, and apply these to fully express their ideas and perspectives.

Music

Through listening to and producing their own musical sounds, our grade two students are able to better understand the expressive qualities of different musical elements. Our young musicians are given a wide range of opportunities to experiment and work with different instruments and techniques, as well as perform.

Physical Education (PE)

PE classes in the Elementary House are designed to encompass and address all areas of our students’ physical development and wellness. Across the school year, the activities our grade two students participate in are varied and balanced, and provide them with the opportunities they need in order to develop their determination, strength, coordination, and collaborative skills.

Social & Emotional Learning

Going on the principle that our sense of self, purpose, and wellbeing is intricately connected with our learning success, we work continuously at CDS to help our students develop a solid grounding in emotional and social competencies. When students are socially and self-aware and possess effective self-management skills, their attitudes to learning are more likely to be positive and resilient. Likewise, their relationships with teachers and fellow-learners are more likely to be cooperative and empathic, and their understanding of the world and how it works more is comprehensive and well-rounded.





Opportunities for social and emotional learning at CDS are created just as wholeheartedly and purposefully as opportunities for learning within academic disciplines. We accomplish a lot in this regard through:

- (i) the adoption of a range of Responsive Classroom strategies and approaches
- (ii) our promotion of The Panther Way (respect for self, others, and the environment),
- (iii) monthly assemblies to meet and explore topics such as diversity, inclusiveness, and global citizenship in Big Animals Nations Family groups
- (iv) opportunities to connect and work with students from different grade levels, schools, and countries through and NAE Global Campus activities, and
- (v) weekly classes facilitated by our Elementary Guidance Counselor, guiding students through activities and discussions on themes such as friendship, organization, growth mindset, managing stress, and a variety of child safeguarding topics.

The Panther Way

is the Primary School Code of Behavior

