Kennard’s curriculum framework emphasizes a conceptually challenging, in-depth, and complex content within cognitive, affective, aesthetic, social, and leadership domains as recommended by National Association of Gifted Children (NAGC) 2010 Pre-K-Grade 12 Gifted Programming Standards. Differentiation, content-based acceleration, and enrichment are interventions implemented for our high ability learners. In addition to providing project based learning experiences, Kennard’s Character Education initiative is Tiger Families. * Indicates core content accelerated by at least one grade level.

**Second Grade Curriculum at a Glance**

*Reading:

*College of William & Mary Center for Gifted Education Jacob’s Ladder* which targets reading comprehension skills in high ability learners.

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, fairy tales, and poetry from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the text complexity band independently and proficiently.

*Writing:*

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Produce writing in which the development and organization are appropriate to task and purpose.
- Develop and strengthen writing as needed by planning, revising, and editing and applying the Six Traits of Writing.
- Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
• Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
• Engage effectively in a range of collaborative discussions with diverse partners and build on others’ ideas and expressing their own clearly.
• Produce examples of figurative language to complete a booklet.

Science: The focus is Earth Surfaces; Parts to the Whole; Solids and Liquids; Habitats and Plants.


Technology: All classrooms use the Computer Lab to enhance student learning through technology. Students utilize the computers for researching, following the steps in the writing process, and accessing hands on applications to enrich learning such as Brain Pop

*Mathematics
Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions: Develop understanding of fractions as numbers.
Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Represent and interpret data. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Geometry: Reason with shapes and their attributes.
Mathematical Practices: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.
Equate Math: Equate Math board games. Students are given nine cubes with numbers and operations in which they use to come up with an equation.

Enrichment Activities for Second Graders:
Field Trips – The St. Louis Zoo, Old Courthouse, Bussen Quarries, Teach to Save Banking Program, Concerts, and the Magic House.

Drama and Springboard enrichment classes teach elements of drama through games and activities. Students practice performance skills and engage in performances each year.

Coding & Lego Robotics: students learn to build and program Lego WeDo robots. Then they use the Scientific Method to ask questions, make hypotheses, run experiments, collect data, and draw conclusions.

Chess lessons in the classroom provided by The Chess Club & Scholastic Center.

Second Grade Teachers: Lisa Kadlec & Jennifer Ventimiglia
• SLPS Kennard CJA: www.slps.org
• Kennard PTO: www.kennardcja.com