

1st/2nd Grade
Curriculum Overview

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PRAIRIE CROSSING
CHARTER SCHOOL



CREATING NATURAL LEADERS

In grades 1-2, PCCS students complete at least 2 service learning projects per year, performing approximately 8 hours of service. Because service learning involves youth ownership and current issues, we may not complete the same projects each year. Here is some sample service learning projects that 1-2 students might complete:

- Plan and implement a butterfly or bird garden on campus
- Design and perform a Green Challenge assembly for the school
- Create and distribute a brochure on why spiders are important and how to deal with spiders humanely
- Make nesting bags or other animal homes to help wildlife

Science & Social Studies

Our goal is to teach using planned units of study that adhere to our environmental and constructivist beliefs while adhering to the Illinois Learning Standards. In Science, Foss science kits are used as well as the SEPUP (Science Education for Public Understanding Program) which consists of interactive simulation modules and other varied text and multimedia resources are used in conjunction with supplementary material.

Essential Question	Science	Social Studies
Year A How does my community work?	<p>Science Process: Observations and change over time</p> <p>Units: <i>Animals and Insects</i> -classification, structures, habitat, life cycle, vertebrates & invertebrates <i>Plants</i> -structures, life cycle, need to live</p> <p>Phenology: night and day</p>	<p><i>My Community</i> Apply learning from K Economics, government , identify man-made, natural, or human resources</p> <p><i>Geography</i> Local mapping- room, classroom, community, parts of a map, compass rose, legend</p>
Essential Question	Science	Social Studies
Year B How does my environment connect to my community?	<p>Science Process: Observations and change over time</p> <p>Units: <i>Rock, Sand and Soil</i> -size, identify <i>Sun, Moon, Stars</i> -what makes it up, location <i>Balance, Motion</i> -spinning, gravity, measure weather using tools that use gravity</p> <p>Phenology – Class tree, change in seasons in relations to the trees</p>	<p><i>Community Culture and Traditions</i> Cultures - differences Holiday – political and cultural Learn from the past and recognize how it has defined the present Identify family traditions</p> <p><i>Physical Geography</i> Geographical forms – oceans, continents, landforms</p>

Math

Our goal is to teach the common core standards using planned units of study that adhere to our environmental and constructivist beliefs. We use the [Pearson Investigations Series](#) in conjunction with supplementary materials to accomplish these goals.

Our math curriculum supports all students in developing mathematical ideas and then expanding them. Rather than teaching and students learning, the teachers collaborate with their students to develop a strong conceptual math foundation and skills based on that foundation. Teachers do this by guiding their students through the discovery of math concepts via the Socratic Method of directed questioning to enable students to construct their own knowledge about the concept at hand. This style of learning causes our students to have deeper understanding and longer retention of math concepts. For instance, a teacher has their students draw a line on the board and writes 0 at one end and 1 at the other. The students are then asked to point to the middle and the teacher asks, "What's in there?" The teacher proceeds to guide these kids through specific questions or comments leading them to the discovery of fractions, ordering fractions, and adding fractions. The teacher does not directly tell them about fractions, introduce terminology of fractions, or give them algorithms to solve problems presented in a text until they have gone through this discovery period. This process can be time consuming, however meaningful to the understanding of the mathematical concept.

First Grade Units of Study

Addition, Subtraction and the Number System 1
2-D Geometry/Fractions
Addition, Subtraction, and the Number System 2
Data Analysis
Measurement
Addition, Subtraction, and the Number System 3
Patterns and Functions
Addition, Subtraction, and the Number System 4
3-D Geometry

Second Grade Units of Study

Addition, Subtraction, and the Number System 1
2-D and 3-D Geometry
Addition, Subtraction, and the Number System 2
Data Analysis
Patterns, Functions, and Change
Addition, Subtraction, and the Number System 3
Fractions
Addition, Subtraction, and the Number System 4
Measurement

Language Arts

Reading, writing, listening, and speaking are fundamental to all learning and are integrated throughout the curriculum. The ELA Common Core Standards are integrated into planned units of study that adhere to our environmental and constructivist beliefs. Reading and Writing Workshop are used to expose students to the world of books to help them develop valuable reading, critical thinking and inquiry skills. Students are encouraged and challenged through a variety of reading activities within the classroom, in large and small groups. These varied activities involve literature with integrated themes that are studied in conjunction with other core curriculum (science, social studies and math). The 1st/2nd grade Language Arts Curriculum entails a variety of programs, materials and activities.

1st Grade Expectations

Reading Foundational Skills

- Demonstrate understanding of the organization and basic features of print
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1st Grade English Language Arts Expectations

Fiction	Non-Fiction	Writing
<ul style="list-style-type: none"> • Ask questions about key details in a text. • Answer questions about key details in a text • Retell stories, including key details. • Demonstrate understanding of a story's central message or lesson. • Describe characters in a story using key details. • Describe settings in a story using key details. • Describe major events in a story using key details. • Identify words and phrases in stories that suggest feelings or appeal to the senses. • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • Identify who is telling the story at various points in a text. • Use illustrations in a story to describe its characters, setting or events. • Use details in a story to describe characters, setting or events. • Contrast the adventures and experiences of characters in stories. • With prompting and support, read prose and poetry of appropriate complexity for grade 1. 	<ul style="list-style-type: none"> • Ask questions about key details in a text. • Answer questions about key details in a text. • Identify the main topic of a text. • Retell key details of a text. • Describe the connection between two individuals in a text. • Describe the connection between two events in a text. • Describe the connection between two pieces of information on a text. • Ask questions to help determine or clarify the meaning of words and phrases in a text. • Answer questions to help determine or clarify the meaning of words and phrases in a text. • Know various text features to locate key facts or information in a text. • Use various text features to locate key facts or information in a text. • Use the illustrations to describe its key ideas. • Use details in a text to describe its key ideas. • Identify the reasons an author gives to support points in a text. • With prompting and support, read informational texts appropriately complex for grade 1. 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

2nd Grade Expectations

Reading Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words

Know spelling-sound correspondences for additional common vowel teams.

Decode regularly spelled two-syllable words with long vowels.

Decode words with common prefixes and suffixes.

Identify words with inconsistent but common spelling-sound correspondences.

Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2nd Grade English Language Arts Expectations

Fiction	Non-Fiction	Writing
<ul style="list-style-type: none"> ● Ask such questions as who, what, where, when, why, how to demonstrate understanding of key details in a text. ● Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● Recount stories, including fables and folktales from diverse cultures ● Determine the central message, lesson, or moral from stories, including fables and folktales from diverse cultures. ● Describe how characters in a story respond to major events. ● Describe how characters in a story respond to challenges. ● Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ● Use information gained from the illustrations or digital text to demonstrate understanding of its characters, setting, or plot. ● Use information gained from the words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ● Compare two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ● Contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ● By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the 	<ul style="list-style-type: none"> ● Ask such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. ● Describe the connection between the steps in technical procedures in a text. ● Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. ● Know various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ● Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ● Identify the main purpose of a text, including what the author wants to answer ● Identify the main purpose of a text, including what the author wants to explain ● Identify the main purpose of a text, including what the author wants to describe. ● Explain how specific images (e.g., a diagram showing how a machine works) contribute to a text. ● Explain how specific images (e.g., a diagram showing how a machine works) clarify a text. ● Describe how reasons support specific points the author makes in a text. ● By the end of year, read and comprehend informational texts, 	<ul style="list-style-type: none"> ● Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. ● Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ● Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ● Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

high end of the range.	including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
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Specials

Art

In their Art Instruction in the first and second grades, students:

Understand that repeated lines, or shapes, or colors, form pattern

Understand how art contributes to society by capturing various situations in pictures and by making useful items. Skills focused on at this grade level:

- Describe how various textures look and feel
- Recognize size relationships
- Understand the space concepts of foreground and background
- Recognize that overlapping shapes suggest depth (in front, behind)
- Identify the tools and media used to produce works of art
- Apply skills and knowledge to create visual works of art

Music

After students have been introduced to basic musical concepts and symbols, we will start to apply them to actual musical examples in 1st and 2nd Grade. We will learn how notes are placed on the musical staff, and how they move based on the sound we hear. We will play rhythmic patterns and sing songs by reading musical notation. These concepts will be applied at a music concert during the school year. Skills focused on at this grade level:

- Sing on pitch individually and in a group
- Identify line and space notes on the staff
- Follow musical notation demonstrating upward and downward movement
- Listen to and identify pitches that move by steps and skips
- Perform rhythmic patterns, keeping a steady beat

Physical Education

Our goal is to teach functional fitness and health using our school resources as well as the natural environment to promote lifelong healthy, fit individuals. First/second grade PE will continue to build upon many of the same skills learned in Kindergarten. Students will engage in moderate to high intensity activity through loco motor movements as well as chasing and fleeing activities. Manipulatives such as balls, bean bags, noodles and more will be used to work on throwing, catching and kicking. Students will also continue to learn concepts of strength and conditioning through skills, activities and workouts. By the end of the year students will have mastered loco motor movements and have a beginning (Elementary) level of strength and conditioning skills. Cross Fit fitness activities and ideas will regularly be infused throughout the program.

Skills focused on at this grade level:

Skills focused on at this grade level:

Physical

- perform loco motor skills-walk, run, hop, jump, leap, skip, gallop and slide
- perform Non-loco motor skills-twist, bend, sway, stretch, turn and swing
- perform Manipulative skills-throwing, catching, striking, tagging, and bouncing
- Team-building
- follow directions and class procedures while participating

- use safe practices with little or no reinforcement
- work independently for short periods
- work cooperatively to accomplish a task

Functional Fitness

- push-ups, sit-ups, modified pull-ups, box jumps, and squats
- identify characteristics of health-related fitness
- engage in activity that increases health-related fitness
- describe immediate effects of physical activity on the body
- identify a health related goal

Nutrition

- Food groups and examples

Body

- basic muscle groups and bones
- basic parts of body systems and functions
- healthy actions to improve function of body
- differences in growth and development

Health

- identify signs and symptoms of illness
- health promotion and illness prevention
- safety methods to reduce risks
- positive health choices
- identify sources and causes of environmental health risks
- positive vs. negative behaviors
- positive verbal and nonverbal communication
- choices can affect health
- basic refusal skills in bad situations

Spanish

Vocabulary words will be introduced for different subjects (core concepts). Familiarize the students with various Spanish cultures, for example, discussing different currency. Students will also begin with basic role playing. Skills focused on at this grade level:

Communication

- Responds appropriately to simple commands
- Demonstrate understanding of basic conversational questions/answers
- Asks simple questions
- Responds to basic conversational questions
- Comprehend illustrated stories
- Follows step by step instructions
- Produces language using proper pronunciation, intonation and inflection, with prompting
- Comprehend gestures and body language often used
- Recognizes the written form of spoken words
- Copy and writes basic vocabulary words with emphasis on spelling, accent marks
- Demonstrates knowledge of vocabulary introduced during thematic units
- Demonstrates ability to write vocabulary words introduced during thematic units

Culture

- Introduction to one or more art forms from Spanish-speaking countries
- Demonstrate one or more art forms representative of Spanish-speaking countries
- Identify and use simple geography vocabulary

Language connections to academic disciplines

- Recognize the currency of Spanish-speaking countries
- Use Spanish vocabulary to identify simple science terms relating to weather and nature
- Use Spanish vocabulary while participating in games, activities
- Use Spanish to solve simple math exercises
- Identify common professions and occupations
- Identifies professions in which Spanish is spoken

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