



SECOND GRADE TEAM

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*"Our five **Learner Expectations** are that our students will be: Skilled Information Processors, Empathetic Citizens, Collaborative Learners, Problem Solvers, and Knowledgeable People."*

Dear Scholar and Family,

It has been a pleasure working with you all through Quint 1. We are looking forward to an even better second Quint!

Our Updated policies:

Homework: Homework is an opportunity for students to prepare for new learning while reinforcing skills. Our homework menus are created to help students increase their understanding of concepts and skills. Your child will choose from their homework menu **daily**. They will choose assignments from Ms. Ruddock's menu to take up 20 minutes and make an additional selection from Ms. Gambino's menu for 20 minutes. Your child should be completing a **minimum of 40 minutes** of homework for their two 2nd grade classes each night. Homework logs must be returned daily in their homework folders. They will hand in their completed homework logs at the end of the week with their completed work stapled to the log (unless otherwise collected in class.) It is an adult's responsibility to sign the log, but the child's responsibility to bring in completed work and logs. Unsigned logs will result in loss of homework points. In the event of a special assignment (project, finishing classwork, etc.), the given assignment will be counted toward the 20 minutes due for the homework log.

Afternoon snack - To accommodate our early lunch schedule, students have a daily afternoon snack. Review the Healthy Snack Guidelines in your Welcome Packet and be sure to pack a daily afternoon snack for your student. We appreciate class donations of non-perishable, individually wrapped snacks.

Student and Parent/Guardian:

Both you and your student must sign in the below space provided to indicate your acceptance of the updated policies and expectations outlined for the Quint 2 **Second Grade Program at Capital Preparatory Magnet School**. Return this portion to the classroom teacher on August 30, 2011, the first day back. If you have remaining questions, please write them on the back of this form. Thank you.

Student Signature

Date

Parent Signature

Date

Second Grade Interdisciplinary Unit: Quint 2: Globalization Trash or Treasure: What Can I Do?

Estimated Time Range: 4-6weeks

Enduring Understandings – Students will:

1. Various communities work together.
2. Communities help to create a sense of identity.
3. Resources can be allocated in different ways that affect individuals, communities, and the sustainability of the environment.
4. Solids, liquids and gases have different properties.
5. Properties of matter affect how matter can be changed.

Learner Expectations –Skilled Information Processor

Social Justice Strand – How does the study of other groups help me understand the communities I belong to?

Essential Questions:

1. How can things be saved or reused?
2. Why are trading and reselling good alternatives to throwing things away?
3. How is reusing an important way to help the environment?
4. How can we reuse trash and change its properties to make it something useful?

Objective: Students will be able to:

1. Apply comprehension strategies, such as connecting, predicting, questioning, inferring, and visualizing to above grade level stories read aloud as well as own reading at independent level.
2. Make connections to text representing different perspectives by generating personal and text-based responses.
3. Make text-to-self connection(s) with the main character in biographies.
4. Organize writing to convey information about a real or imagined experience or event.
5. Add and Subtract numbers within 100 and explain strategy used to find answer.
6. Write and solve addition and subtraction number stories.
7. Mentally add and subtract numbers up to 20.
8. Compare two two-digit numbers based on meanings of the tens, and ones digits, using $>$, $=$, and $<$ symbols.
9. Define an environment, identify natural resources, and generate ideas to conserve, preserve, and protect our natural resources.
10. Compare and contrast solids, liquids and gases.
11. Find ways to turn an object that is trash into something reusable.

	<ul style="list-style-type: none"> • Measure and compare the volume of a liquid poured into different containers.
Math	<p>2.OA.1- Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.OA.2- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two digit numbers.</p> <p>2.OA.3- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>2.OA.4- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>2.NBT.1- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 2.NBT.1.a- 100 can be thought of as a bundle of ten tens- called a “hundred”. 2.NBT.1.b- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>2.NBT.2- Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.4- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>2.NBT.5- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.8- Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>2.NBT.9- Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>

How We Teach	
Humanities	<ul style="list-style-type: none"> • Apply comprehension strategies, such as connecting, predicting, questioning, inferring, and visualizing to above grade level stories read aloud as well as at their own reading at independent level. • Make text-to-text and text-to-world connections. • Make inferences about the main character’s actions and feelings using evidence from the text. • Use background knowledge of the elements of biography and realistic fiction to make predictions about what will be included in the text. • Organize writing to convey important information about real or imagined experiences or events.

	<ul style="list-style-type: none"> • Recognize and identify reusable items within local, national, and international communities. • Realize that trading or reselling are good alternatives to throwing away. • Define the environment and identify the natural resources needed in order for an environment to survive. • Identify reuse as an important way to help the environment. • Locate points on a map.
Science	<ul style="list-style-type: none"> • Compare and contrast solids, liquids and gases. • Measure and compare liquids in different containers. • Read non-fiction texts about matter. • Read fiction texts about matter • Use unit vocabulary when speaking and writing. • Discover ways to turn “trash” into things we can use in our life • Understand how properties of objects can be changed
Math	<ul style="list-style-type: none"> • Solve one and two step word problems drawing pictures and using manipulatives. • Add and subtract numbers within 20 using counters, number lines, and strategies. • Determine odd or even numbers up to 20. • Write equations of two equal addends. • Find total number arranged in an array and create arrays using interactive geoboards and grid paper.

Assessments	
Humanities	<ul style="list-style-type: none"> • Complete graphic organizers to activate prior knowledge, summarize information (A3), identify main idea and details (A2) and identify or infer the author’s use of structure/organizational patterns (B1). • Use context clues to determine the meaning of unknown or multiple meaning words or figurative language (A5). • Select, synthesize, and/or use relevant information within written work to extend or evaluate the work (D2). • Make a connection between the text and outside experiences and knowledge (C2) • Use text features to locate information about a topic and respond to questions. • Generate questions about types of trash affecting their community and communities around the world (B2). • Create a poster using pictures and words promoting a healthy environment and good uses of Earth’s natural resources. • Create a recycling center in the home describing it and how it will be used. • Identify or infer important characters, settings, problems, events and details from a text (A2). • Use stated evidence from the text to draw or support a conclusion (B3). • Locate points on a map.

	<ul style="list-style-type: none"> • Compose narrative writing pieces to develop real or imagined experiences or events using entertaining beginnings, elaborative details and descriptive main events including clear event sequences.
Science	<ul style="list-style-type: none"> • Science Vocabulary • CMT Questions (Compare/Contrast) • KWL Charts • Activities/Experiments • Exit Slips • Brief understanding of scientific method (designing a fair test) • Unit 1 Test
Math	<ul style="list-style-type: none"> • Bi-Weekly basic facts timed quizzes • Creating addition and subtraction word problems • Quick checks (worksheets & exit tickets) • Envisions practice • Benchmark Assessments • Unit 1 Test

Interdisciplinary Project

“Trash or Treasure? What can I Do?” Students will research types of trash that are affecting their community. They will also research other communities around the world/nation that have similar environmental issues and develop ways to reuse the most harmful waste (products) in their communities by changing an object/ item from trash to a useful or creative object (i.e. toy, artwork, game, book covers, hand puppets, vase). They will write an expository text explaining how they or other people can use their recycled treasure.

Academic Enrichments:

*Trip to the trash museum to explore what others have developed from trash.

* Ask parents to donate reusable art supplies, gently used cell phones, and clothing to charity.

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**Elementary Interdisciplinary Unit:
*This Is It – A Tribute to Michael Jackson***

Estimated Time Range: **9 weeks**

Enduring Understandings - Students will understand:

1. There are diverse elements of pop music,
2. Music conveys emotions and ideas through sound and lyrics.
3. Why Michael Jackson is considered, The King of Pop

Learner Expectations – Researcher/Information Processor

Social Justice Strand:

Pre-K	Who am I?
Kindergarten	Who am I?
1 st Grade	What groups do I belong to? What groups do people think I belong to?
2 nd Grade	How does the study of other groups help me understand the communities I belong to?
3 rd Grade	How does the way groups define themselves affect the relationship among communities?
4 th Grade	What are the external factors affecting the way groups define themselves?
5 th Grade	How do social injustices affect communities? What can I/we do about it?
6 th Grade	Who am I?

Essential Questions:

1. How do the elements of pop music interconnect or influence each other?”
2. How do music, lyrics, choreography and music videos complement each other?
3. How has Michael Jackson contributed to the music industry?
4. How did Michael Jackson’s music influence the world?

Objectives - Students will be able to:

1. Assess what made Michael Jackson the King of Pop, as evidence by researching, preparing, and performing.
2. Understand the use of sound to convey an emotion.
3. Create visual works of art.
4. Identify diverse art forms, as evidence by participation in workshops with guest artist.
5. Understand the influences, genres, and vocal styles of pop music.

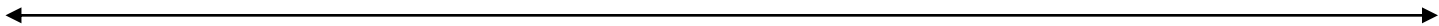
PROJECT:

This Is It – A Tribute to Michael Jackson

This Is It – A Tribute to Michael Jackson was inspired from the 2009 documentary. The film is a compilation of interviews, rehearsals, and backstage footage of Michael Jackson as he prepared for his series of sold-out shows in London. Regrettably, this last tour never occurred due to Jackson’s unexpected death in June 2009.

This quint we will explore, perform, and choreography some of Michael Jackson’s greatest hits from this scheduled tour. Some of these hit include *Wanna Be Startin’ Somethin’, Jam, They Don’t Care About Us, Human Nature, Smooth Criminal, The Way You Make Me Feel, Shake Your Body, I Just Can’t Stop Loving You, Thriller, Beat It, Black or White, Earth Song, Billie Jean, Man in the Mirror*, and *This Is It*.

At the conclusion of the quint **all students** will participate in a live production of, *This Is It – A Tribute to Michael Jackson*. The Arts Program welcomes the community-at-large to this event. The performance is tentatively scheduled for Friday, October 28 @ 6:30 pm.



Student and Parent/Guardian:

Please read and the above letter with your student. Both you and your student must sign in the below space provided to indicate your acceptance of the policies and expectations outlined for the **Art Program at Capital Preparatory Magnet School**. Return this portion to the classroom teacher on August 30, 2011, the first day of school. If you have remaining questions, please write them on this form. Thank you.

Student Signature

Date

Parent Signature

Date

The Connecticut Arts Curriculum Framework

Dance	<ul style="list-style-type: none"> • Demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway); • Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning; • Demonstrate accuracy in moving to a musical beat and responding to changes in tempo; • Demonstrate kinesthetic awareness and concentration in performing movement skills; • Demonstrate accuracy in memorizing and reproducing simple movement phrases; • Create a sequence or simple dance with a beginning, middle and end, both with and without a rhythmic accompaniment, and identify each of these sequence parts; and • Demonstrate the ability to work effectively alone and with a partner.
Music	<ul style="list-style-type: none"> • Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo; • Sing expressively, with appropriate dynamics, phrasing and interpretation; • Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures; • Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. • Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments; • Perform expressively a varied repertoire of music representing diverse genres and styles; • Echo short rhythms and melodic patterns; and • Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
Theatre	<ul style="list-style-type: none"> • Collaborate to select inter-related characters, environments and situations for classroom dramatizations; • Improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue; • Imagine and clearly describe characters, their relationships and their environments; • Use variations of locomotor and nonlocomotor movement and vocal pitch, tempo and tone for different characters; and • Assume roles (based on personal experience and heritage, imagination, literature and history) in classroom dramatizations. • Design the playing space to communicate characters and action in specific locales; and • Collaborate to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup. • Describe visual, aural, oral and kinetic elements in theatre, dance, music and visual arts; • Compare how ideas and emotions are expressed in theatre, dance, music and visual arts; and • Select movement, music or visual elements to enhance the mood of a classroom dramatization.
Visual Arts	<ul style="list-style-type: none"> • Differentiate between a variety of media, techniques and processes; • Describe how different media, techniques and processes cause different effects and personal responses; • Use different media, techniques and processes to communicate ideas, feelings, experiences and stories;

	<ul style="list-style-type: none"> • Use art media and tools in a safe and responsible manner; • Identify the different ways visual characteristics are used to convey ideas; • Describe how different expressive features, and ways of organizing them, cause different responses; • Use the elements of art and principles of design to communicate ideas; • Select and use subject matter, symbols and ideas to communicate meaning; and • Identify connections between the visual arts and other disciplines in the curriculum.
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How We Teach

How We Teach (Topics)	
Dance	Teach simple movements. Choreography for each song. Interpreting movements without language or music.
Music	Recognize vocal styles. Learn selected song(s). Which comes first, the music or the lyrics?
Theatre	Pantomime Michael Jackson Public speaking
Visual Arts	Design and create the scenery. Multimedia presentation. Design stage and lighting.

Assessments	
Dance	Perform rehearsed movements for selected song(s). Complete a sequence or simple dance with a beginning, middle, and end. Work effectively both individually and with a partner.
Music	Perform selected song(s); Demonstrate the ability to conjure the imagery of the lyrics; Recognize the melody and harmony being played when hearing the music; and Identify the mood and character of song.
Theatre	Present prepared research with public speaking; and Build scenery appropriate to the mood and/or idea of the song.
Visual Arts	Create and understand the use different art mediums.

DANCE! MOVE! FEEL!
Elementary Interdisciplinary Unit

Quint 2: *To Dance is to Exercise!*

Learner Expectation – Researcher/Information Processor

Enduring Understandings - Students will understand:

4. Dancing can be used as an element of exercise.
5. Everyone has the ability to use dance as a form of self-expression.
6. Video game systems as well as certain games can be used as a form of exercise and not just leisure play.
7. Physical fitness together with proper nutrition provide a healthier life for me as an individual and as a community member.

Social Justice Strand:

Pre-K	Who am I?
Kindergarten	Who am I?
1 st Grade	What groups do I belong to? What groups do people think I belong to?
2 nd Grade	How does the study of other groups help me understand the communities I belong to?
3 rd Grade	How does the way groups define themselves affect the relationship among communities?
4 th Grade	What are the external factors affecting the way groups define themselves?
5 th Grade	How do social injustices affect communities? What can I/we do about it?
6 th Grade	Who am I?

Essential Questions:

5. How can I utilize self-expression through music and dance?
6. What other elements in life can I use to exercise and get physically fit?
7. How can nutrition and dance benefit my everyday life, family and community?
8. How can I be a better citizen to my country by staying fit and learning about nutrition?

Objectives:

Students will be able to:

- Use dancing as a form of individual expression and emotion.
- Identify a variety of musical and dance art forms through video game systems as well as guest artists.
- Develop an attitude of worthy use of leisure time through activity at school, home and in the community.
- Apply their understanding of critical nutritional education to their everyday life.
- Grow through interaction with others as an individual and within a team.

The Connecticut Physical Education Curriculum Framework

Human Movement/ Dance	Students will understand and apply principles of human movement to the learning and development of motor skills.
Physical Activity	Students will become competent in a variety of, and proficient in a few, physical activities.
Fitness	Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness.
Responsible Behavior	Students will exhibit responsible personal and social behaviors in physical activity settings.
Respect for Differences	Students will exhibit an understanding of and respect for differences among people in physical activity settings.
Benefits of Physical Activity	Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.

How We Teach

Human movement/ Dance	Simulating dance instruction through the use of new technology, such as Game Systems and a variety of dancing video game
	Demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway); Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning; Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
Sports Activities	Using various equipment to illustrate the techniques used to execute the various sports.
	Listening and watching various professionals that will demonstrate the day's activity.
Physical Fitness	Listening to the inner self about personal limits for the fitness activities.
	Having experts in a specific field teach the children the proper way to perform the fitness exercise. Yoga: Allows students to focus on their posture and breathing while promoting relaxation that allows for muscular strength, suppleness and flexibility
	Video illustration for class use.
Life Skills	Through the use of sports, fitness and nutritional lessons, life skills will be highlighted and the target of focus for the day. Life skills that will be intertwined into the activities include; teamwork, negotiating,

	<p>collaboration, leadership, respect, communication, sportsmanship, accountability, and conflict resolution.</p> <p>Create drawings, collages and artwork that will utilize certain life skills such as teamwork, communication and others.</p> <p>Through the use of various activities and games, students will understand and be able to identify different life skills that are related to certain life activities.</p>
Nutrition	<p>Identify better eating choices through the use of various lesson plans</p> <p>Collaborate with nutrition professionals that will motivate, inspire and create a total health and body experience</p>
	<p>Repetitive teaching method will be used to ensure there is a level of understanding that will be taken place.</p> <p>Describe reasons for choosing healthier foods</p>
	<p>Nutritional instructors will visit to execute lessons on the benefits of healthy eating.</p> <p>Relate nutritional importance to physical health; cause and effect</p>

Assessments	
Sports Activities	<p>Daily Participation in every activity with a pleasant and cooperative attitude.</p> <p>Meet the given sequence criteria.</p> <p>Match movements to the video game and to the beat of the music.</p>
Physical Fitness	<p>Performance</p> <p>How well do they listen to instructions, execute the directions and the extent in which they perform the directions to expectations.</p> <p>Can they accurately imitate the movements within the physical fitness activity or dance instruction.</p>
Life Skills	<p>How well they enter each class with the five star expectations in mind.</p> <p>Within large and small groups, how well do they communicate effectively as well as in a positive manner.</p> <p>As an individual, if an expectation isn't met, how well they what went wrong and how to correct it within the given time of a class.</p>
Nutrition	<p>Within nutritional activities, how well they communicate as a positive member of their team.</p> <p>Visual understanding of the food pyramid. Ex. Answering questions, giving personal examples, and expressing interest.</p> <p>Completion of all nutritional homework. Puzzles, questions, journals, etc.</p>

Interdisciplinary Project	
Project	<p>In conjunction with Mr. Hawkins</p> <p>PROJECT: This Is It – A Tribute to Michael Jackson</p> <p>This Is It – A Tribute to Michael Jackson was inspired from the 2009 documentary. The film is a compilation of interviews, rehearsals and backstage footage of Michael Jackson as he prepared for his series of sold-out shows in London. Regrettably, this last tour never occurred due to Jackson's unexpected death in June 2009.</p>

	<p>This quint we will explore, perform and choreograph some of Michael Jackson's greatest hits from this scheduled tour: <i>Wanna Be Startin' Somethin', Jam, They Don't Care About Us, Human Nature, Smooth Criminal, The Way You Make Me Feel, Shake Your Body, I Just Can't Stop Loving You, Thriller, Beat It, Black or White, Earth Song, Billie Jean, Man in the Mirror, This Is It.</i></p>
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At the conclusion of the quint **all students** will participate in a live production of, *This Is It – A Tribute to Michael Jackson*. The Arts Program welcomes the community-at-large to this event. Scheduled for Friday, October 28 @ 6:30 pm.

Academic Enrichments:

Within Quint 2 : Dance Dance Dance, students will have outside access to members of the community that will enhance their experience to create a stimulation of interest to dancing as a form of exercise. As we grow as a community within the walls of Capital Prep, with the families of our students and community partners, I welcome any references that you might have to individuals that would want to volunteer their time and expertise.