



## COVENANT CHRISTIAN ACADEMY

# GRADE 2 CURRICULUM

### **BIBLE**

Our Bible curriculum, published by Christian School International, comprises an overview of God's promises to His people, as well as human obedience and disobedience. Creation and the Fall will be discussed, which lays a foundation for students as they begin to understand how God acted to save and restore his people to a right relationship with him and with the world they inhabit. Through hearing and reading stories from both the Old and New Testaments, students will understand our need for salvation and redemption through Jesus Christ. In second grade, students will participate in games, choral readings, and dramatic reenactments, along with weekly memorization of scripture that will correspond with weekly lessons and themes.

### **LANGUAGE ARTS**

Language Arts includes Reading, Writing, Penmanship, and Spelling. Our core reading program highlights five essential reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students read orally each day in monitored groups or with partners, during which time they experience intentional exposure to a variety of literary genres and authors while continuing to develop their foundational reading skills.

Students continue to apply decoding skills and phonetic rules to new words and are encouraged to read with expression, to read for meaning, and to increase their fluency. The reading progress of students is assessed through DIBELS (Dynamic Indicators of Basic Early Literacy Skills).

Reading comprehension is promoted and evaluated through chapter books and trade books, discussions, oral questions, responsive journaling, and standardized assessment. A love for reading is encouraged through Read Aloud and D.E.A.R. (Drop Everything and Read) time. Classic children's literature is integrated with Social Studies themes.

Shurley English 2 is a grammar and writing program designed specifically for second grade. Shurley is a proven, research based method for instructing students in

the principles of correct grammar and oral and written language skills. Grammar is fundamental to speaking, reading, and writing. The essential components of this program include grammar question and answer flows, jingles, practicing and revising sentences and paragraphs, and writing effectively for all purposes. Daily instruction provides constant review, immediate feedback and utilizes all learning styles. It is our goal to prepare our students to carefully interpret the mechanics of written English when reading and effectively and skillfully communicate their knowledge, ideas, and most importantly their faith to others.

Writing is integrated into all subject areas. Students implement the writing process (planning, writing, revising, editing, and publishing). Traits of effective writing, such as employing interesting ideas, developing clarity, empowering personal voice, enhancing sentence structure through effective details, and the use of standardized English grammar, are highlighted. Students receive direct instruction in creative writing including brainstorming and story mapping and experience writing in a variety of genres, including letter writing, journals, memoirs, and stories.

Spelling skills are strengthened by weekly lessons, which reinforce the phonics skills the students are studying. Students also edit their writing to look for errors, including spelling, and apply strategies to correct their spelling mistakes. Second graders will continue to practice and refine manuscript handwriting.

### **MATHEMATICS**

Math In Focus is a complete program based on the highly successful elementary math program used in Singapore. Designed to equip students with a strong foundation in mathematics, topics are covered in depth and taught to mastery. By focusing on mathematical understanding, the program aims to help students develop logical thinking and critical lifelong problem-solving skills.

The Math In Focus program calls for direct instruction and focuses on mathematical thinking with immediate application of new skills to problem solving. By encouraging students to solve problems in a variety of ways, this program stretches the mind and promotes an understanding of the way mathematical processes work.

### **Pedagogical Approach and Methodology**

The Concrete-Pictorial-Abstract approach enables students to encounter math in a meaningful way through concrete activities before progressing to pictorial and abstract representations. This allows students to understand mathematical concepts before learning the “rules” or formulaic expressions:

Students first encounter the mathematical concepts through the use of manipulatives.

Students then move on to the pictorial stage in which pictures are used to model problems.

When students are familiar with the ideas taught, they progress to a more advanced or abstract stage in which only numbers, notation and symbols are used.

### **Model Drawing**

Model-drawing is an ingenious problem-solving strategy built into the curriculum. Students are taught to visualize and construct concrete pictures to help them make sense of word problems. The model-drawing method requires students to understand the mathematical concepts underlying word problems and equips them with a strong conceptual foundation in mathematics to solve even the most challenging problems. The model-drawing technique not only provides a powerful method for solving problems, but also serves as a link to algebra. Symbolic representation of problems, the mainstay of algebra, emerges as a logical extension of the model-drawing technique.

### **Teaching to Mastery**

Each topic is covered in detail and taught to mastery. Immediately after new concepts are taught, students are engaged with a variety of mathematically rich problems. This ensures that the focus is on the student’s deep understanding of each topic. Math In Focus is geared towards producing mathematical thinkers, and it does this by walking children through all the component parts of a problem before presenting them with the whole problem to solve.

### **Spiral Progression**

Topics covered previously are reviewed at higher grades and with increasing difficulty. The introduction of new concepts is built upon the mathematical concepts students have learned previously. Spiral progression also allows for a review of important math concepts while expanding on that foundation.

### **Metacognition**

Metacognition refers to the ability to monitor one’s own thought processes. In teaching students to be conscious of the strategies they use to accomplish a task, this strategy encourages students to think of alternative means of solving problems and promotes logical thinking. Students are encouraged to be aware of how they arrive at their solutions. Alternative ways of solving the problem are provided as a form of guidance for students to check their thought processes. This is opposed to rote learning and application of formulaic strategies.

Skills and concepts covered in grade two include:

- Numbers to 1000: comparing, place value
- Addition and subtraction
- Measuring length, weight and capacity
- Multiplication and division
- Money
- Fractions
- Time
- Tables and graphs
- Basic geometry

## **SOCIAL STUDIES / HISTORY**

The Social Studies curriculum embraces history, geography, and civics by studying the story of our home state, Massachusetts. Students will engage in a comprehensive study of their home state of Massachusetts, learning about the geography, landmarks, state symbols, natural resources, and famous people of Massachusetts. Students will also study one important event or person for our biennial History Fair.

Massachusetts history will be traced beginning with the Native Americans and early European Exploration. Major events in Massachusetts history will be explored. Local field trips to historical sites, will enhance our studies. Students will explore the history of our region beginning with a unit on Northeast Native Americans and continuing through early exploration, colonization, independence and beyond. Important figures and events

will be introduced as students travel along Massachusetts' historical timeline. Students will also begin to study U.S. history by learning about Native Americans, European explorers, and the founding of Jamestown and Plymouth colonies.

Second graders are encouraged to develop their awareness of citizenship through a Patriotic Symbols theme, a study of our flag, the freedoms that our flag represents, along with respect for our flag and our country. The origins of patriotic songs and holidays are explored; students engage in learning and singing familiar patriotic songs.

Map skills are emphasized including basic directions using a compass rose, locating places on a grid, constructing simple maps, the study of local maps, using and interpreting map symbols, locating places on the globe, and the recognition of basic landforms.

## **SCIENCE**

Three strands of science are highlighted: biology, earth science, and physical science.

In life science, grade two students conduct a study of plant growth and development utilizing "hands-on" comprehensive curriculum from Science and Technology for Children developed by the National Science Resources Center. This study highlights the concept that plants and other organisms are part of an organized system that regulates their life cycles and their interactions with the environment. Students identify the parts of a seed, plant seeds, learn the purpose of transplanting while transplanting plants, observe their growing plants (bar graphs, measurements) and analyze their data. Students examine the development of fertilized pods and harvest their seeds, while studying the anatomy of a flower and cross-pollinating flowers using bee sticks. Students apply math and science skills to interpret graphs and apply basic scientific skills such as observation, measuring, and classification and drawing conclusion from collected data.

In earth science, students study Rocks and Minerals, which reinforces the concepts that earth materials have distinctive physical and chemical properties that make them useful for a variety of purposes and that each mineral has a unique chemistry. By exploring rock samples, students discover that rocks contain minerals and that minerals have distinct properties that may be

identified by observation and testing (texture, color, luster, hardness, magnetic properties) and that every mineral is composed of only one substance. Students then use the results of their tests to identify twelve minerals by their name. Students write and present reports on the uses of rocks and minerals based on their discovered properties. Second graders are introduced to the ways in which geologists study rocks and minerals.

A highlight of the Science curriculum is the unit on Space including the planets, the composition of the earth, galaxies and stars, and famous astronauts.

A discovery approach in science fosters the natural inquisitiveness of children and cultivates learners who truly enjoy learning about God's creation. Field trips, special speakers and presentations, along with our biennial Science Fair enhance our science curriculum!

## **ENRICHMENT CLASSES**

### **PHYSICAL EDUCATION**

The goals for the physical education program stress integrative skill mastery and regular exercise. Integrative skill mastery includes manipulative skill development and integration (running, hitting, throwing, and catching), motor ability development, and creative movement development. Focus on decisional themes such as sharing, caring, and playing fairly, help students understand and practice integrity. Throughout the year, students enjoy a wide variety of manipulative sports such as soccer, basketball, and floor hockey, as well as loco motor games and creative dance. Students are taught the how and why of skilled play, fitness awareness, and integrity.

### **MUSIC**

Music is a multi-faceted music curriculum based upon the premise that music is a gift from God, and that the study of music enables students to bring glory to God in a unique way. To this end, students explore all aspects of music through the following activities: singing, playing instruments, composing, improvising, performing and listening. Singing continues to be the basis in the music curriculum; Students sing rounds, folk music, and patriotic songs in addition to praise music, all within the context of learning the basic elements of music theory, including notation, dynamics, meter and note values, and rhythm and beat patterns. Students continue to develop

facility on a variety of percussion instruments by combining singing with the playing of instruments and movement. Students engage in active listening activities designed to develop musical understanding of form, phrase, and texture, as well as an appreciation for music's aesthetic aspects. Students perform for one another in class and in public concerts, providing them with opportunities to share their developing skills and love for music.

## **ART**

Children of younger ages develop art skills largely by experimentation based on their love of art activities and a natural sense of color and design. The goal of activities will be to teach skills in a logical way, to allow experimentation with various media, and to enable individual development. Students will be taught basic drawing skills based on seeing shapes in the forms around them. Art history will be introduced by showing the students examples of artwork that will capture interest, discussing biographical information of artists, as well as their inspiration for ideas. Students will be taught shading and basic color theory as they work on paintings, crayon drawings, colored pencil drawings, and pastel drawings.

## **LIBRARY**

Students visit the library weekly and discover the wonderful books at their disposal. Over the course of the year, the library skills are introduced and reinforced through the incorporation of reading aloud, book discussions, scheduled library games and activities. Our primary goal is to pique and expand students' interest in reading for pleasure and for information, and to help them explore the library's resources. Students are introduced to a variety of genres and authors, including both fiction and non-fiction. Students also learn the skills necessary for independent selection and evaluation of appropriate reading material. During their visits, students select and borrow books, learning how to care for them responsibly and return them on time.

For more information regarding our Grammar School Program  
please contact our Grammar School Principal, Andrea Bergstrom [andrea.bergstrom@ccamail.org](mailto:andrea.bergstrom@ccamail.org)