



NORTHERN VALLEY SCHOOLS CONSORTIUM

Closter, Demarest, Harrington Park,
Haworth, Northvale, Norwood,
Old Tappan and the
Northern Valley Regional High School District

CURRICULUM OBJECTIVES: GRADE TWO

COMPREHENSIVE HEALTH

LANGUAGE ARTS

MATHEMATICS

MUSIC

PHYSICAL EDUCATION

SCIENCE

SOCIAL STUDIES

TECHNOLOGY

VISUAL ARTS

WORLD LANGUAGES

LIBRARY/MEDIA

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COMPREHENSIVE HEALTH

Wellness

All students will acquire health promotion concepts. Students will know that:

- There are many attributes that help you grow and develop.
- Many factors play a role in maintaining a healthy diet.
- There are many symptoms of diseases and understanding the differences is important.

Growth and Development

All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Students will know that:

- There are many sources to get health related information from and knowing the difference between reliable and unreliable information sources is necessary.
- There are many skills needed to work cooperatively in a group.

Drugs and Medicine

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Students will be able to:

- State basic rules when taking medicines.
- Recognize that tobacco use contributes to lung diseases and fires.
- Tell how tobacco smoke impacts the environment and the health of nonsmokers.
- Recognize substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.
- Explain that some people cannot control their use of alcohol, tobacco, and other drugs.
- Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Human Relationships And Sexuality

All students will acquire knowledge about physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Students will be able to:

- Differentiate types of friendship and identify that friends are important throughout life.
- Identify physical similarities and differences between genders.
- Identify some different kinds of relationships that people have?
- Explain that human beings develop inside their birth mother, and there are factors that contribute to the health of the baby.



LANGUAGE ARTS

Reading Literature

Student Objectives (outcomes)

Students will be able to:

- increase personal reading stamina
- make inferences and support them with text evidence
- determine important events to be included in a retelling
- develop personal reading preferences
- use various structures to write about their thinking in stories

- read age appropriate materials with fluency and accuracy
- identify and discuss literary elements such as character, setting, plot, problem, and solution
- connect character, setting, and plot to real-life situations

Essential Question(s):

- How do readers read with stamina and meaning?
- How do readers figure out the tricky words and confusing parts in their books?
- How do readers grow ideas about characters in their books?
- How do readers think, talk, and write about chapter books?
- How do readers study fables, folktales and fairytales?
- How do readers study a series?

Reading Foundation Skills

Student objectives (outcomes):

Students will be able to...

- demonstrate understanding of the organization and basic features of print
- apply basic rules of capitalization and punctuation
- recognize the purpose of a paragraph
- distinguish long and short vowels when reading regularly spelled one-syllable and multisyllabic words
- know spelling-sound correspondences for additional common vowel teams
- decode words with common prefixes and suffixes
- identify words with inconsistent but common spelling-sound correspondences
- recognize and read grade-appropriate irregularly spelled words
- develop a vocabulary 500-800 regular and irregular sight words
- apply learned skills to determine if text makes sense without prompting
- read on-level text with purpose and understanding
- read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

Essential Question(s):

- How do readers construct meaning?
- How do readers figure out an unknown word?
- How do readers adapt when text becomes more complex?
- What strategies can writers use to spell an unfamiliar word?

Reading Informational

Student Objectives (outcomes):

Students will be able to:

- distinguish between fiction and informational text.
- identify the main idea and supporting details in informational texts.
- use a variety of structures to write about their thinking.
- identify and use text features to facilitate understanding of informational text.
- use graphic organizers to summarize information.
- link new information from text to previous experience and knowledge.
- use context clues and prior knowledge to identify unfamiliar words.

Essential Question(s):

- How do readers read with stamina and meaning?
- How do readers figure out the tricky words and confusing parts in their books?
- How do readers read, think, and talk about nonfiction books?
- How do scientists read to learn about a topic? How do scientists teach others about what they have learned about a topic?

Reading Writing Language**Student objectives (outcomes):**

Students will be able to:

- know and use the rules that govern common grammar
- write, expand, and rearrange complete simple and compound sentences
- use commas in greetings and closings of letters
- use grade level capitalization rules
- use an apostrophe to form contractions and frequently occurring possessives
- know and use grade level spelling patterns and generalizations
- compare formal and informal uses of English
- use sentence level context clues to determine the meaning of a word or phrase.
- determine meaning of a new word when a known prefix is added to a known word
- use a known root word to determining meaning of an unknown word with same root
- use knowledge of meaning of individual words to predict meaning of compound words
- identify real-life connections between words and their use
- distinguish shades of meaning
- know spelling – sound correspondence for common vowel teams
- decode words with common prefixes and suffixes
- recognize and read grade-appropriate irregularly spelled words
- read age-appropriate material aloud with fluency and accuracy
- reread to monitor for understanding

Essential Question(s):

- How do writers know, understand, and use parts of speech correctly?
- What strategies do readers use to figure out unknown words? (prefixes, root words, context clues)
- How do writers change the structure of a sentence to add variety to their writing?
- What strategies can writers use to help them spell unknown words?

Speaking and Listening**Student Objectives (outcomes)**

Students will be able to:

- participate in discussions around a common topic, and respond appropriately to comments made by others
- ask relevant questions for clarification and understanding
- follow one- and two-step directions
- restate oral information in a logical and understandable sequence
- present brief oral reports using language that is clear, audible, and engaging

Essential Question(s):

- What are the characteristics of a good listener?
- What impact does listening have?

- What are the characteristics of an effective speaker?
- In what ways are ideas communicated orally?

Writing Informational

Student objectives (outcomes):

Students will be able to:

- understand the purpose of informational text
- write informational text about a topic of expertise
- use the stages of the writing process, including prewriting, drafting, revising, and publishing
- develop a paragraph with a topic sentence, details, and a conclusion
- use basic transition words such as first, next, last, etc., to connect ideas
- use available technology and visual media to convey meaning
- use simple checklists and rubrics to improve writing

Essential Question(s):

- How do writers work independently through the steps of the writing process?
- How do writers write information books about a topic of personal expertise?

Writing Narrative

Student objectives (outcomes):

Students will be able to:

- use the stages of the writing process including prewriting, drafting, revising, editing, and publishing
- elaborate and support written content with details and descriptions
- discuss the traits of quality writing (ideas, organization, word choice, voice, etc.)
- write and illustrate a narrative story with a beginning, middle, and end
- write in complete sentences
- use appropriate ending punctuation in independent writing
- apply phonetic rules and syllabication when spelling unfamiliar words
- use available technology to produce and publish writing

Essential Question(s)

- How do writers work independently through the steps of the writing process?
- How do writers write about significant small moments from their lives?
- How do writers write well-elaborated realistic fiction stories?



MATHEMATICS

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes

Entering Expected Skills:

- Fact practice
- Fact families
- Skip counting
- Number patterns
- Number sense
- Friends of 10 (facts that make 10)



MUSIC

Singing

- Sing a song by imitation.
- Participate in singing games and dramatizations.
- Indicate direction and movement of melody.
- Sing with good posture, breath control, and articulation.
- Sing from memory a basic repertoire of folk and composed songs representing various genres, styles, and cultures.

Playing Instruments

- Play simple rhythms on classroom instruments accurately and independently.
- Play independent instrumental parts (simple, rhythmic, or melodic).
- Echo short rhythmic, and melodic patterns and phrases.
- Demonstrate when playing in groups skill in matching tone quality, and listening to others.
- Play a varied repertoire of music representing diverse genres and styles.
- Play rhythmic accompaniments to songs from various musical cultures.

Improvising and Composing

- Improvise “answers” to given rhythmic and melodic phrases in appropriate matching style and form.
- Utilize music to dramatize songs and stories.

Reading and Notation

- Identify musical elements in response to diverse aural prompts such as rhythm, timbre, dynamics, form, and melody.
- Read a system of notation that represents a complex symbolic language that indicates pitch, rhythm, dynamics, and tempo.

Listening and Responding

- Listen to a variety of music.
- Demonstrate musical perception by describing or answering questions about music heard.
- Respond through movement.
- Practice employing audience behavior.
- Discriminate mood.
- Echo – clap simple 2, 3, or 4 beat patterns.
- Respond to rhythms by walking, running, marching and skipping.
- Identify and describe uses of the elements of music in various genres and styles.
- Identify and describe simple musical forms.
- Use correct terminology in describing or explaining music, musical notation, musical instruments, vocal ranges, and musical performance.
- Create patterns of movement to express thoughts or feelings to the musical works.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

Critiquing

- Compare two performances using personal criteria or criteria developed by the class.
- Explain why specific compositions may be effective or appropriate in certain settings and not in others.
- Apply the principles of positive critique in giving and receiving responses to performances.

Recognizing relationships

- Acknowledge the relationships between music and the other arts.
- Participate in folk dances and singing games.
- Explain how music reflects historical and social events and movements.
- Use the expressive and rhythmic elements of music making in interpretive readings.

Understanding western music

- Describe and compare characteristics of various genres of Western art and music.
- Identify specific occasions that can be enriched by music and describe the characteristics of suitable music.

Understanding world music

- Recognize music from various world cultures.



PHYSICAL EDUCATION

Basic Movement Skills & Concepts

- Demonstrate locomotor skills using appropriate form.
- Demonstrate non-manipulative skills.
- Participate in manipulative skills.
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback. Use visual and verbal cues to improve performance and self-assess skills.

Team Sports

- Explain what it means to demonstrate good sportsmanship.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Determine how attitude impacts physical performance.
- Demonstrate strategies that enable team members to achieve goals.

Individual Sports/Recreational Games/Lifetime Activities

- Explain what it means to demonstrate good sportsmanship
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- Explain the difference between offense and defense
- Determine how attitude impacts physical performance

Fitness and Physical Activity

- Employ health related fitness.
- Demonstrate skill related fitness:
- Recognize body responses:
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit.
- Develop a fitness goal and monitor progress toward achievement
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- Determine how attitude impacts physical performance

Project Adventure (Optional Enrichment)

- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities
- Explain what it means to demonstrate good sportsmanship
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

Guided Discovery (Optional Enrichment)

- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

Attitudes and Value

- Demonstrate positive feelings toward safety in physical education.
- Demonstrate good sportsmanship.
- Demonstrate positive attitude and behaviors toward self and others in physical education
- Appreciate physical activities for creating an avenue of self-expression.
- Demonstrate a knowledge of rules which enhances the success of the activity.
- Understand the importance of maintaining physical fitness.
- Appreciate physical activity for promoting mental and physical well-being.



SCIENCE

Unit 1: Relationships in Habitats

In this unit of study, students develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students also compare the diversity of life in different habitats. The crosscutting concepts of cause and effect and structure and function are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and developing and using models. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 2-LS4-1, 2-LS2-1, 2-LS2-2, and K-2-ETS1-1.

Unit 2: Properties of Matter

In this unit of study, students demonstrate an understanding of observable properties of materials through analysis and classification of different materials. The crosscutting concepts of patterns, cause and effect, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and analyzing and interpreting data. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 2-PS1-1, 2-PS1-2, and K-2-ETS1-3.

Unit 3: Changes to Matter

In this unit of study, students continue to develop an understanding of observable properties of materials through analysis and classification of different materials. The crosscutting concepts of cause and effect and energy and matter are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in constructing explanations, designing solutions, and engaging in argument from evidence.

Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 2-PS1-3 and 2-PS1-4.

Unit 4: The Earth's Land and Water

In this unit of study, students use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The crosscutting concept of patterns is called out as an organizing concept for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 2-ESS2-3 and 2-ESS2-2.

Unit 5: Changes to Earth's Land

In this unit of study, students apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change. The crosscutting concepts of stability and change; structure and function; and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in asking questions and defining problems, developing and using models, and constructing explanations and designing solutions. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 2-ESS1-1, 2-ESS2-1, K-2-ETS1-1, and K-2-ETS1-2.



SOCIAL STUDIES

Civics, Government, Human Rights

Students will be able to:

- Explain the need for laws and government on the community and state level.
- Describe the importance of citizens participating in a community election. (i.e. Board of Education, City Council)
- Compare and contrast different responses to authority that may arise from unjust laws.
- Describe how the actions of a civil rights leader can help promote social change and inspire social activism.
- Identify elements shared by cultures such as food, clothing, housing, government, and beliefs.
- Explore how world leaders and organizations help individuals and nations in need. (i.e. Red Cross and UNICEF)
- Contact local officials and community members to discuss local issues.

Geography, People, And The Environment

Students will be able to:

- Identify and locate the seven continents and four oceans.
- Compare and contrast information that can be found on different types of maps, and determine when the information is useful.
- Use physical and political maps to identify locations and spatial relationships of places in local and nearby communities.
- Identify and use the elements of a map including map key, compass rose, and symbols.
- Plan a project to inform others about environmental issues. (i.e. endangered animals)

Economics, Innovation, and Technology

Students will be able to:

- Compare and contrast the wants and needs of communities.
- Explain how scarcity and choice influence decisions made by individuals and communities.
- Understand that consumers are buyers, and producers are workers and sellers.
- Explain how incentives motivate producers and consumers.
- Explain how producers and consumers can exchange goods and services. (i.e. bartering)
- Distinguish between goods and services.
- Identify the basic goods and services a family needs for everyday life.
- Identify uses of natural resources.
- Examine how access to natural resources affects people' daily life. (i.e. a desert vs. city)
- Explain what it means to “earn” and “save” money.
- Compare and contrast transportation in the past and present.
- Identify the modes of communication used to transmit ideas (i.e. Internet, text messaging, email, phone, mail, etc.).

History, Culture and Perspectives

Students will be able to:

- Recognize the name and the historical significance of George Washington, Thomas Jefferson, and Benjamin Franklin.
- Explain the impact of slavery on the nation, New Jersey, and individuals.
- Determine how local and state communities have changed over time.
- Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- Describe the Mayflower Compact as rules governing the Pilgrim community.
- Examine the origin of following major national holidays including Memorial Day, Labor Day, Thanksgiving, and Veterans' Day.
- Relate why important national buildings, statues, and monuments are associated with our national history.
- Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions.
- Describe and explain the political, economic and social contributions of LGBTQ+ individuals and persons with disabilities.



TECHNOLOGY

K - 4 Objectives

Technology Operations and Concepts

- Identify and use the basic features of a computer and its operating system
- Identify basic hardware problems and solve simple problems (i.e. freezing, refresh/stop, force quit, restart, minimizing/closing windows, empty trash, quitting applications, login/log out).
- Use technology terms in daily practice.
- Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages both at home and at school.
- Demonstrates appropriate keyboarding/mouse skills and correct posture.
- Create a document with text using a word processing program.
- Create a visual composition using basic tools (brush, bucket, spray can, color palette, eraser, shape, line and text tools).
- Demonstrate the ability to navigate in developmentally appropriate virtual environments (websites).
- Use a digital camera to take a picture.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

Digital Citizenship

- Model legal and ethical behaviors when using both print and non-print information by citing sources.
- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- Analyze the need for and use of copyrights.
- Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

Research and Information Literacy

- Use the Internet to explore and investigate information with a teacher's support.
- Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

Critical Thinking, Problem Solving, and Decision-Making

- Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
- Use mapping tools to plan and choose alternate routes to and from various locations.
- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.



VISUAL ARTS

Objectives for Kindergarten Grades 1, 2

The Creative Process

- Identify the basic elements of art and principles of design in diverse types of artwork.
- Identify elements of art and principles of design in specific works of art and explain how they are used.

History of Arts and Culture

- Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

Performing

- Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation
- Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories
- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

Aesthetic Responses & Critique Methodologies

- Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- Apply the principles of positive critique in giving and receiving responses to performances.
- Recognize the subject or theme in works of dance, music, theatre, and visual art.



WORLD LANGUAGE

Unit: Numbers and Letters

Students will be able to:

- Count and manipulate numbers 0 – 60
- Know Spanish alphabet and spell simple names and vocabulary words

People and Activities

Students will be able to:

- Identify and describe oneself
- Identify and describe another
- Use the verbs “to be” and “to have” in 1st, 2nd, and 3rd person singular.
- Recognize and use adjectives such as tall/short, funny, big/small, long/short, cute, pretty, blonde/brunette/redhead.



LIBRARY/MEDIA

The mission of the school library media center program is to provide an inclusive environment which promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implement instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grade 2 will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources.
- Demonstrate ethical and safe use of the Internet and electronic resources.
- Demonstrate appropriate use and care of materials.
- Learn how to identify, locate, select and access print and non print materials.
- Identify, locate and utilize the parts of books: print and electronic.
- Understand that fiction and non-fiction books can be used as resources for recreational reading.
- Understand that libraries provide diverse collections of information presenting many viewpoints.
- Identify, locate, select and utilize dictionaries/Thesauruses from the reference collection.
- Understand fiction and nonfiction books can be used as resources for research and class assignments.

- Utilize technological resources as available and appropriate.
- Utilize computer applications and software (databases, spreadsheets, presentations and word processing) as needed.
- Perform a basic search by (a) Author, Title Subject; (b) Keyword.
- Utilize electronic resources (eg eBooks, apps etc..)
- Identify, locate, select and utilize fiction and nonfiction literature.
- Perform a basic search by (a) Author, Title Subject; (b) Keyword and assess results.
- Understand and utilize single user and/or networked information resources (menu bars, help screens, search strategies, print, save, send/attach).
- Understand and use the internet to locate, evaluate, print and save information.
- Identify, locate, select and utilize dictionaries/Thesauruses and Encyclopedias from the reference collection.
- Identify, locate, select and utilize electronic reference materials, ie. online databases, encyclopedias, EBSCO etc.

