MCPS CURRICULUM 2.0

LEARNING FOR THE FUTURE

A PARENT'S GUIDE TO GRADE 2 CURRICULUM 2.0

MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS

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VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

Learning
Relationships
Respect
Excellence
Equity

MONTGOMERY COUNTY
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CURRICULUM 2.0 broadens instruction beyond reading and mathematics to engage the whole child. Ten subject areas at the elementary level—*art, health education, information literacy, mathematics, music, physical education, reading, science, social studies, and writing*—have been refocused around the critical and creative thinking and academic success skills students need for a lifetime of learning. There are four major features of Curriculum 2.0:

"We need to prepare students for THEIR future, not OUR past."

Ian Jukes
Educator and Futurist

New internationally driven standards in mathematics, reading, and writing: Mathematics, reading, and writing are based on new strengthened standards, called the Common Core State Standards (CCSS). These standards, adopted by Maryland in June 2010, describe the content that students must learn at each grade level and are designed to help U.S. students compete favorably with students around the world.

A renewed focus on teaching the whole child: The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing. Students will receive instruction across all subjects in elementary school.

Integrated thinking, reasoning, and creativity: The integration of thinking and academic success skills—or those skills that contribute to students' ability to creatively solve problems collaboratively, interpret multiple perspectives, analyze complex data, and understand connections among a variety of ideas—is the unique aspect of Curriculum 2.0. These skills have been identified in the educational research as the tools necessary to thrive in the 21st century knowledge-based global economy.

Communication of student progress through an improved "standards-based" report card: The elementary school report card is aligned with the concepts and topics taught in Curriculum 2.0 each marking period. The quarterly report card provides feedback to students and parents throughout the year about how well students are meeting or exceeding academic standards compared with grade-level expectations.

Curriculum 2.0 will better engage students and help them develop the skills they need to thrive in school and beyond.

THINKING AND ACADEMIC SUCCESS SKILLS

Students who thrive academically, socially, and emotionally know more than just facts. They have a certain set of skills that enable them to learn and succeed in almost any environment. These include critical thinking, creative thinking, and academic success skills. The chart on the right describes the thinking and academic success skills that are integrated throughout Curriculum 2.0 as students progress through elementary school.

CRITICAL THINKING SKILLS

Critical thinking involves being objective and open-minded while thinking carefully about what to do or what to believe, based on evidence and reason.

Analysis

- Noticing what's alike and what's different
- Describing what parts make up a whole
- Looking for patterns
- Seeing how things fit together
- Sorting objects

Evaluation

- Questioning facts and claims, including your own
- Demanding evidence
- Checking the reliability of information you're viewing or reading
- Knowing what to do when two sources of information conflict
- Ranking options based on criteria

Synthesis

- Putting things back together after taking them apart
- Seeing how new ideas come from other ideas
- Making something new out of the parts you already have
- Organizing your thoughts

CREATIVE THINKING SKILLS

Creative thinking involves putting facts, concepts, and principles together in new ways and demonstrating a novel way of seeing or doing things.

Elaboration

- Including descriptive details in your writing, conversations, and art work
- Explaining something exactly how it happened takes time
- Explaining your thinking

Flexibility

- Considering the ideas and thoughts of others
- Questioning answers you're given
- Asking "why" questions
- Changing your thinking based on evidence or new ideas

Fluency

- Coming up with many new ideas
- Expressing your ideas or thoughts by writing, drawing, talking, or acting
- Showing the same thing in many ways
- Knowing many ways to answer a question

Originality

- Creating new ideas and products
- Explaining your answers in new and inventive ways
- Turning ideas and products of others into something new
- Seeing problems as a chance to solve something in a new way

ACADEMIC SUCCESS SKILLS

Academic success involves possessing attitudes and behaviors that enable students to reach their full potential in academic settings.

Collaboration

- Respecting the ideas of others
- Asking other people what they think
- Working with others to accomplish a goal or task
- Knowing how to lead a group and be a member of a group

Effort/Motivation/Persistence

- Challenging yourself to accomplish difficult tasks
- Thinking of additional ways to reach your goal when things get difficult
- Never giving up. Asking for help when learning is difficult

Intellectual Risk Taking

- Asking questions to help you understand—every day
- Sharing what you're thinking in a group
- Sharing your ideas and answering questions, even when you're unsure
- Challenging yourself to rise to the next level

Metacognition—Thinking about Thinking

- Thinking about what you already know about a topic before learning more
- Noticing the ways you learn best and asking for help when you're struggling
- Explaining your thinking

“Teaching for creativity aims to encourage self-confidence, independence of mind, and the capacity to think for oneself.”

Sir Ken Robinson, *Out of Our Minds: Learning to be Creative*

IN CURRICULUM 2.0, GRADE 2, specific critical and creative thinking and academic success skills are identified for each marking period. These skills are explicitly taught through the concepts and topics in the 10 content areas and provide a focus for integration across subjects.

Art	Physical Education
General Music	Reading/Language Arts
Health Education	Science, Technology, and Engineering
Information Literacy	Social Studies
Mathematics	Writing

The following pages highlight the critical thinking, creative thinking, and academic success skills along with the curriculum concepts and topics that are the focus of instruction in each marking period for Grade 2 students.

Curriculum 2.0 is built around developing students’ critical and creative thinking skills, as well as essential academic success skills, which will lead to college and career readiness in the 21st century.

MARKING PERIOD 1

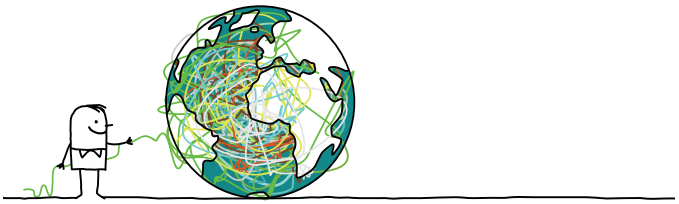
Bulleted concepts in red are graded on the report card for **Marking Period 1**.

Fluency **(Creative Thinking Skill)**—Generating multiple responses to a problem or an idea.

- **Generate** ideas using multiple strategies.
- **Ask** questions in a variety of ways.

Collaboration **(Academic Success Skill)**—Working effectively and respectfully to reach a group goal.

- **Demonstrate** teamwork by working productively with others.
- **Define** and identify steps to reach a group goal.
- **Identify** and analyze options for sharing responsibility to reach a group goal.
- **Demonstrate** the characteristics of both a group leader and a group member.



SOCIAL STUDIES

- **Civics:** Democratic skills and attitudes; relationships among rights, responsibilities, and democratic ideas; organizations and leaders help the community; effects of personal choices.
- **Culture:** Effective social interactions; multiple perspectives—conflict and compromise.

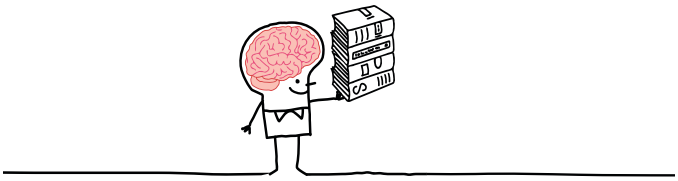
SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Earth Space Sciences:** Description of Earth materials—properties of rocks, soil, water; description of Earth's surface and atmosphere—water, natural features of continents, natural features of the ocean floor.

PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Travel while changing locomotor skills, directions, and pathways; relationships with others (lead, follow, mirror, match, meet, part).
- **Personal and Social Responsibility:** Rules and safety (safe, fun, fair, and inclusive).

The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing.



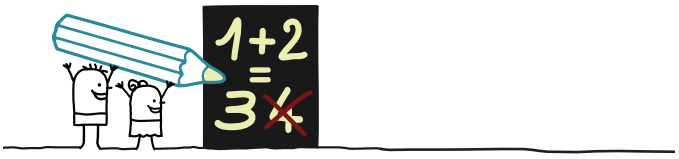
READING/LANGUAGE ARTS

- **Literature:** Traditional stories; fiction; poetry; Junior Great Books; ask and answer questions; describe how characters respond to events and challenges and overall structure of a story; use information from illustrations and words in print to demonstrate understanding.
- **Informational Text:** Ask and answer questions; determine the meaning of words/phrases; know and use text features.
- **Language/Vocabulary:** Participate in collaborative conversations; tell a story or recount key details; determine or clarify the meaning of unknown words/phrases and multiple meaning words; demonstrate understanding of word relationships/meanings.

FLUENCY AND COLLABORATION

WRITING

- **Informative/Explanatory:** Introduce a topic, develop points, and provide a conclusion.
- **Narrative:** Recount a well-elaborated sequence of events, include details, use temporal words to signal event order, and provide closure.
- **Process, Production, and Research:** Focus on a topic, revise and edit to strengthen writing; use digital tools to produce and publish writing; participate in shared research and writing projects; use experiences or gather information from sources to answer a question.
- **Use of Language:** Recount an experience; complete sentences; adjectives and adverbs; expand and rearrange sentences; spelling patterns; capitalization; use of commas; consult reference materials to check spelling.
- **Opinion:** Introduce topic, state opinion, provide reasons to support opinion, and provide a conclusion.



MATHEMATICS

- **Measurement and Data:** Categorical data (bar graphs and picture graphs).
- **Number and Operations in Base Ten:** Counting within 1000; place value (hundreds, tens, and ones); numerals to 1000; expanded form; comparison of 3-digit numbers (<, >, =).
- **Operations and Algebraic Thinking:** Addition and subtraction situations with unknown in all positions (within 100); mental strategies (sums to 20).

ART

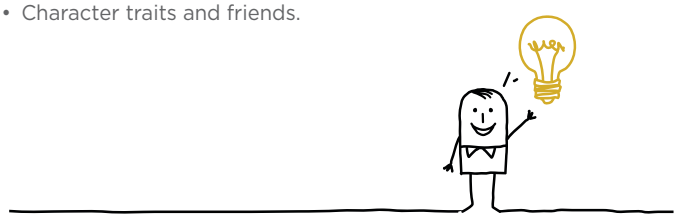
- **Analyzing and Responding to Art/Creating Art:** Line, shape, color; communicate ideas and feelings; space—overlapping, background, foreground, horizon line; evaluation of art.

GENERAL MUSIC

- **Analyzing and Responding to Music:** Classify classroom and orchestral instruments; demonstrate steady beat through movement.
- **Performing Music:** Sing with appropriate vocal technique and intonation.
- **Reading and Notating Music:** Music reading—*la*.

HEALTH EDUCATION

- Decision-making factors and choices.
- Communication for specific situations.
- Reporting and responding to an emergency.
- Emotions and emotional response.
- Promoting well-being and cooperation skills.
- Health issues created by pollution.
- Nutrients, food groups, Nutrition Facts Label.
- Safety around others and accessing help.
- Outdoor safety.
- Physical growth.
- Character traits and friends.



INFORMATION LITERACY

- Circulation policies, procedures.
- Personal and assigned information need.
- Resource identification and location.
- Source evaluation.
- Note taking, citing sources.
- Product development (personal connections, format).

MARKING PERIOD 2

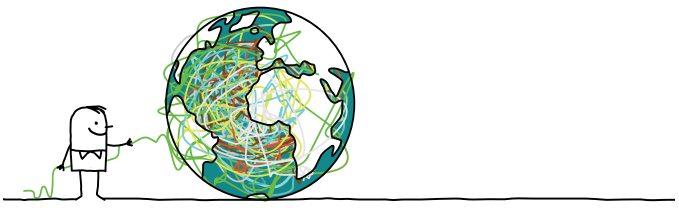
Bulleted concepts in blue are graded on the report card for **Marking Period 2**.

Analysis **(Critical Thinking Skill)**—Breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.

- **Sort** and classify into categories.
- **Identify** and describe patterns and the relationships within patterns.
- **Identify** relationships among parts of a whole.
- **Infer** and explain meaning to make sense of parts.

Metacognition **(Academic Success Skill)**—Knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.

- **Examine** one's own thoughts and ideas to identify background knowledge.
- **Explain** thinking processes.
- **Self-monitor** strategies to assess progress and apply new thinking.
- **Seek** clarification and adapt strategies to attain learning task/outcome.



SOCIAL STUDIES

- **Geography:** Places on Earth; geographic tools; geographic characteristics.
- **Culture:** Elements of culture; customs and traditions and how they change.

SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Physical Sciences:** Classification of objects based on observable properties; description of the parts of objects; description of relationships between the parts of objects; investigation of changes made to parts of objects; design an object made of parts; description of minute objects; description of minute features of objects.

PHYSICAL EDUCATION

- **Health-Enhancing Physical Fitness and Activity:** Effects of exercise (heart, lungs, skin).
- **Movement Skills and Concepts:** Overhand throw; catch an overhand thrown ball.

READING/LANGUAGE ARTS

- **Literature:** Traditional stories; Junior Great Books; ask and answer questions; recount stories; describe how characters respond to events and challenges.
- **Informational Text:** Literary nonfiction—biography; ask and answer questions; identify main topic; determine the meaning of words/phrases; know and use text features; explain how images contribute to and clarify a text.
- **Language/Vocabulary:** Participate in collaborative conversations; tell a story or recount key details; determine or clarify the meaning of unknown words/phrases and multiple meaning words; demonstrate understanding of word relationships/ meanings.

WRITING

- **Informative/Explanatory:** Introduce a topic, develop points, and provide a conclusion.
- **Narrative:** Recount a well-elaborated sequence of events, include details, use temporal words to signal event order, and provide closure.
- **Process, Production, and Research:** Focus on a topic, revise and edit to strengthen writing; use digital tools to produce and publish writing; participate in shared research and writing projects; use experiences or gather information from sources to answer a question.
- **Use of Language:** Recount an experience; create audio recordings of stories or poems, add visuals to clarify; complete sentences; reflexive pronouns; past tense of irregular verbs; expand and rearrange sentences; spelling patterns; capitalization; consult reference materials to check spelling.

MATHEMATICS

- **Measurement and Data:** Money (coins and bills); addition and subtraction situations involving money (within 100).
- **Number and Operations in Base Ten:** Addition and subtraction within 100 (concrete models, drawings, number lines, place value strategies, written methods); skip counting by 5s.
- **Operations and Algebraic Thinking:** Odd and even (up to 20); mental strategies (addition and subtraction within 20).

ART

- **Analyzing and Responding to Art/Creating Art:** Themes in art; shape and balance; influences of material choice and pattern; texture—actual and visual.

GENERAL MUSIC

- **Analyzing and Responding to Music:** Demonstrate steady beat through movement; identify contrasting and repeating sections.
- **Performing Music:** Perform singing games; perform a bordun; perform folk songs and dances.
- **Reading and Notating Music:** Read tie, half note, half rest, *do*, *re*.

HEALTH EDUCATION

- Personal fitness and healthy lifestyle.
- Promote personal health.

INFORMATION LITERACY

- Assigned information need.
- Resource identification (attributes of multiple types, match to information need).
- Literature (connections to real life).
- Source selection.
- Note taking, elements of a source citation.
- Product development (relevance of information, conclusions, formats for organizing and displaying findings).

MARKING PERIOD 3

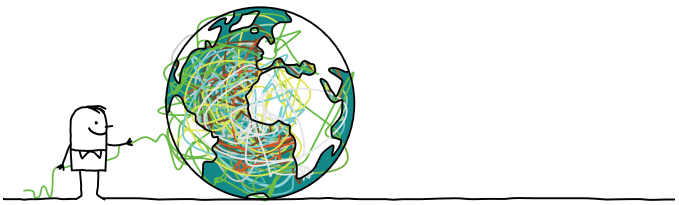
Bulleted concepts in green are graded on the report card for **Marking Period 3**.

Flexibility **(Creative Thinking Skill)**—Being open and responsive to new and diverse ideas and strategies and moving freely among them.

- **Maintain** openness by considering new and diverse ideas and multiple perspectives.
- **Select** and use multiple resources.
- **Move** freely between new information and prior knowledge.

Intellectual Risk Taking **(Academic Success Skill)**—Accepting uncertainty or challenging the norm to reach a goal.

- **Adapt** and make adjustments to meet challenges when seeking solutions.
- **Demonstrate** willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks.
- **Challenge** self and others to advance skill level.



SOCIAL STUDIES

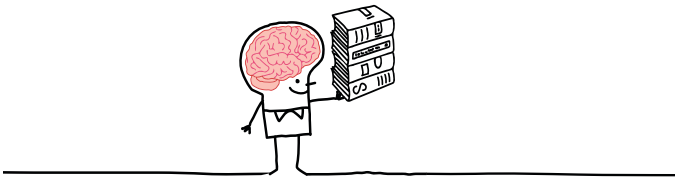
- **Economics:** Technology affects daily life; transportation—past and present; production process; goods and services; financial transactions; distribution of goods; economic decision-making skills.

SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Earth Space Sciences:** Description of day and night sky; Moon and Sun observation over time; observable properties of the moon, stars, and sun.
- **Life Sciences:** Survival of plants and animals in familiar and unfamiliar habitats; observation and description of minute organisms in their habitats; satisfaction of basic needs by minute and larger organisms.

PHYSICAL EDUCATION

- **Health-Enhancing Physical Fitness and Activity:** Relationship of muscular and skeletal system (muscles and their functions).
- **Movement Skills and Concepts:** Jump and land with a self-turned rope; tumbling sequence (balance and weight transfer).



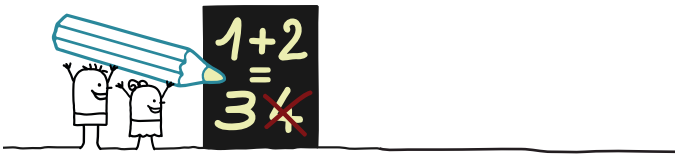
READING/LANGUAGE ARTS

- **Literature:** Fiction; traditional stories; William and Mary; ask and answer questions; describe how characters respond to events and challenges; acknowledge differences in points of view of characters.
- **Informational Text:** Literary nonfiction—biography; ask and answer questions; describe connections between a series of events, ideas, concepts, or steps; determine the meaning of words/phrases.
- **Language/Vocabulary:** Participate in collaborative conversations; tell a story or recount key details; determine or clarify the meaning of unknown words/phrases and multiple meaning words; demonstrate understanding of word relationships/ meanings; use words/phrases including adjectives and adverbs in conversation.

WRITING

- **Opinion:** Introduce topic, state opinion, provide reasons to support opinion, and provide a conclusion.
- **Process, Production, and Research:** Focus on a topic, revise and edit to strengthen writing; use digital tools to produce and publish writing; participate in shared research and writing projects; use experiences or gather information from sources to answer a question.
- **Use of Language:** Collective nouns; irregular plural nouns; past tense of irregular verbs; adjectives and adverbs; expand and rearrange sentences; spelling patterns; commas; apostrophe.

FLEXIBILITY AND INTELLECTUAL RISK TAKING



MATHEMATICS

- **Geometry:** Partition shapes into halves, thirds, fourths (circles, rectangles).
- **Measurement and Data:** Number lines to 100 (whole number lengths); linear measurement (units, tools, estimation); addition and subtraction situations involving linear measurement (within 100); time on analog and digital clocks (to nearest 5 minutes).
- **Operations and Algebraic Thinking:** Repeated addition (rectangular arrays of up to 5 rows and 5 columns).

ART

- **Analyzing and Responding to Art/Creating Art:** Representations of observation, memory, and imagination—texture, line, pattern; relationships between 2D shapes and 3D forms; reasons for creating art.

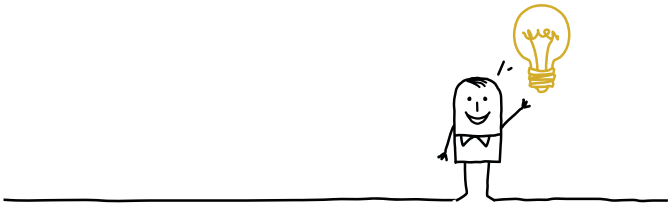
Curriculum 2.0 is designed to do an even better job of teaching students the academic, creative, and critical thinking skills that build confidence, generate success, and prepare children to thrive in the 21st century.

GENERAL MUSIC

- **Creating Music:** Improvise with instruments.
- **Reading and Notating Music:** Read and notate simple rhythm and pitch patterns on the staff.
- **Analyzing and Responding to Music:** Create movement patterns; identify meter.

HEALTH EDUCATION

- Stress (family stressors, management skills and strategies).
- Family roles and responsibilities.
- Communicable and non-communicable diseases.
- Personal fitness and healthy lifestyle.
- Rules for taking medicine safely.
- Community health professionals and resources.
- Sun safety strategies.



INFORMATION LITERACY

- Assigned information need.
- Resources (match to information need, attributes of multiple types).
- Sources (locate, select, source list creation).
- Note taking (strategies, technology tools, formats for organizing and recording content).
- Product development (make personal connections, categorizing, layouts, technology tools for presentation).

MARKING PERIOD 4

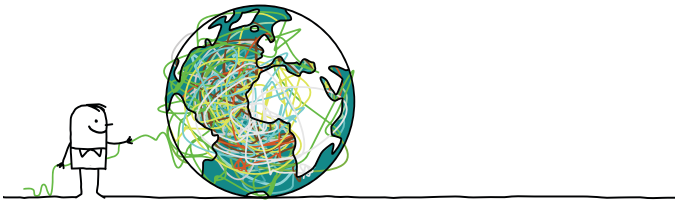
Bulleted concepts in yellow are graded on the report card for **Marking Period 4**.

Synthesis **(Critical Thinking Skill)**—Putting parts together to build understanding of a whole concept or form a new or unique whole.

- **Organize** parts to form a new or unique whole.
- **Integrate** ideas, information, and theories to invent or devise a solution.

Effort/Motivation/Persistence **(Academic Success Skill)**—Working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.

- **Demonstrate** strategies to achieve a goal or solve a problem.
- **Self-assess** effectiveness of strategies and redirect efforts to achieve a goal or obtain a solution to a problem.



SOCIAL STUDIES

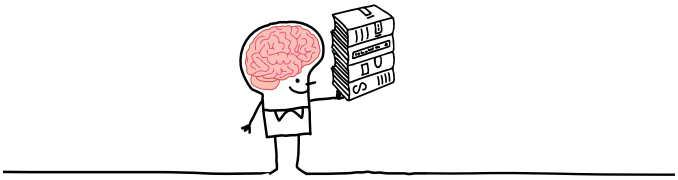
- **History:** Relationships among events over time; people today and long ago; contributions of government leaders and others to America.

SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Earth Space Sciences:** Moon and Sun observation over time; location and motion of celestial objects; identification of moon phases; description and comparison of patterns of change in the sun and moon.
- **Life Sciences:** Comparisons of plant and animal life cycles, including humans; comparisons of familiar organisms to organisms that lived long ago.

PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Dribble with feet; strike with short-handled implements.
- **Personal and Social Responsibility:** Goal setting and persistence.



READING

- **Literature:** Poetry; William and Mary; ask and answer questions; describe how words/phrases supply rhythm and meaning in a story, song, or poem.
- **Informational Text:** Literary nonfiction—biography; ask and answer questions; identify main topic; describe connections between a series of events, ideas, concepts, or steps; determine the meaning of words/phrases.
- **Language/Vocabulary:** Participate in collaborative conversations; tell a story or recount key details; determine or clarify the meaning of unknown words/phrases and multiple meaning words; demonstrate understanding of word relationships/meanings; use words/phrases including adjectives and adverbs in conversation.

The Curriculum 2.0 report card provides feedback to students and parents throughout the year about how well students are meeting or exceeding academic standards compared with grade-level expectations.

SYNTHESIS AND EFFORT/MOTIVATION/PERSISTENCE

WRITING

- **Informative/Explanatory:** Introduce a topic, develop points, and provide a conclusion.
- **Narrative:** Recount a well-elaborated sequence of events, include details, use temporal words to signal event order, and provide closure.
- **Process, Production, and Research:** Focus on a topic, revise and edit to strengthen writing; use digital tools to produce and publish writing; use experiences or gather information from sources to answer a question.
- **Use of Language:** Create audio recordings of stories or poems, add visuals to clarify; irregular plural nouns; adjectives and adverbs; expand and rearrange sentences; apostrophe; spelling patterns.

MATHEMATICS

- **Geometry:** Attributes of shapes—recognize, describe, draw (triangles, quadrilaterals, pentagons, hexagons, cubes).
- **Number and Operations in Base Ten:** Addition and subtraction within 1000 (concrete models, drawings, place value strategies, written methods).
- **Operations and Algebraic Thinking:** Addition and subtraction within 20 (sums of two 1-digit numbers from memory).

ART

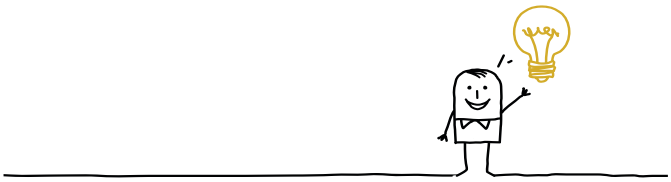
- **Analyzing and Responding to Art/Creating Art:** Decorative designs—shape, color, contrast, pattern; art as inspiration; representations of the environment; art vocabulary; criteria for judging art.

GENERAL MUSIC

- **Analyzing and Responding to Music:** Describe musical contrasts using music terminology.
- **Creating Music:** Improvise with the voice; compose and notate rhythm patterns; arrange sounds.
- **Performing Music:** Perform songs and dances of diverse styles, periods, and cultures; sing with appropriate vocal technique and intonation.

HEALTH EDUCATION

- Growth and maturation (physical, social, mental, compare changes over time).



INFORMATION LITERACY

- Assigned information need.
- Resource identification.
- Product development.
- Sources (select and evaluate using text features, elements of a citation).
- Note taking (relevance of information—fiction or nonfiction).
- Product development (evaluate information for completeness and integrate from multiple sources).

HOW PARENTS CAN HELP

You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the many ways you can help your child get the most out of school:

- **Show interest** in what your child is doing in school.
- **Set high expectations** for your child. Make it clear that school should be his or her first priority.
- **Dedicate at least 15 minutes** each day to talking with your child and reading with him or her.
- **Provide a quiet place** for your child to study.
- **Help your child** with his or her homework.
- **Limit the amount of television** your child watches and discuss what he or she sees on television.
- **Monitor the amount of time** your child spends playing video games or surfing the Internet.
- **Volunteer to help** with school activities and try to get other parents involved as well.
- **Talk with your child's teachers** regularly about your child's progress and what you can do to help him or her improve.
- **Encourage your child** to complete challenging work.

Adapted from *A Parent's Guide to Achievement Matters Most,* Maryland State Department of Education.

The MCPS Parent Academy offers free workshops that provide parents with information and resources to support their children's success in school. For more information, visit www.mcpsparentacademy.org.

Additional information about Curriculum 2.0 is available at www.montgomeryschoolsmd.org/curriculum/2.0/.

MCPS

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