

ENGLISH LANGUAGE ARTS

In English Language Arts students will learn to:

Read Literature and Informational Text

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text
- Recount stories determining the central message, lesson or moral
- Describe how the characters in a story respond to major events and challenges
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text
- Describe the connection between a series of historical events, scientific ideas or concepts or steps in a procedure in a text
- Know and use nonfiction text features (captions, bold print, subheadings, glossaries) to locate key facts or information in a text
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe
- Explain how specific images or illustrations contribute to and clarify a written text
- Read and comprehend literature (including stories and poems) and informational text (history/social studies, science, and technical texts)

Foundational Reading Skills

- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Know spelling-sound correspondences for additional common vowel teams
- Decode regularly spelled two-syllable words with long vowels and words with common prefixes and suffixes
- Recognize and read grade-appropriate high-frequency words
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

- Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
- Participate in shared research and writing projects

Speaking and Listening

- Follow agreed-upon rules for discussions, build on each other's talk, and ask for clarification or further explanation when needed (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

Language

- Produce, expand, and rearrange complete simple and compound sentences
- Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods
- Capitalize holidays, product names, and geographic names
- Use commas in greetings and closings of letters
- Use an apostrophe to form contractions and frequently occurring possessives
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from an array of strategies (context clues, root words, prefixes)

SCIENCE

In Science students will learn to:

Ask questions about objects, organisms, and events in the environment

Tell about why and what would happen if?

Make predictions based on observed patterns

Name and use simple equipment and tools (e.g., rulers, meter sticks, thermometers, hand lenses, and balances) to gather data and extend the senses

Record observations and data with pictures, numbers, or written statements

Discuss observations with others

Earth and Space Science

- Tell how weather changes from day to day and over the seasons
- Identify that the sun supplies heat and light to the earth and is necessary for life
- Describe how events around us have repeating patterns, including the seasons of the year, day, and night
- Understand that water moves in a cycle and how it changes from one state to the next
- Understand the role of water in changing weather

Biology

- Explain plants are living things that grow, reproduce, need food, air, & water, and have life cycles
- Understand the importance of light of light on plant life
- Describe the characteristics of living and nonliving things
- Identify that plants closely resemble their parents in observed appearance
- Explain how plants go through adaptations depending on environmental conditions

Physical Science

- Identify the observable properties of objects include size, shape, color, weight, and texture
- Explain that objects and materials are solid, liquid, or gas and that solids have a definite shape; liquids and gases take the shape of their container
- Understand the states of matter and how matter shifts from one state to the next
- Explore the concept of viscosity as it relates to different liquids
- Understand the structure of simple machines
- Experiment to explore the function of various simple machines

Engineering/Technology

- Describe the characteristics of natural and human-made materials
- Identify possible uses for natural and human-made materials
- Demonstrate safe and proper use of tools and materials to construct simple structures
- Explain that tools and simple machines are used for a specific purpose
- Tell how human beings and animals use parts of the body as tools
- Design and construct a simple machine

MATH

In Mathematics students will work to achieve the goals outlined below:

Operations and Algebraic Thinking

- Use addition and subtraction within 100 to solve one- and two-step word problems
- Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums and related subtraction facts of sums of two one-digit numbers
- Determine whether a group of objects (up to 20) has an odd or even number of members
- 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

Number and Operations in Base Ten

- 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
- Count within 1000; skip-count by 5s, 10s, and 100s
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols
- Fluently add and subtract within 100 using strategies
- Add up to four two-digit numbers using strategies
- Add and subtract within 1000, using concrete models or drawings and strategies
- Mentally add or subtract 10 or 100 to a given number 100–900
- Explain why addition and subtraction strategies work, using place value and the properties of operations

Measurement and Data

- Measure the length of an object by selecting and using appropriate tools
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen
- Estimate lengths using units of inches, feet, centimeters, and meters
- Measure to determine how much longer one object is than another
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units
- Represent whole-number sums and differences within 100 on a number line diagram
- Tell and write time from analog and digital clocks to the nearest five minutes (a.m./p.m.)
- Know the relationships of time, including seconds in a minute, minutes in an hour, hours in a day, days in a week, a month, and a year; and weeks in a month and a year
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies
- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories

Geometry

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths

SOCIAL STUDIES

In Social Studies students will learn to:

- Use words and phrases related to chronology and time
- Describe what makes a family
- Explain why families are important
- Describe their role in the family
- Define what makes a neighborhood and a community
- On a map of Massachusetts, locate Foxborough and its geographic features and landmarks
- Identify when Foxborough was founded and identify the groups of people who have settled in Foxborough
- Identify historic buildings, monuments and sites and explain their purpose and importance
- Explain what makes Foxborough a suburban community
- Describe how Foxborough has changed from a farming community to a suburban, industrial community
- Give examples of goods and services provided by Foxborough businesses and industries
- Give examples of tax support facilities and services provided by the local government
- Give examples of traditions or customs from other countries that can be found in the United States today
- Understand what rules and laws are and why we need them
- Understand the qualities that make a good citizen
- Give examples of people who were good leaders and good citizens and explain what made them admirable
- Explain the difference between a map and globe
- Describe how and why do we use maps and globe
- On a map of the world locate:
 - Cardinal directions
 - North and south poles
 - The equator
 - All seven continents
 - Locate the oceans of the world
 - Five major rivers in the World
 - Major mountain ranges in the world
 - Where they live and the countries where their family and ancestors came from
- Explain the difference between a continent and a country and give examples of each

WORLD LANGUAGE

In World Language students will learn to:

Communication

- Greet and respond to greetings
- Ask and answer questions about self
- Understand and respond to classroom requests
- Recognize numbers 1-20, colors, alphabet, body parts, clothing, animals

Cultures

- Demonstrate knowledge of the target culture's geography by answering questions about location, climate, language spoken in comparison to that of the United States
- Identify realia from other cultures, and why/how objects are used

Comparisons

- Identify ways in which the target language differs from/is similar to English
- Discuss the existence of other countries and languages spoken around the world and compare them with the United States
- Discuss popular trends and customs, activities and sports, clothing and music of other countries and compare/contrast them with those of their own culture
- Discuss holidays and celebrations and compare/contrast them with those of their own culture

Connections

- Compare sizes and location of other countries in relation to the United States
- Re-enact celebrations and traditions of other cultures
- Obtain information outside of the classroom related to other disciplines such as a map, game, or story in the target language

Communities

- Apply knowledge of the target language and cultures beyond the classroom setting by conversing with speakers of the target language

Our Philosophy

Core Values (CARE):

- Challenging and innovative educational experiences promote academic excellence by meeting the needs of students in ways that engage them in their learning.
- A safe, supportive, and collaborative environment fosters positive attitudes among students and school staff.
- Respect for the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.
- Ensuring a quality education, cultivated by ongoing communication and shared resources among parents, teachers, town organizations, and residents, is the responsibility of the entire community.



FOXBOROUGH PUBLIC SCHOOLS

Curriculum Benchmarks



GRADE 2

Vision:

The Foxborough Public Schools, in collaboration with the community, will provide students with intellectual, artistic, and character building educational experiences to inspire them to achieve.

COMMITTED TO EXCELLENCE