



**ST. MARY ACADEMY  
BAY VIEW**

***MODEL CONTENT STANDARDS  
&  
GRADE LEVEL EXPECTATIONS***

***GRADE 2***

**Course Title: Language Arts**

**Grade: 2**

**Full Year**

**Text:** *Reading Street*, Pearson/Scott Foresman Copyright 2013

*Reader's & Writer's Notebook*, Pearson/Scott Foresman Copyright 2013

*Handwriting*, Zaner-Bloser 2012;

*Trade Books*

*Renaissance Learning, Inc.* Accelerated Reader Copyright 2001

The Accelerated Reader Program is a supplemental reading program designed to encourage students to read books on their reading level. The students select a book to read. After reading the books, they take a multiple choice computerized test. They receive immediate reinforcement by seeing their scores along with the questions missed and correct answers. The points accumulate throughout the year.

**Course Description:** The language arts program for Grade 2 emphasizes phonics, reading and writing. This program seeks to further develop the students' reading comprehension and fluency-skills which were begun in Grade 1. In addition to building vocabulary and spelling skills, there is a greater emphasis on grammar as it applies to daily writing. The students' writing abilities are refined through journal, story, and report writing. These exercises empower the students to recognize that they are young authors.

**Course Outcomes:**

Upon completion of this language arts course the student will:

1. Demonstrate reading comprehension through pre-reading strategies, critical thinking strategies, and contributions to oral discussions;
2. Use phonics and structural analysis and context clues to decode words and to apply spelling and phonics patterns to daily reading and writing;
3. Identify punctuation marks and parts of speech and effectively use them in writing;
4. Demonstrate the understanding that writing is a process which entails pre-writing, brainstorming, conferencing, editing and publishing of her work;
5. Demonstrate the skill of developing an idea with a beginning, a middle, and an end;
6. Illustrate written work appropriately.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

I. Decoding Skills

- long and short vowels
- digraphs
- diphthongs
- final vowels
- r-controlled words
- variable consonants
- blends
- silent consonants
- suffixes, prefixes, syllables

II. Grammar

- punctuation
- complete sentences
- parts of speech

- compound words
- antonyms, synonyms, homonyms
- contractions
- possessives/plurals

#### I. Reading Comprehension

- previewing/predicting
- main idea
- supporting details
- sequencing
- drawing conclusions

#### II. Writing Skills

- writing for a purpose
- creative writing
- expository writing
- poetry writing
- dictionary use
- cursive handwriting

#### III. Literature

- devices: simile, alliteration, rhyme
- parts of a book
- literary genres

### ***Course Objectives:***

1. Students will participate frequently in large group instruction.
2. Students will read aloud independently, with a partner, and in a large group.
3. Students will write about a range of topics to suit different audiences.
4. Students will frequently work together in cooperative learning groups.
5. Students will dramatize stories and illustrate them.
6. Students will listen to and read stories on Epic app
7. Students will learn phonics and language skills through games created for that purpose.
8. Students will participate in writing and illustrating stories.
9. Students will participate in various author studies.
10. Students will participate in the Accelerated Reader program.

### ***Assessments:***

1. Performance Assessments
2. Daily written assignments
3. Daily observation
4. Story retelling and sequencing
5. Independent book reports and reading project
6. Oral and written responses to questions

**Course Title: Social Studies**

**Grade 2**

**Full Year**

**Text:** No Formal Textbook is used.

**Course Description:** While the discipline of Social Sciences is not formally introduced into the academic schedule until Grade 3, students in the lower grades are routinely engaged in exploring topics universally accepted as social sciences material. Usually, these topics are presented within the context of another discipline; thus not only is readiness for the formal study of the social sciences nurtured, but also the student experiences the process of learning across the disciplines—an essential aspect of holistic education. Examples of this practice are as follows:

1. Grade 2 addresses social sciences material through a specific focus on holidays and current events.
2. Map reading instruction is incorporated into language arts reading selections, which very frequently reflect an awareness of multicultural influences, and in math classes. Children participate in celebrations of Columbus Day, Election Day, Thanksgiving, Christmas, Martin Luther King Day, Presidents Day, and Black History month.
3. Children engage in such activities as reading trade books related to national events and holidays; locating on a map or globe the locale in which a story takes place and discussing that locale's culture; reading and discussing current events as those covered in *Weekly Reader*.
4. Units of study also include Famous American Women and State Quarters.
  - a. The students become familiar with five women who have contributed to American History through stories, activities and projects.
  - b. While collecting state quarters, the students make a graph, identify the state locations, and share interesting facts about the states that have issued specialized quarters.

The references to social sciences material are frequent and consistent in the lower grades. Children entering Grade 3 are ready to embark on the formal study of history and geography because of this preparation in both values and data.

**Course Title: Mathematics****Grade 2****Full Year**

**Text:** *Envisionmath 2.0, Scott Foresman & Addison Wesley 2017*

**Course Description:** The mathematics program for Grade 2 builds on the basic skills and concepts learned in first grade. Use of the two operations of arithmetic is practiced and applied to increasingly complex problems. Identifying procedure in solving problems involving money, time, fractions and geometry, and using them correctly to arrive at solutions are addressed. The use of standard and non-standard measuring tools as well as graphing techniques is introduced and students apply them to everyday situations. The practice of estimating and extracting information from graphs and tables to solve problems is also introduced and practiced. This course expands the students' familiarity with fractions as well.

**Course Outcomes:**

Upon completion of this Grade 2 mathematics course the student will:

1. Students use mental math strategies to add and subtract within 20.
2. Students work with odd and even numbers and arrays to build a foundation for multiplication.
3. Students use strategies based on place value to add and subtract within 100.
4. Students tell and write time to the nearest five minutes. They develop strategies to solve problems involving dollar bills and coins.
5. Students read, write and compare numbers to 1,000.
6. Students use appropriate tools to estimate and measure length.
7. Students represent data in line plots, bar graphs, and picture graphs. They analyze data in the graphs to solve problems.
8. Students analyze and draw two-dimensional shapes and cubes based on their attributes. They divide the shapes into equal shares to build a conceptual foundation for fractions.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Fluently Add and Subtract Within 20
  - Addition Fact Strategies
  - Doubles and Near Doubles
  - Addition Fact Patterns
  - Count On and Count Back to Subtract
  - Think Addition to Subtract
  - Practice Addition and Subtraction Facts
  - Solve Addition and Subtraction Word Problems
  - Problem Solving
- II. Work With Equal Groups
  - Even and Odd Numbers
  - Use Arrays to Find Totals
  - Make arrays to Find Totals
  - Problem Solving
- III. Add Within 100 Using Strategies
  - Add Tens and Ones on a Hundred Chart
  - Add Tens and Ones on an Open Number Line
  - Break Apart Numbers to Add

- Practice Addition Using Strategies
- Solve One-Step and Two-Step Problems
- Problem Solving

#### IV. Fluently Add Within 100

- Add with Partial Sums
- Models to Add 2-Digit Numbers,
- Add 2-Digit Numbers
- Add More than Two 2-Digit Numbers
- Practice Adding
- Solve One-Step and Two-Step Problems
- Problem Solving

#### V. Subtract Within 100 Using Strategies

- Subtract Tens and Ones on a Hundred Chart
- Count Back to Subtract on a Open Number Line
- Continue to Count Back to Subtract on an Open Number Line
- Break Apart Numbers to Subtract
- Solve One-Step and Two-Step Problems
- Problem Solving

#### VI. Fluently Subtract Within 100

- Regroup 1 Ten for 10 Ones
- Models to Subtract 2-Digit and 1-Digit Numbers
- Subtract 2-Digit and 1-Digit Numbers
- Models to Subtract 2-Digit Numbers
- Subtract 2-Digit Numbers
- Use Addition to Check Subtraction
- Solve One-Step and Two-Step Problems
- Problem Solving

#### VII. More Solving Problems Involving Addition and Subtraction

- Represent Addition and Subtraction Problems
- Mixed Practice: Solve Addition and Subtraction Problems
- Solve Two-Step Problems
- Problem Solving

#### VIII. Work with Time and Money

- Solve Problems with Coins
- Solve Problems with Dollar Bills
- Problem Solving
- Tell Time to Five Minutes
- Tell Time Before and and After the Hour
- A.M. and P.M.

#### IX. Numbers to 1,000

- Understand Hundreds
- Models and 3-Digit Numbers
- Name Place Values
- Read and Write 3-Digit Numbers
- Different Ways to Name the Same Number
- Place-Value Patterns with Numbers

- Skip Count by 5s, 10s, and 100s to 1,000
- Compare Numbers Using Place Value
- Compare Numbers on the Number Line
- Problem Solving

#### X. Add Within 1,000 Using Models and Strategies

- Add 10 and 100
- Add on an Open Number Line
- Add Using Mental Math
- Add Using Partial Sums
- Use Models to Add
- Explain Addition Strategies
- Problem Solving

#### XI. Subtract Within 1,000 Using Models and Strategies

- Subtract 10 and 100
- Count Back to Subtract on an Open Number Line
- Add Up to Subtract on an Open Number Line
- Subtract Using Mental Math
- Use Models to Subtract
- Explain Subtraction Strategies
- Problem Solving

#### XII. Measuring Length

- Estimating Length
- Measure with Inches
- Inches, Feet, and Yards
- Measure Length Using Different Customary Units
- Measure with Centimeters
- Centimeters and Meters
- Measure Lengths Using Different Metric Units
- Compare Lengths
- Problem Solving

#### XII. More Addition, Subtraction, and Length

- Add and Subtract with Measurements
- Find Unknown Measurements
- Continue to Find Unknown Measurements
- Add and Subtract on a Number Line
- Problem Solving

#### XIV. Graphs and Data

- Line Plots
- Bar Graphs
- Picture Graphs
- Draw Conclusions from Graphs
- Problem Solving

## XV. Shapes and Their Attributes

- 2-Dimensional Shapes
- Polygons and Angles
- Draw 2-Dimensional Shapes
- Cubes
- Divide Rectangles into Equal Shares
- Partition Shapes
- Equal Shares, Different Shapes
- Problem Solving

### ***Course Objectives:***

1. Students will learn concepts from direct, large group instruction.
2. Students will reinforce learning in cooperative small groups.
3. Students will practice functions and operations on white boards.
4. Students will use IXL (online math program) to reinforce skills.
5. Students will participate in games devised to motivate and polish skills.
6. Students will generate, solve and illustrate word problems.
7. When indicated, students will receive individual tutoring sessions.

### ***Assessments:***

1. Performance Assessments
2. Daily observation of class work
3. Homework
4. Varied online programs



## **PERFORMING ARTS**

### **Course Title: Elementary – General Music**

Grade 2

Full Year

*Text: The Music Connection* (and accompanying CDs.), Silver Burdett Ginn, 2000

Additional Resources: Liturgical music (Breaking Bread - Oregon Catholic Press, 2006) and various other music sources, CDs and tapes.

### **Course Outcomes:**

The Elementary general music program strives to give the student an opportunity to:

1. Express herself creatively;
2. Build self-confidence;
3. Learn to interact with her fellow classmates;
4. Develop a love and appreciation for music and all the arts.

Through movement, singing, and using percussion instruments, the beginning student learns to use her whole mind, body, and spirit in experiencing the universal language of music.

### **Course Content:**

Paying attention to the National Standards, students will have opportunities to:

- . Sing solo
- . Sing with a group
- . Develop listening skills
- . Learn to play an instrument
- . Compose their own songs
- . Learn about famous composers
- . Learn beginning music theory and form
- . Discover cultural connections with various styles of music, lyrics, and instrumentation.
- . Perform and express themselves at school liturgies and concerts.

### **Assessments:**

1. Students are required to do their best in participating in all learning and listening skills.
2. Students are required to be respectful and patient with themselves and each other.
3. Beginning music students are encouraged to:
  - Perform in front of teacher, classmates and audience.
  - Explore their God-given talents.
  - Learn exciting new skills and appreciation that will last a lifetime.
  - Share their knowledge and talents generously with the world around them and beyond.

**Course Title: Science****Grade: 2****Full Year****Text:** *Various trade books*

**Course Description:** In Grade 2, the major focus of our science program is a four-week study of Chick Hatching. We begin the program by placing fertilized chicken eggs in a classroom incubator. Throughout the unit we study the chick's development through trade books, videos, journal writing, hands-on activities and class discussion. The culmination of this unit is the observation of the hatching process, followed by the caring of the baby chicks.

**Course Outcomes:**

Upon completion of this Grade 2 science program the students will:

1. Exhibit a positive attitude towards science;
2. Exhibit critical thinking skills;
3. Demonstrate an understanding of chick development and the hatching process;
4. Successful completion of two science experiments (candling and table egg);
5. Demonstrate an understanding of animal classification and animal habitats;
6. Demonstrate an appreciation of actual chick hatching, the growth of a young chick and the care of the hatchlings.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course:

1. Comparing and contrasting the characteristics of oviparous and viviparous animals;
2. Identifying the various habitats in which animals lay their eggs;
3. Participating in a candling experiment through which the students view the developing embryo inside the egg;
4. Participating in a hands-on experiment comparing and contrasting table eggs and fertilized eggs;
5. Demonstrating the hatching process by acting out the stages of the hatch;
6. Observing the actual hatch of the incubated eggs.

**Course Objectives:**

The student will be able to:

1. Listen to and discuss teacher-generated instruction;
2. Explore concepts and build skills by engaging in hands-on activities and experiments;
3. Participate in individual projects and research activities using trade books;
4. Participate in field trips.

**Assessments:**

1. Teacher observation
2. Participation in class discussions
3. Group and individual projects
4. Written test
5. Homework

## **THEOLOGICAL STUDIES DEPARTMENT**

### **MISSION STATEMENT**

The Department of Theological Studies functions to provide a complete theological foundation so as to empower its young women to live lives of faith expressed in the unfolding of their created uniqueness and in the living of just interrelationships in the context of the global community. To that end, the Theological Studies program enables the students in their self-discovery by challenging them to honest self-appraisal; exposing stereotypical thinking; examining media and cultural influences that inhibit self-valuation and the development of personal uniqueness. The department provides the student with clear doctrine, intelligent reading of the Scriptures, and moral guidelines according to the teachings of the Catholic Church. It fosters that sense of justice grounded in the Judaeo-Christian tradition which enables them to respond to the challenges of their world and in so doing to expand the reign of God.

### **THEOLOGICAL STUDIES DEPARTMENT GOALS**

Upon completion of the Theological Studies program, the students will:

1. Express their personal uniqueness through personal choices and lifestyles.
2. Recognize their relationship with God and express in worship, prayer, and service the faith that is in them;
3. Understand and appreciate the ways in which others find and respond to the divine Presence in the world;
4. Make informed decisions based on a clear understanding of the Judaeo-Christian tradition, integrating a relationship between personal conduct and social accountability;
5. Demonstrate understanding of the interdependence of all life through reverence of the environment as God's stewards on earth.

#### ***Course Title: Religion***

**Grade: 2**

**Full Year**

**Text:** *We Believe: Jesus Shares God's Life*, William H. Sadlier, Inc. 2015

*We Believe* Music CD

**Course Description:** The second grade religion program is a continuation of the first grade program with an emphasis on the sacraments of Reconciliation and Eucharist. The students are presented with doctrine, participate in prayer and worship, and are exposed to scripture readings relative to the units in the course. They participate with students in other grades in planning and implementing prayer services and liturgies for the elementary school community. The students are involved in reading, discussing, reflecting, praying and worshipping as they are encouraged to continue to be young followers of Jesus.

#### ***Course Outcomes:***

Upon completion of this religion course the student will:

1. Express the importance of Jesus in their lives;
2. Describe the meaning of Baptism as the sacrament by which we become the children of God and members of the church;
3. Demonstrate an appreciation of the Mass as the greatest prayer and as a celebration of Jesus' Last Supper;
4. Pray as a major means of communication with God;

5. Express an understanding of the meaning of sin and the importance of making right choices in life;
6. Pray the Act of Contrition from memory;
7. Describe the importance of the sacrament of Reconciliation;
8. Articulate and put into practice the concept that as friends of Jesus, we are called to love and serve others;
9. Express an understanding of how to prepare for and receive Jesus in the sacrament of Eucharist;

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Jesus Christ is with us Always
  - Jesus is the Son of God
  - Jesus Christ Gives Us the Church
  - We Celebrate God's Love
  - We Celebrate Baptism
  - We Celebrate Confirmation
  - The Church Year
  - Ordinary Time
  
- II. Jesus Calls us to Penance and Reconciliation
  - We Learn About God's Love
  - God Gives Us Laws
  - We follow God's Laws
  - We Prepare for the Sacrament of Forgiveness
  - We Celebrate the Sacrament of Forgiveness
  - Advent
  - Christmas
  
- III. Jesus Gives Himself in the Eucharist
  - Jesus Gives Us the Eucharist
  - We Gather for the Celebration of the Eucharist
  - We Celebrate the Liturgy of the Word
  - We Celebrate the Liturgy of the Eucharist
  - We Go in Peace to Share God's Love
  - Lent
  - The Three Days
  
- IV. We Live Our Catholic Faith
  - God Calls Us to Love and Serve
  - The Church Lives Today
  - We Pray
  - We Honor Mary and the Saints
  - We Show Love and Respect
  - Easter
  - Sharing Faith in Class and at Home

**Course Objectives:**

1. Students will learn about key concepts in teacher-directed lessons.
2. Students will engage in class discussions about these concepts.
3. Students will participate in private and liturgical prayer.
4. Students will express their understanding and appreciation for concepts through drawing and other art projects.

5. Through songs, role-playing and dramatizations, students will demonstrate their understanding of concepts and how to apply to real life.

***Assessments:***

1. Oral responses to discussions.
2. Written responses to review questions.
3. Student drawings and artwork.
4. Bible stories retelling and dramatizing.
5. Participation in prayer services.
6. Creative writing: cards, prayers a

## **Course Title: Computer Science**

**Grade 2**

**Full Year**

**Resources:** Code.org Course C, Blockly programming language, CS Unplugged, Computer Science for All, Edison Robots, Edblocks, CommonSense.org, G-Suite for Education, Hello Ruby series by Linda Lukas, Legos, student iPads and Typing.com.

**Course Description:** The Grade 2 computer science class gives students multiple opportunities to code using different programming platforms. Using Legos from the Lego Mindstorms Kits students will build structure that demonstrate the properties of different gear configuration. Using Edison robots students will program a robot to move and use input from sensors to dictate actions. Students will be talking about online bullying and what to do if they are in that situation. All students will have G-Suite accounts which give them access to Google Docs, Drive, Slides and Sheets. The curriculum focuses on collaboration, investigation, persistence, problem solving.

### **Course Outcomes:**

Upon completion of this class, the student will be able to:

1. Identify the main components of a computer and their relationships.
2. Type a short document using home row and correct finger placement.
3. Create, edit and save files in G-suite including formatting fonts and adding and editing images.
4. Use loops and events in programs, debug errors including incorrect commands and sequencing.
5. Describe the impact different gear configurations have on performance.
6. Identify cyber-bullying and know how to respond safely and appropriately.
7. Use writing for planning and reflection.
8. Work cooperatively with other students.

### **Course Content:**

The following outline of course material covers the various concepts and skills that form the objectives of this course.

- I. Computer Basics
  - Hardware identification and relationships
  - Computer Processing Cycle
- II. Keyboarding
  - Type using home row and correct finger placement
  - Continuation of typing the Alphabet keys
- III. G-Suite - Google Apps for Education
  - Log in and out of their Google account.
  - Create, save, edit and open files using Google Slides, Docs and Draw.
  - Format fonts in Google applications.
  - Add images to Google applications.
- IV. Programming
  - Identify an algorithm
  - Program using simple algorithms
  - Debug errors in loops, commands and incorrect sequencing
  - Use loops and events in programs
  - Program an Edison robot using EdBlocks to perform a variety of robot behaviors including movement and actions dependent on sensor input.
- V. Building
  - Using Legos create a structure that uses gears to create moving parts.
  - Create different structures that demonstrate the properties of different gear configurations.
- VI. Digital Citizenship

- Identify cyber-bullying
- Discuss strategies for dealing with cyber-bullying.

VII. Journaling

- Use a journal to plan a program or structure.
- Reflect on computer science concepts and activities in a journal.
- Describe the steps included in a block program.
- Practice programming concepts using graphs, cutouts, pencils and markers

VIII. Cooperative Learning

- Work in groups to solve problems and challenges
- Take part in paired programming lessons

## **WORLD LANGUAGE**

### **Course Title: Lower School Spanish**

#### **Grade 2**

#### **Full Year**

**Text:** *Spanish is Fun* (Grades 4+5), Amsco School Publications, Inc. 1997; *Viva El Español, A+B* (PreK-3) National Textbook Company, 1995 *Total Physical Response in First Year Spanish*, Francisco Cabello. (All Grades)

**Course Description:** This early introduction to Spanish applies the natural approach used to teach children their first language. It emphasizes oral competence (speaking and listening skills). It uses various media to enhance the learning process: picture cards, videos, books, puppets, skits, songs, dances and games. Writing and reading skills are introduced in Grades 2-5. Basic grammar is introduced in Grades 4 and 5.

#### **Course Outcomes:**

Upon completion of this Spanish course the student will:

1. Listen to and understand; speak on topics of general interest; read basic level reading material and write simple responses to questions.
2. Demonstrate a basic knowledge of the history, values and cultures of the Spanish-speaking countries.
3. Compare / contrast her own lifestyle with those of the Spanish-speaking peoples.
4. Relate world language study with the vision of Catherine McAuley and the Core Values and Critical and Critical Concerns of the Sisters of Mercy.

#### **Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Each grade begins with a review of previously learned material. Common phrases, vocabulary and cultural facts and experiences are added gradually as the students' comprehension increases along with their facility in the language arts.

#### **Course Objectives:**

1. Students will demonstrate a comprehension of basic, relevant vocabulary used in settings familiar to children: home, school, friends, community, sports and entertainment and travel
2. Students will give appropriate responses to questions made regarding material presented in class
3. Students will grow in respect and appreciation for the customs and values of the cultures of the Spanish-speaking countries
4. Students will be able to read, write and comprehend basic vocabulary and language structures according to each class level

#### **Assessments:**

1. Oral assessments
2. Individual and group projects
3. Physical responses to spoken and/or written commands
4. Written reviews
5. Homework assignments (depending on grade level)



**Course Content:**

Each grade level builds on the content taught in previous grade levels and introduces new vocabulary as well as further knowledge of the language structure and culture.

**4. Grade 2:**

- Previously taught material
- Reading and writing exercises of Vol. A of *Viva El Español*
- Feelings
- Numbers 1-50
- School rooms and subjects
- Transportation
- Places to visit
- Outdoor activities, hobbies
- Weather words

Cultural Celebrations at all levels: Hispanic Heritage Month, Día de la Raza, Día de los Santos, Día de los Muertos, Juan Diego y la Guadalupe, Las Posadas, La Noche Buena y la Navidad, El Día de los Reyes Magos, la Semana Santa, Cinco de Mayo.

**Mercy Mission Values:** There are many opportunities to incorporate teaching Mercy values and the Critical Concerns with special emphasis on: respect for differences, embracing our multicultural and international reality, awareness of racism, commitment to nonviolence. Also tied in with these concerns is the conscience raising regarding the way in which climate change affects the poor and third world nations.

## **VISUAL ARTS**

### ***Course Title: Visual Arts***

### **Grade 2**

### **Full Year**

#### ***Resources:***

In Visual Arts Grades K-5 the students have access to:

- Wide range of art materials
- Art Room Book Corner
- Promethean Board Art Instruction
- Apple TV
- iPad Drawing Apps
- Artist Visits
- Blank Sketchbooks for each student

#### ***Course Description:***

The Visual Art program for Grades Kindergarten- Grade 5 will develop students' appreciation for art as well as their creative skills. They will be introduced to varied media and instructed on how to use materials properly. Both individual and group projects will encourage their creative thought, expression, and knowledge of art. Students will learn about and be inspired by the artistic accomplishments of past and present artists and cultures, while developing skills to express their own artistic vision. Special projects that connect with classroom curriculum will be included. The schedule provides each grade with one 45 minute class per week. Lessons will span over several weeks when time is required.

#### ***Course Outcomes:***

Upon completion of the course the students will:

1. Develop creativity and appreciation of the arts
2. Use art materials properly
3. Develop confidence in their own artistic ability
4. Increase artistic skills
5. Develop a respect for their own and others' work and belongings
6. Gain knowledge of art and cultural history

#### ***Course Content:***

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

#### ***Grade 2 Art***

##### **Skills**

- Continue to develop skills in using art materials
- Listening and following directions
- Sharing art tools and respecting others' work
- Develop drawing and painting skills
- Develop neatness and commitment to completing tasks
- Develop confidence and self-evaluation
- Explore individual creativity in response to assignments

##### **Design and Materials**

- Elements of art and design

- Line, shape, color, form, value, space, color, texture
- Patterns (Mandalas, nature)
- Historical portraiture/ Mona Lisa/ Drawing the face
- Collage
- 3-D Paper Quilling
- Printmaking, repeat pattern, symbolism (Adinkra patterns)
- Animal drawings
- Calligraphy( Chinese Couplets, Duilian banners)
- Still life (Van Gogh Sunflowers)
- Mixed media art
- Materials: crayon, watercolor, paper, pencil, colored pencil, oil pastel, tempera paint, tissue paper, chalk pastel

#### Art History and World Culture

- Teacher will read to class and show examples of historical artists and world cultures
- Students will respond by creating art inspired by art history and world cultures

#### Contemporary Art

- Teacher will read to class illustrated books by contemporary artists
- Teacher will show artwork by contemporary artists
- Students will respond by creating art inspired by contemporary art
- Artist Visit: The lower school will have a visit by an Illustrator/Author during Reading Week

#### Drawing from Nature

- Students will take sketchbooks into BayView's Garden to observe and draw from nature

#### Technology

- Students will experiment with drawing app on iPad

### ***Course Objectives:***

#### **The student will:**

1. Increase creativity
2. Have experience with new materials, techniques, and processes
3. Increase skills with materials and tools
4. Share thoughts, ideas, and the artistic process with other students and teachers
5. Learn about artists and cultures from the past and present
6. Increase confidence and self-reflection through art

### ***Assessments:***

1. Evaluation of class work
2. Attention to directions, cooperation
3. Creativity
4. Completion of assignment