

Curriculum Guide

SECOND GRADE 2009



Religion

	Quarter 1	Quarter 2
Content	<p>Sacraments: Overview of each sacrament, with a focus on Baptism.</p> <p>Church: Roles of priests, bishops, pope, religious, and lay members of the church. Define <i>saint</i>. Recognizes and understands the roles of the Trinity. Take apart the mysteries of the rosary. Understands types of prayers, recites and understands Our Father, Hail Mary, Glory Be, etc.</p>	<p>Sacraments: Focus on Reconciliation.</p> <p>Church: Recognizes and understands the Ten Commandments. Understands difference between sin and temptation. Focus on thanksgiving – for all that has been given to us, for our families and faith. Understands the season of Advent and Christmas. Can explain Jesus’ healing miracles in relation to Reconciliation.</p>
Essential Questions	Describe each sacrament. Explain the roles each person has in the church. Explain the relationship between Father, Son, and Holy Spirit.	Explain how we got the Ten Commandments and how Jesus changed the way we look at them. What is the difference between a mortal and venial sin? How do we prepare for Christmas?
Assessments	Written tests, quizzes, observation	Written tests, quizzes, observation
Materials and Resources	Textbook, workbook, guest speakers	Textbook, workbook, guest speakers, online resources

	Quarter 3	Quarter 4
Content	<p>Sacraments: Focus on Eucharist.</p> <p>Church: Learn the parts of the Mass in preparation for receiving the Eucharist. Understands the events of Holy Week. Describes Jesus’ teachings and miracles. Can retell various parables and explain the lesson in each. Recites and understands the Act of Contrition.</p>	<p>Sacraments: Focus on Confirmation, Matrimony, Holy Orders, and Anointing of the Sick.</p> <p>Church: Understands role of the Holy Spirit. Describes Pentecost and Ascension. Recognize the important role of Mary. Can identify important men and women of Scripture. Discuss the idea of eternal life in Heaven.</p>
Essential Questions	Explain how Passover and Eucharist are related. Describe the events of Holy Week and how they are relived at each Mass. Explain the Act of Contrition.	What are the Sacraments of Initiation? Explain why God sent us the Holy Spirit and how he did so. How is Mary a role model for all of us?
Assessments	Written tests, quizzes, observation, participation in Mass	Written tests, quizzes, observation, participation in Mass
Materials and Resources	Textbook, workbook, guest speakers, online resources	Textbook, workbook

READING

	Quarter 1	Quarter 2
Content	<p>Listening: Following multi-step oral directions. Recalling sequencing. Predicting outcomes. Listen to thoughts, views, opinions of others.</p> <p>Speaking: With inflection. Reciting from memory. Speak to inform. Speak in choral reading format.</p> <p>Reading: Journal/reflective writing after reading. Reading orally with expression to an individual or group. Focus on fiction. Making connections with reading. Reads to follow directions. Describes picture details. Reads words in isolation. Decoding long/short vowels. Silent letters. Reading “r-controlled words.”</p>	<p>Listening: Listen to evaluate/correlate information.</p> <p>Reading: Journal/reflective writing after reading. Reading orally with expression to an individual or group. Focus on fiction. Using context clues. Recalling sequence of events. Reads to determine setting/characters/plot. Making inferences and predictions. Awareness between real/make believe. Decoding using syllabication. Compound words. Synonyms.</p>
Essential Questions	<p>Can you repeat all of the directions stated?</p> <p>What is the order of events in the story?</p> <p>What do you think will happen in the story? Why?</p> <p>Does the student read “choppily” or with expression?</p> <p>Why did the author use this picture for the story?</p> <p>What is the “magic e” role?</p>	<p>What did you learn from the story?</p> <p>Does the student read “choppily” or with expression?</p> <p>Does the student use context clues when reading words he doesn’t know?</p> <p>Does the student put story events in correct chronological order?</p> <p>Can the student distinguish setting/character/plot of a story?</p> <p>What are characteristics of something that is real and something that is make believe?</p> <p>What is a compound word? Give examples. What is a synonym? Give examples.</p>
Assessments	Observation, participation, journaling, projects, homework.	Observation, participation, journaling, projects, homework.
Materials and Resources	Textbook, workbook, internet resources, journals, literature sources	Textbook, workbook, internet resources, journals, literature sources

	Quarter 3	Quarter 4
Content	<p>Listening: to distinguish between fact and opinion.</p> <p>Reading: Journal/reflective writing after reading. Reading orally with expression to an individual or group. Focus on non-fiction. Determines the purpose for reading as a pre-reading strategy. Glossary, table of contents, index skills. Summarizing skills. Cause/effect. Main idea/supporting details. Prefixes/suffixes. Antonyms.</p>	<p>Listening: in order to react to writing.</p> <p>Reading: Journal/reflective writing after reading. Reading orally with expression to an individual or group. Focus on poetry. Summarizing skills. Compare/contrast between texts. Homophones/homonyms/homographs. Graphic organizers.</p>
Essential Questions	<p>What is the difference between a fact/opinion?</p> <p>Does the student read “choppily” or with expression?</p> <p>What is the difference between fiction and nonfiction?</p> <p>How do you use a glossary, table of contents, index?</p> <p>Summarize the story.</p> <p>Explain cause and effect.</p> <p>What is the main idea of the story? Give details that support it.</p> <p>What are common prefixes/suffixes and how do they change the meaning of the word?</p> <p>What is an antonym? Give examples.</p>	<p>Does the student read “choppily” or with expression.</p> <p>Describe some types of poetry.</p> <p>Summarize the story.</p> <p>Use a Venn Diagram or T-chart to compare and contrast two stories.</p>
Assessments	Observation, participation, journaling, projects, homework.	Observation, participation, journaling, projects, homework.
Materials and Resources	Textbook, workbook, internet resources, journals, literature sources	Textbook, workbook, internet resources, journals, literature sources

LANGUAGE ARTS

	Quarter 1	Quarter 2
Content	<p>Language Arts: Alphabetical order. Nouns – common and proper, possessive.</p> <p>Spelling: Inventive spelling, “magic e”, -ed, -ied, “r-controlled vowels” Commonly misspelled words.</p> <p>Writing: Brainstorming skills. Writing personal narratives and friendly letters. Complete sentences. Recognizing 4 types of sentences. Paragraph writing. Proper manuscript formation.</p>	<p>Language Arts: Alphabetical order to the third letter. Plural nouns. Pronouns and verbs. Common abbreviations. Proper usage of commas.</p> <p>Spelling: Inventive spelling. Contractions. Beginning blends, silent letters, plural words (-s, -es, -ies), vowel digraphs. Commonly misspelled words.</p> <p>Writing: Brainstorming skills. Writing to inform/give directions. Paragraph writing. Proper manuscript formation.</p>
Essential Questions	<p>Put words in alphabetical order.</p> <p>What is a noun? What is the difference between a common and proper noun? What is the “magic e” rule?</p> <p>What is the “y” rule?</p> <p>What are the parts to a friendly letter?</p> <p>What are the components of a complete sentence? What are the 4 types of sentences/</p>	<p>Put words in alphabetical order.</p> <p>What are plural nouns?</p> <p>Why do we have pronouns? Name some pronouns.</p> <p>Why do we have abbreviations? Name some.</p> <p>Name some ways we use commas.</p> <p>What is a verb? What is a contraction? Give examples.</p>
Assessments	Spelling tests, observation, participation, quizzes, projects	Spelling tests, observation, participation, quizzes, projects
Materials and Resources	Textbooks, workbooks, journals, internet sources	Textbooks, workbooks, journals, internet sources

	Quarter 3	Quarter 4
Content	<p>Language Arts: Alphabetical order to the fourth letter. Adjectives.</p> <p>Spelling: Commonly misspelled words. Words with common suffixes and prefixes. Comparison words.</p> <p>Writing: Brainstorming skills. Descriptive writing. Paragraph writing. Proper cursive formation.</p>	<p>Language Arts: Adverbs.</p> <p>Spelling: Homophones/homonyms. Commonly misspelled words. More suffixes and prefixes.</p> <p>Writing: Brainstorming skills. Writing poetry. Proper cursive formation.</p>
Essential Questions	<p>Put words in alphabetical order.</p> <p>What are suffixes/prefixes and how do they change the meaning of words?</p> <p>How do you hold your pencil and paper when writing cursive?</p> <p>Are your sentences descriptive or are they short and choppy?</p>	<p>What are adverbs? Name some.</p> <p>What are homophones/homonyms?</p> <p>Do your poems make sense and are descriptive?</p> <p>Is your cursive fluid or choppy?</p>
Assessments	Spelling tests, observation, participation, quizzes, projects	Spelling tests, observation, participation, quizzes, projects
Materials and Resources	Textbooks, workbooks, journals, internet sources	Textbooks, workbooks, journals, internet sources

MATH

	Quarter 1	Quarter 2
Content	<p>Number Sense/Concepts: Reading/identifying/writing numbers to 100; Greater than/less than (comparing numbers); Ordinal positions; Evens/odds</p> <p>Computation: Addition facts: doubles, 0, 1, 2, 10, doubles + 1, 8, 9; Fact families; Addition facts: 10, 11, 12, 12, 13, 15, 16, 17, 18; 2 digit addition with and without regrouping</p> <p>Money: Counting dimes/pennies</p> <p>Geometry: Pattern block attributes; Repeating patterns; Identifying polygons</p> <p>Measurement: Telling/showing time to the hour (including elapsed time); Telling/showing time to the half hour; Calendar – days of the week; Fractional parts of a whole; Estimating temperature</p> <p>Graphing: Graphing data on a graph; pictographs</p> <p>Problem Solving: Logical reasoning; Drawing pictures to solve problems</p>	<p>Number Sense/Concepts: Counting by 5s; Hundred numbers chart; Identifying tens and ones; Drawing a number line</p> <p>Computation: 3 or more single-digit numbers; Subtraction facts: 0, 1, 2, 10, 3, 4, 5, 6; Adding 3 two-digit numbers; 2-digit subtraction with/without regrouping</p> <p>Money: nickels; trading pennies for dimes</p> <p>Geometry: Horizontal, vertical, oblique lines; Lines of symmetry; Polygons; Angles; Congruent shapes</p> <p>Measurement: Weighing objects/comparing objects by weight; Measuring by inches and feet; Reading recipes; Dividing into halves, fourths, eights; Fractional notation; Writing the date using digits</p> <p>Graphing: Bar graphs; Tallying; Venn diagrams</p> <p>Problem Solving: acting out a problem to solve it</p>
Essential Questions	How are dimes/pennies alike/different? Compare 2 numbers – which is greater/less? How do you write/read these numbers? Define a polygon. What hand shows the hour/minute? How do you tell time to the hour/half hour?	How are bar graphs, tally graphs, and venn diagrams alike and different? How are horizontal/vertical/oblique lines the same/different? What are the steps to adding 2-digit numbers?
Assessments	Chapter tests & quizzes; Daily math fact drills; Homework/classwork; Observations	Chapter tests & quizzes; Daily math fact drills; Homework/classwork; Observations
Materials and Resources	Saxon Math; United streaming videos; Internet resources	Saxon Math; United streaming videos; Internet resources

	Quarter 3	Quarter 4
Content	<p>Number Sense/Concepts: Identifying dozen/half-dozen; Place value of 3 digit numbers; Expanded form; Estimating to the nearest ten</p> <p>Computation: Adding 3 two-digit numbers; 2-digit subtraction with/without regrouping; multiplication facts: 10; subtraction facts: 7, 8; estimating a sum</p> <p>Money: Dollar/cent signs; Counting quarters, dimes, nickels, pennies</p> <p>Geometry: Similar shapes; Tangrams; Finding the area</p> <p>Measurement: a.m and p.m; reading a thermometer; measuring to the half-inch; gallons, quarts, liters; time to five-minute intervals</p> <p>Graphing: pictographs with a scale other than 1</p> <p>Problem Solving: Guess & Check method; Making a table to solve a problem</p>	<p>Number Sense/Concepts: Estimating sums; Division concepts; Multiples of 2, 3, 4, 5</p> <p>Computation: Multiplication facts: 1, 100, 5, 2, 3, 4, 0; Subtract facts: 9; Division facts: 2</p> <p>Money: Counting mixed money amounts; Three digit money amounts (adding/subtracting); Counting change</p> <p>Geometry: Geometric solids; Parallel lines/line segments, intersecting & perpendicular; Right angles; area</p> <p>Measurement: Centimeters; Finding perimeter; Hour, minute, second; Telling time to the minute; Writing mixed fractions; Time to the quarter hour</p> <p>Graphing: Writing observations from graph; Creating bar graphs with a scale other than 1; Arrays; Coordinate graphs</p> <p>Problem Solving: Probability; Likelihood of an event</p>
Essential Questions	How do you estimate numbers to the nearest ten? How do dimes/pennies help with 2-digit addition/subtraction? How is multiplication similar to addition? Why do some graphs have scales and why is it important to read them?	What is division? How do you count money and give change? What are fractions? How do you create different kinds of graphs? What is the probability of an event?
Assessments	Chapter tests & quizzes; Daily math fact drills; Homework/classwork; Observations	Chapter tests & quizzes; Daily math fact drills; Homework/classwork; Observations
Materials and Resources	Saxon Math; United streaming videos; Internet resources	Saxon Math; United streaming videos; Internet resources

SOCIAL STUDIES

	Quarter 1	Quarter 2
Content	<p>Good citizenship – responsibilities at home, school, community.</p> <p>Need for laws/rules.</p> <p>Defining communities and recognizing types of communities (urban, suburban, rural).</p>	<p>Economics – needs vs. wants; consumer/producer.</p> <p>Recognizing family units and acknowledging different traditions and customs.</p> <p>Understanding why we celebrate holidays.</p>
Essential Questions	<p>What would happen if there were no rules/laws?</p> <p>Describe what it means to be a good citizen.</p> <p>Compare and contrast the different types of communities.</p>	<p>Give examples of needs and wants.</p> <p>How are families the same and different?</p> <p>Why are holidays important?</p>
Assessments	Projects, tests, observation, classwork.	Projects, tests, observation, classwork.
Materials and Resources	Textbook, workbook, internet sources.	Textbook, workbook, internet sources.

	Quarter 3	Quarter 4
Content	<p>Map skills.</p> <p>Landforms.</p> <p>U.S. history – Constitution, Declaration of Independence, patriotic theme.</p>	<p>Continuation of map skills.</p> <p>How we affect the environment.</p> <p>Making a difference in our community.</p>
Essential Questions	<p>Correctly identify the oceans, continents, certain countries on a map.</p> <p>Recognize the difference between landforms (ocean, river, island, peninsula, etc.).</p> <p>Briefly explain how America achieved her independence.</p> <p>Explain the term <i>patriotic</i> and give examples of ways that one might be patriotic.</p>	<p>Create and correctly label parts of a map using legend, scale, and cardinal directions.</p> <p>Describe ways in which we can positively and negatively affect the environment.</p> <p>Explain how second-graders and adults can individually make a difference in the community. Give examples of kids and adults who have done so.</p>
Assessments	Projects, tests, observation, classwork.	Projects, tests, observation, classwork.
Materials and Resources	Textbook, workbook, internet sources.	Textbook, workbook, internet sources.

SCIENCE

	Quarter 1	Quarter 2
Content	<p>Introduction to science – how to conduct experiments, make predictions, recognize cause/effect, use correct science terminology.</p> <p>Animal unit – characteristics of fish, insects, amphibians, mammals, reptiles. Understanding food chain and social groups.</p>	<p>Fossils & dinosaurs – what we can learn from fossils, types of dinosaurs.</p> <p>Solar system – planets, phases of the moon</p>
Essential Questions	<p>What is a logical prediction for X and why?</p> <p>What defining characteristics make us mammals and not any other animal group?</p> <p>Why do some animals form social groups?</p> <p>Explain the process of metamorphosis.</p>	<p>How did scientists learn about dinosaurs?</p> <p>What is the difference between a fossil and an imprint?</p> <p>Name the 8 planets and give a few defining characteristics of each.</p> <p>Explain the phases of the moon.</p>
Assessments	Experiments, projects, classwork, observation	Experiments, projects, classwork, observation
Materials and Resources	Online resources, textbook	Online resources, textbook

	Quarter 3	Quarter 4
Content	<p>Weather – types of weather, ways to stay safe. Water cycle.</p> <p>Types of matter – solids, liquids, gases.</p>	<p>Magnetism – magnetic vs. nonmagnetic items. Attract/repel.</p> <p>Gravity, force & friction – definitions, understanding the effects of force.</p> <p>Health – food groups, good health habits.</p>
Essential Questions	<p>List ways to stay safe in thunderstorms, tornadoes, earthquakes, etc.</p> <p>What is the water cycle?</p> <p>Explain how something might change from a solid to a liquid to a gas.</p>	<p>What are characteristics of things that are magnetic? What happens when you apply force to something? Name the food groups and give examples of what is in each.</p> <p>State some good healthy habits that you should do over the summer.</p>
Assessments	Experiments, projects, classwork, observation	Experiments, projects, classwork, observation
Materials and Resources	Online resources, textbook	Online resources, textbook

SPANISH

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> Identify common items of clothing Tell what they are wearing Ask what someone is wearing Count from 31-40 Tell their birthday Ask someone's birthday Understand/discuss the calendar 	<ul style="list-style-type: none"> Identify parts of the school Ask about and find locations in school Ask permission to go somewhere in the school Count from 41-50 Identify and greet people who work in school Express importance of Day of the Dead and Our Lady of Guadalupe
Essential Questions	<ul style="list-style-type: none"> What are you and your classmates wearing? When is your birthday? How many weeks/days are in a month? How many months in a year? 	<ul style="list-style-type: none"> Where do you have certain classes? How do you ask to leave the classroom How would you greet Mr. Foreman, Ms. Vicky, etc.?
Assessments	<ul style="list-style-type: none"> Lesson tests Class work (oral and written) 	<ul style="list-style-type: none"> Lesson tests Class work (oral and written) Map/drawing of school
Materials and Resources	<ul style="list-style-type: none"> ¡Viva el español! series <u>System A</u> text/workbook <u>System A</u> assessment manual and resource book Internet resources DVD and video resources Story books, vocabulary cards, color sheets songs 	<ul style="list-style-type: none"> ¡Viva el español! series <u>System A</u> text/workbook <u>System A</u> assessment manual and resource book Internet resources DVD and video resources Story books, vocabulary cards, color sheets, map songs

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> • Describe their mood • Ask others how they are • Describe what they are doing • Ask what someone is doing • Dial a phone number as instructed • Identify people/objects important to traffic safety • Understand traffic safety commands • Give traffic safety commands • Tell what they do before they cross the street • Transition from saying the <i>Ave María</i> to the <i>Padre Nuestro</i> 	<ul style="list-style-type: none"> • Identify different modes of transportation • Identify recreational places • Tell their destination • Say how they are getting there • Ask someone where they are going • Talk about athletic/recreational activities • Tell which one(s) they are going to do • Ask others what they are going to do • Ask someone what someone else is going to do • Tell what someone is going to do • Discuss importance of Cinco de Mayo
Essential Questions	<ul style="list-style-type: none"> • How do you tell others how you are feeling? • How do you ask how someone else is feeling? • What are you doing? • Why is traffic safety important? • What do you look for to be safe in traffic? 	<ul style="list-style-type: none"> • Where are some places people could visit? • How would they get there? • What are some activities that one might do once they have arrived? • Why is Cinco de Mayo important?
Assessments	<ul style="list-style-type: none"> • Lesson tests • Class work (oral and written) 	<ul style="list-style-type: none"> • Lesson tests • Class work (oral and written)
Materials and Resources	<ul style="list-style-type: none"> • ¡Viva el español! series <u>System A</u> text/workbook • <u>System A</u> assessment manual and resource book • Internet resources • DVD and video resources • Story books, vocabulary cards, color sheets, map • songs 	<ul style="list-style-type: none"> • ¡Viva el español! series <u>System A</u> text/workbook • <u>System A</u> assessment manual and resource book • Internet resources • DVD and video resources • Story books, vocabulary cards, color sheets, map • songs

TECHNOLOGY

	Quarter 1	Quarter 2
Content	<p>Use and understand basic computer terms.</p> <p>Learn to identify parts of the computer.</p> <p>Demonstrate appropriate care of the computer and other technology (ELMO, digital camera, scanner).</p>	<p>Demonstrate knowledge and practice using “special” keyboard keys.</p> <p>Practice saving and retrieving files and data.</p> <p>Participate in Webquests.</p>
Essential Questions	<p>Name and describe the function of various computer parts (keyboard, mouse, monitor, etc.)</p> <p>Define <i>website</i>, <i>Internet</i>, <i>cursor</i>, <i>login</i>.</p> <p>Explain why it is important to take care of technology.</p>	<p>What does <i>CTRL+ALT+DEL</i> do? <i>ESC</i>? <i>Spacebar</i>? Etc.</p> <p>Why is constantly saving data important?</p> <p>How do webquests enhance learning?</p>
Assessments	Observation, quizzes, projects	Observation, quizzes, projects
Materials and Resources	Computer, online resources	Computer, online resources

	Quarter 3	Quarter 4
Content	<p>Practice typing skills.</p> <p>Learn how to format Word documents.</p> <p>Practice adding graphics to text documents.</p> <p>Participate in Webquests.</p>	<p>Practice typing skills and all skills acquired throughout year.</p>
Essential Questions	<p>How do you add graphics to Word documents? Why would you want to do that?</p> <p>Demonstrate proper typing position.</p> <p>Define <i>format</i> and demonstrate how you do that in Word.</p>	<p>Has the student learned proper typing position and gained speed and accuracy?</p> <p>Has the student demonstrated how to care for technology?</p> <p>Can student complete simple projects and tasks on the computer with little teacher aid?</p>
Assessments	Observation, quizzes, projects	Observation, quizzes, projects.
Materials and Resources	Computer, online resources	Computer, online resources

HEALTH AND FITNESS

Every new academic year, when the tennis shoes are still squeaky clean and students are eager to please, I have to remind them that Health & Fitness class is not about sports. Yes, we spend some time on certain skills (dribbling, batting, tagging, jumping, etc.) in respect to lead-up games, but Health & Fitness class is about movement and healthy life choices. With a greater amount of our population becoming obese, especially children, it is more important than ever students find some kind of movement and aerobic activity they enjoy and will continue doing in later years.

I meet twice weekly with Grade K-4 and once a week with Grade 5-8. Each session lasts 40 minutes and begins with a quick prayer on the “prayer circle.” Students then respond to two whistle blows by hustling to their stretching and exercise spots where we usually spend 4-6 minutes warming up. At this point, some fitness activity is in order---jogging, sprinting, dancing, etc. Students are more than ready to move around after a morning or afternoon of classes! The remaining time is dedicated to instruction and a game activity. And do we cover the gamut---relay races, parachute activities, soccer skills, whistle drills, kicking, dribbling, dodging, shooting, basketball, flag football, balancing activities, cooperative games with partners, floor hockey, kickball, batting, strength exercises, and bean bag activities to name a few. Of course there’s tennis, jax, tumbling, noodle fun, bucket stilts, rhythm activities, jump rope, hula hoops, croquet, and volleyball. We can’t forget badminton, Billy Ball, Threeball, four square challenges, hurdles, and balloon play. Did I mention scooters, Alaskan football, Gertie ball, Skip It, and wiffle ball? Whew! We *do* like to keep moving, learn new skills, and fine-tune old ones.

We talk about healthy eating choices, the food pyramid, serving sizes, and calories. Other health issues are covered like tobacco /alcohol use, sleep requirements, and hygiene issues. Personal safety precautions like wearing helmets for biking and other mobile activities are topics for discussion during class. My belief is the more children hear and, better yet, *see* a role model being health conscious, the more likely they will incorporate these behaviors into their daily lives. It begins at home, of course, but it is certainly reinforced at St. Ann.

There are four areas in which students are graded: Readiness (25%), Participation (25%), Effort (25%), and Conduct (25%).

Readiness simply entails wearing tennis shoes to class and being ready for the prayer circle, warm up, and instruction; **Participation** requires students to be *actively involved* throughout the period; **Effort** is trying---even if you can’t always master a skill or activity; and **Conduct**, of course, involves *listening to* and *cooperating with* me and classmates.

THEATRE ARTS

Content	<ul style="list-style-type: none"> • All of K-1 • Vocal/non-vocal sound • Adding details/adapting • Speaking: lines, text, language with voice • Observe to create • Link drama to other arts/subjects
Essential Questions	<ul style="list-style-type: none"> • Review of K-1 questions • How can we make sounds in drama? • How can we show drama without sound? • How can we tell someone a story if we do not have the book? • Why is observation important? • How can we use drama in our other classes/subjects? • How do our classroom teachers use drama when teaching?
Assessments	<ul style="list-style-type: none"> • Observation • Performance
Materials and Resources	<ul style="list-style-type: none"> • Getting Started With Drama – Karen I. Erickson • Various theatre resources • Internet

MUSICAL ARTS

Content	<ul style="list-style-type: none"> • All of K-1 • Vocal/non-vocal sound • Adding details/adapting • Speaking: lines, text, language with voice • Observe to create • Link drama to other arts/subjects
Essential Questions	<ul style="list-style-type: none"> • Review of K-1 questions • How can we make sounds in drama? • How can we show drama without sound? • How can we tell someone a story if we do not have the book? • Why is observation important? • How can we use drama in our other classes/subjects? • How do our classroom teachers use drama when teaching?
Assessments	<ul style="list-style-type: none"> • Observation • Performance
Materials and Resources	<ul style="list-style-type: none"> • Getting Started With Drama – Karen I. Erickson • Various theatre resources • Internet

VISUAL ARTS

Note: Students spend 2 six-week sessions in Visual Arts throughout the year. During those weeks, the lower school grades attend art classes three times per week for 40-minute classes, while upper school grades come to the art room for two 50-minute sessions per week. The block scheduling is as follows: **White Cycle**---Grades 6, 3, and Kindergarten; **Navy Cycle**---Grades 7, 4, and 1; **Red Cycle**---Grades 8, 5, and 2.

The table below describes in general terms the content covered in each grade. What *isn't* described here are the specific projects spring-boarding from the content---and for good reason. Most projects span 3-4 classes, from "blueprint" to final product stage. Video, picture storybooks, prints, and class-friendly artist biographies supplement instruction, but the bulk of time is dedicated to hands-on art work. Though we follow the diocesan art curriculum in respect to basic skills, a wide range of sources are used for project inspiration, including instruction books, trade periodicals, the internet (sites like *Artsonia*), local community art offerings from The Frist, Cheekwood, etc., and happenstance. (I've been known to wander the halls of other schools when visiting for basketball games and jotting down ideas that I see and like!) One of the most successful recent projects completed was a look at Cajun artist George Rodrigue's *Blue Dog* series, an idea garnered from a trip to New Orleans.

In class we use a variety of medium when creating projects---oil pastels, paints, markers, colored pencils, watercolors, crayons, chalk pastels, charcoal pencils, and more. We look at master work and often delve into the unusual personalities of artists. Students are graded according to four areas: effort, participation, conduct, and, most importantly, completeness, which refers to a student's ability to follow through with a project to its final stage in a timely manner. Parents and other visitors will often see the fruits of *art* labor in our Eagle art displays which line the upper and lower level hallways through the year.

Grade	Content
2 nd	<ul style="list-style-type: none"> • Art All Around Us (Art in Culture) • Lines Show Movement • Geometric Shapes vs. Free-Form Shapes • Colors---light and dark (values, tints, and shades) • Patterns, Rhythm, and Movement • Landscapes---horizon line • Wax resists • Multi-media Collage • Self portraits • Abstract vs. Realism • Impressionism • Clay Play • Water Color • Themes in Art