



Primary Circle Curriculum

Abbreviated for Parents

K – 6th CLASSROOM CURRICULUM

Explanation of Terms

The **Curriculum** is our written guide for what we teach at SRV and how it can or should be taught. Teachers should use it as a guideline from which to plan each year what they will do with individual groups and children.

The **Standards** are the primary goals we have for our students to have learned by the end of each 1 or 2 year program related to this Domain. They read the same for all of the elementary students in the school.

The **Benchmarks** are the specific Benchmarks for each Standard for each particular grade level. They describe what the Standards look like at each level, and constitute the specific learning that we expect most students to have mastered by the end of the 1 or 2 year program.

There are Standards and Benchmarks that correspond with each part of the Curriculum. Teachers use the Standards and Benchmarks to keep track of how well individual children are doing compared to what we expect of most children in general.

SRV's Curriculum is organized by area of development or topic. For each of these, there are Standards and Benchmarks, **Curriculum Content** (*what we teach*), and suggested **Teaching Plans** (suggestions for *how* the curriculum should be planned or taught).

The Curriculum Content includes **Enduring Understandings** (*the primary understandings that the children should take away from their learning related to this area or topic*), **Key Knowledge** (the important concepts and facts that the children should learn related to this area or topic), **Key Skills** (the important skills that the children should learn related to this area or topic), and **Dispositions, Perspectives & Values** (the important dispositions, behaviors, habits of mind, perspectives and values that the children should learn related to this area of topic).

The Teaching Plans sections include Suggested Assessments, Suggested Activities & Experiences, Suggested Teaching Methods, and Suggested Resources & Materials.

The attached document contains only the Standards and Benchmarks, and Key Knowledge and Skills.

Primary Circle Curriculum Physical Development

General Health	
All-School Standards:	Benchmarks for Second Grade:
<i>Is generally healthy</i>	(No changing descriptors)
<i>Is generally well rested and has energy & stamina for school</i>	(No changing descriptors)
<i>Gets regular physical exercise at school</i>	(No changing descriptors)
<i>Eats a healthy snack & lunch at school</i>	(No changing descriptors)
<i>Relaxes during Quiet Time</i>	(No changing descriptors)
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • What healthy food choices are • Why it is important to get exercise • Why it is important to get enough rest 	Key Skills: <ul style="list-style-type: none"> • Paying attention to body's needs • Making healthy choices • Trying new foods • Relaxing
Motor Skills and Development	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate spatial awareness & organization</i>	Is aware of body in relation to others with minimal support
<i>Demonstrates age appropriate large motor control & skills</i>	Navigates classroom spaces safely; runs with smooth gait; skips
<i>Demonstrates age appropriate fine motor control & skills</i>	Uses proper pencil grip independently; prints neatly; strings beads; weaves
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to tell where body is in space and in relation to others • How to be in control and safe with body • Mastering new skills takes time and patience 	Key Skills: <ul style="list-style-type: none"> • Noticing and functioning within surroundings • Coordinating limbs and muscles • Taking time and making effort to be careful
Self-care Skills	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate self and belongings care skills</i>	Ties shoes; puts on appropriate gear for weather and puts belongings away with minimal support
<i>Demonstrates age appropriate room care skills</i>	Puts materials away with support; cleans up spills; does routine chores when prompted
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to take care of clothing and belongings • What to do when something needs to be cleaned up or put away 	Key Skills: <ul style="list-style-type: none"> • Strategizing and problem solving • Taking responsibility for own needs • Sharing responsibility for community needs
Activity, Focus and Attention Span	
All-School Standards:	Benchmarks for Second Grade:
<i>Adjusts volume and channels energy appropriately during a variety of activities</i>	Uses "indoor voice" with minimal support; curbs physical activity in group activities and lessons for 30 minutes with support
<i>Demonstrates age appropriate attention span during a variety of activities</i>	Sits in meetings for 30 minutes; can focus for 20 minutes with a book, 30 minutes on writing task
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Why it is important to control body, activity and volume • Strategies for maintaining control and focus 	Key Skills: <ul style="list-style-type: none"> • Controlling voice and volume • Controlling body • Controlling focus

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Emotional and Social Development

Emotional Resilience and Well-being	
All-School Standards:	Benchmarks for Second Grade:
<i>Is generally content and has a positive attitude and outlook</i>	(No changing descriptors)
<i>Is self confident</i>	Sees self as able; tries new things with encouragement; does not whine or use baby talk
<i>Expresses a range of feelings and handles feelings appropriately</i>	Expresses feelings with face, actions or words; does not tantrum or run away; self soothes; bounces back with support
<i>Demonstrates appropriate independence and initiative</i>	Navigates school independently; makes choices based on interest; manages minor upsets and conflicts with support
<i>Self advocates appropriately</i>	Asks for help; uses assertive and respectful voice and expresses needs with minimal support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to be positive • How to be independent • How to ask for help • How to handle feelings and bounce back from disappointment 	Key Skills: <ul style="list-style-type: none"> • Focusing on the positive • Being confident and independent • Standing up for self • Taking risks
Social Skills	
All-School Standards:	Benchmarks for Second Grade:
<i>Connects appropriately with a range of peers</i>	Knows many schoolmates' names; is comfortable in cross-age groups with minimal support; is willing to work and play with peers
<i>Is empathetic and respects others' feelings and ideas</i>	Is able to project how others might feel; articulates value of not hurting; makes sincere apologies with support
<i>Recognizes and responds appropriately to social cues</i>	Names, recognizes peer norms re: body boundaries, facial expressions, humor, etc.; responds appropriately with minimal support
<i>Adjusts behavior to suit different groups and situations</i>	Is polite to adults and to peers with support; plays appropriately with different gender groups; adjusts to different norms for groups beyond classroom with support
<i>Demonstrates age appropriate understanding of and ability to navigate peer pressure</i>	Can recognize own urge to go along with others and make independent decisions with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to read and respond to peers' social cues • How to recognize some norms • How to play and work with different people • How to make independent choices 	Key Skills: <ul style="list-style-type: none"> • Recognizing and responding to peers' social cues and norms • Liking others and being likeable • Being respectful • Working and playing constructively with peers • Giving and taking in relationships • Making strong choices
Group Participation	
All-School Standards:	Benchmarks for Second Grade:
<i>Contributes to development of supportive climate in groups</i>	Helps peers in need and is supportive and complimentary with support
<i>Leads and follows among peers</i>	Actively invites peers to join in play activities or work together; negotiates activities & roles in play; attempts to be inclusive and fair; is able to go along with others' leadership with minimal support

<i>Participates in group work and decision making</i>	Will be part of team when prompted; takes part in group work and decision making with minimal support
<i>Demonstrates age appropriate understanding of rights, privileges, choice, and responsibility</i>	Has a basic understanding of rights, that privileges must be earned, that responsibilities are obligations
<i>Knows when to take care of self vs. trying to take care of the group</i>	Avoids tattling; disassociates self from inappropriate groups with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to be supportive of peers • How to give and take in work and play with peers • How to work as a team with peers • The meaning of rights, privilege, responsibility and obligation • When it's not appropriate to go along with others 	Key Skills: <ul style="list-style-type: none"> • Being helpful and supportive • Leading and following along • Sharing work and responsibilities • Problem solving • Going along with group decisions and expectations
Self-Discipline and Conflict Resolution Skills	
All-School Standards:	Benchmarks for Second Grade:
<i>Respects community values</i>	Refers to class Mission Statement or group credo; cares about own & others' behavior; helps others when sees need
<i>Meets expectations and accepts limits</i>	Attempts to meet expectations; responds to teacher directives with minimal support
<i>Responds to feedback</i>	Listens to feedback, hears and internalizes it with support; responds to suggestions with support
<i>Accepts responsibility for actions</i>	Is aware of poor choices; accepts consequences; accepts help to rectify problems
<i>Resolves conflicts age appropriately</i>	Does not hurt others; names and understands what went wrong and better choices could have made; negotiates solutions with support
<i>Reflects on and learns from choices and mistakes</i>	Reflects on effects of choices with minimal support; notices own patterns and repeated mistakes with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • What rules, expectations and boundaries are for and why it is important to adhere to them • That own actions are choices that have consequences for self and others • How to listen to feedback and reflect on choices 	Key Skills: <ul style="list-style-type: none"> • Caring about others • Stopping and thinking • Using words • Hearing & responding to feedback • Making strong choices • Reflecting on and learning from experiences

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Learning Disposition and Development

Self Knowledge and Personal Interests	
All-School Standards:	Benchmarks for Second Grade:
<i>Pursues personal interests at school</i>	(No changing descriptors)
<i>Reflects on and has age appropriate understanding of own learning strengths and style</i>	Recognizes own preferences, strengths and weaknesses with support; sees need and is willing to work on challenges with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Something he/she is really good at • Something he/she needs to work on • Teachers' suggestions are to support his/her learning 	Key Skills: <ul style="list-style-type: none"> • Following own interests and ideas • Naming own strengths and challenges • Acknowledging teachers' suggestions
Learning Attitudes and Dispositions	
All-School Standards:	Benchmarks for Second Grade:
<i>Is motivated and self directed</i>	Is interested in learning and willing to persist at it; self-starts familiar activities; proceeds with tasks with support
<i>Engages and invests in own and assigned projects and activities</i>	Has multiple ideas; recognizes unreasonable ideas with support; develops plans with support; tries and errs and learns from mistakes with support; sees plans through with support
<i>Takes risks</i>	Tries new activities and untried strategies; risks guesses in group activities and independent work
<i>Asks for and accepts help and suggestions</i>	Asks for help with problems and work; accepts and responds to feedback
<i>Shows persistence in response to difficulty</i>	Sticks with difficult activities with support; uses strategies to cope with frustration
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • That he/she has an effect on own learning and that of others • How to pursue and proceed with ideas • How to ask for help and accept feedback • How to keep trying when something is difficult 	Key Skills: <ul style="list-style-type: none"> • Making plans • Strategizing and problem solving • Risk taking • Persevering • Getting help
Learning Behaviors and Abilities	
All-School Standards:	Benchmarks for Second Grade:
<i>Works well independently</i>	Maintains focus and works productively alone through independent work periods with support
<i>Works well collaboratively</i>	Works well with partners; manages self in group activities and helps groups get work done with support
<i>Listens actively and responds age appropriately 1-to-1 and in groups</i>	Maintains active listening posture and responds on topic with minimal support
<i>Follows directions</i>	Follows oral and written two- and three-step directions; repeats directions and asks questions with minimal support
<i>Makes smooth transitions</i>	Stops preferred activities fairly quickly; makes transitions with minimal support
<i>Demonstrates flexibility</i>	Is not overly upset by changes in routine; adjusts to different expectations with minimal support
<i>Handles distractions</i>	Is not distracted by ordinary occurrences; is easily redirected

Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Effective strategies for focusing on individual work • How to focus during group work • How to pay attention and follow directions • How to listen and engage in discussions • How to make smooth transitions • Strategies for avoiding distractions 	Key Skills: <ul style="list-style-type: none"> • Focusing • Listening • Following directions • Going with the flow
Thinking Skills	
SRV All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate critical thinking and problem solving skills</i>	States problems clearly; makes associations and applies learned strategies and previous experiences to solve problems with support
<i>Analyzes, synthesizes and evaluates information age appropriately</i>	Analyzes, sorts and classifies simple facts and ideas; notices patterns and relationships; evaluates simple statements as true or false
<i>Makes age appropriate inferences, hypotheses, conclusions and decisions</i>	Devises and carries out simple experiments; speculates about cause and effect; draws conclusions and makes decisions based on previous experience and projection of results with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to make predictions and devise and conduct simple experiments from posed problems • How to draw conclusions based on real observations and information • How to apply learned strategies and conclusions to similar situations 	Key Skills: <ul style="list-style-type: none"> • Listening and observing • Making inferences & predictions • Experimenting • Drawing conclusions
Study Skills	
SRV All-School Standards:	Benchmarks for Second Grade:
<i>Maintains materials and saved work age appropriately neatly and well organized</i>	Uses back-and-forth folder with minimal support; finds needed materials and puts work away with support
<i>Manages work spaces for classroom work</i>	Finds work spaces with ample room and access to materials with minimal support; considers distractions in space selection with support; manages work and materials in allotted space independently
<i>Manages time for classroom work</i>	Understands what is being asked; completes tasks in allotted time with minimal support
<i>Manages time for home work</i>	NA
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to find out what is being asked, what is needed and what is the time frame for doing it • Some strategies for selecting and maintaining a favorable work space • Some strategies for getting work done in allotted time 	Key Skills: <ul style="list-style-type: none"> • Organization skills • Time management skills
Information Literacy	
All-School Standards:	Benchmarks for Second Grade:
<i>Pursues appropriate information for task or assignment</i>	Names several ideas of interest or appropriate for topic or assignment; narrows inquiry, makes list of known facts, and formulates basic questions with support
<i>Uses a variety of age appropriate media and resources to locate information</i>	Looks in books, periodicals, reference books and web sites designed for young children, and asks adults for relevant information
<i>Understands, integrates, and synthesizes new information</i>	Understands basic information from books and materials read or heard; restates newly learned basic facts and information in own words orally and in writing with support; integrates new information with previous knowledge with support

<i>Evaluates age appropriate information for appropriateness, perspective and bias</i>	Recognizes answers to most questions; evaluates age-appropriate information for relevance and truth
<i>Takes notes</i>	NA
<i>Uses a variety of age appropriate tools to organize information</i>	Links new facts and information to questions asked; creates simple idea webs and story maps on paper or computer; puts information in logical sequence with support
<i>Uses a variety of age appropriate tools to present information</i>	Writes basic factual paragraphs; draws or selects illustrations; makes simple charts, graphs and models; orally presents basic information coherently
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to narrow interest or ideas and formulate questions • How to find information in appropriate text and media sources • How to determine if information is relevant or likely to be true • How to organize ideas and information in simple mps or webs • How to convey information orally, in writing, drawing and graphs 	Key Skills: <ul style="list-style-type: none"> • Developing ideas • Formulating questions • Finding answers to questions • Making sense of new information • Assimilating new information • Illustrating information

Primary Circle Curriculum Language Arts Development

Receptive and Expressive Language	
All-School Standards:	Benchmarks for Second Grade:
<i>Listens and contributes appropriately to conversations and discussions</i>	Listens to peers and adults; remains attentive and is engaged with minimal support; participates with support
<i>Asks and responds appropriately to questions</i>	Asks questions for clarification or feedback; responds to literal and opinion questions; predicts possible outcomes with minimal support
<i>Speaks clearly and confidently</i>	Is clear and confident in group discussions; is audible in celebrations and assemblies
<i>Speaks with age appropriate vocabulary, grammar and voice</i>	Speaks fluently with appropriate tone and volume, intelligible diction, expressive vocabulary, correct grammar
<i>Shares and tells stories with main ideas and logical sequence</i>	Shares and tells stories with sustained main ideas and logical sequence most of time
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Basic grammar (oral) 	Key Skills: <ul style="list-style-type: none"> • Speaking fluently and confidently • Using appropriate grammar and logical sequence • Active listening and responding appropriately
Reading Interest and Engagement	
SRV All-School Standards:	Benchmarks for Second Grade:
<i>Maintains appropriate focus and engagement during reading activities</i>	Focuses on books and reading activities; reads with partner or alone for 20 minutes
<i>Enjoys stories and responds appropriately to text</i>	Enjoys reading and read alouds; engages actively with text; responds to literal and opinion questions in writing and discussion
<i>Sees self as a reader</i>	Considers self a reader; has confidence at comfort level; makes book recommendations to others with support
<i>Chooses appropriate text for self</i>	Seeks appropriate books with support; is willing to put aside inappropriate books with support
<i>Reads from or listens to a variety of genres</i>	Reads a variety of genres with support; reads assigned fiction, non-fiction, poetry and songs
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to engage with appropriate text • Reading requires focus and effort • Reading requires appropriate selection • Text can be sorted into fiction, non-fiction, poetry and songs 	Key Skills: <ul style="list-style-type: none"> • Enjoying and engaging with text • Choosing just right texts • Sorting text into genres (fiction, non-fiction, poetry, songs)
Decoding	
All-School Standards:	Benchmarks for Second Grade:
<i>Understands and interprets organization of text and pictures in print and media</i>	Locates cover and introductory information of books; locates toolbars on computer screen; understands and uses windows in familiar software
<i>Derives meaning from a variety of pictures, symbols and graphs</i>	Recognizes and interprets all upper case and lower case letters, some symbols and icons; reads calendars, charts and graphs
<i>Uses age appropriate decoding strategies when reading aloud and silently</i>	Sounds out 1 and 2 syllable words with long and short vowel sounds and basic consonant blends; uses knowledge of word families, picture and context clues to help decode

Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Some letters have more than one sound • Basic long and short vowel sound patterns and word families • Simple consonant blends • Simple word roots, endings, plurals 	Key Skills: <ul style="list-style-type: none"> • Decoding 1 & 2 syllable words with long & short vowel sounds and basic consonant blends • Using simple word patterns to help decode • Using picture and context clues to help decode
Sight Reading and Fluency	
SRV All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate sight word vocabulary</i>	Recognizes most common words in Level 1-2 books, plus favorite words related to interests or themes
<i>Reads with age appropriate fluency and expression when reading aloud and silently</i>	Reads familiar Level 1-2 books fluently; reads aloud with reflection of sentence punctuation with minimal support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Common basic sight words • End sentence punctuation (. ? !) 	Key Skills: <ul style="list-style-type: none"> • Memorizing and recognizing basic sight words • Reading text by sentence
Reading Comprehension	
All-School Standards:	Benchmarks for Second Grade:
<i>Reads for meaning and self corrects when it does not make sense</i>	Notices when words don't make sense; self corrects, makes meaningful substitutions or seeks help
<i>Demonstrates age appropriate understanding of meaning of words heard or read aloud and silently</i>	Understands most vocabulary in Level 1-2 books read, Level 3-4 books heard; infers basic word meaning from context
<i>Demonstrates age appropriate comprehension of passages heard or read aloud and silently</i>	Understands and retells basic plots; makes predictions and inferences in Level 1-2 books read, Level 3-4 books heard
<i>Demonstrates age appropriate understanding of story elements and literary techniques</i>	Identifies main characters, mood, basic elements of author's craft (e.g. structure, word choice); recognizes and can imitate rhyme, simple meter
<i>Reads age appropriate text for information and extracts facts and understanding</i>	Understands and absorbs new information of interest or answers to questions from Level 1-2 books and reference materials
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Level 3-4 spoken vocabulary • Simple fact vs. fiction 	Key Skills: <ul style="list-style-type: none"> • Reading for meaning and information • Listening • Retelling main ideas • Making predictions and inferences
Writing Interest and Engagement	
All-School Standards:	Benchmarks for Second Grade:
<i>Maintains focus and engagement during writing activities</i>	Focuses on writing activities; is engaged alone for 20 minutes
<i>Sees self as a writer</i>	Sees self as a writer; takes pride in best work
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • People write throughout their lives and for many different reasons • Writing is something everyone can learn to do • Learning to write requires effort 	Key Skills: <ul style="list-style-type: none"> • Focusing on writing work • Caring about writing work
Creative and Expository Writing	
All-School Standards:	Benchmarks for Second Grade:
<i>Draws for pleasure and to communicate and express self</i>	(No changing descriptors)
<i>Writes for pleasure and to communicate and express self</i>	(No changing descriptors)
<i>Writing is age appropriately clear and complex</i>	Makes writing make sense to reader with minimal support; pays attention to sequence

<i>Writing is age appropriately thoughtful and original</i>	Uses expressive language and vocabulary in writing; values and attempts to be original
<i>Incorporates age appropriate story elements and literary techniques in writing</i>	Uses basic story elements (e.g. problem, solution), description, detail and dialogue; chooses words for sound (e.g. rhyme, onomatopoeia) or effect (e.g. humor, surprise)
<i>Writes in age appropriate genres</i>	Writes basic fictional stories and narratives, poetry, procedures, reports, messages; writes in charts and graphs, to record information in other subjects; labels visual presentations
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Stories have beginnings and ends • Writing takes time and practice • Writing is a process, so mistakes happen • Level 3-4 spoken vocabulary • Level 1-2 written vocabulary and spelling 	Key Skills: <ul style="list-style-type: none"> • Having and executing ideas • Telling basic stories • Writing simple non-fiction • Using pictures to aid writing words • Making drawing and writing clear enough to be understood by others • Revising to add details
Encoding and Spelling	
All-School Standards:	Benchmarks for Second Grade:
<i>Uses a variety of symbols to represent sounds, words and ideas</i>	Recognizes and uses print and basic fonts; understands and uses simple icons in writing and on computer
<i>Demonstrates age appropriate spelling mastery</i>	Knows all letter sounds; approximates spelling of basic words with beginning and ending consonants, short and long vowels, some basic blends; knows simple word rules and patterns; knows correct spelling of Level 2 sight words
<i>Uses appropriate tools for finding correct spelling of words needed</i>	Uses temporary spelling; notices when a familiar word looks wrong; uses Word Wall, word lists, personal dictionaries and asks peers and adults for correct spelling when appropriate
<i>Masters new spelling words using a variety of skills and techniques</i>	Learns new words from word families, patterns and memorization
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Basic long vowel sound word families • Basic consonant blends and endings • A word must have at least one consonant and one vowel to be a word • Standard spelling of Level 2 sight words 	Key Skills: <ul style="list-style-type: none"> • Sounding out words for temporary spelling • Recognizing when a familiar word is spelled incorrectly • Sorting words based on spelling patterns • Memorizing spelling of new words • Remembering and correctly using learned spelling words contextually
Handwriting and Typing	
All-School Standards:	Benchmarks for Second Grade:
<i>Written work is age appropriately neat and organized on the page during writing activities</i>	Writes on line with minimal support; shifts to next line or page when needed; plans use of space on page in drawing and writing with support
<i>Demonstrates age appropriate handwriting skills</i>	Prints all upper and lower case letters without reversals; writes legibly all of time, neatly when takes time during writing activities
<i>Demonstrates age appropriate keyboarding skills</i>	"Hunts and pecks" comfortably; uses spaces between words and <enter> for new line
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Using the correct grip and standard formation of letters and numerals makes writing easier • Printed lower-case letter formation • Basic keyboard layout 	Key Skills: <ul style="list-style-type: none"> • Using efficient and comfortable grip in word formation • Forming print lower-case letters easily and clearly • Fitting words in space • "Hunting and pecking" on keyboard

Grammar, punctuation and paragraphing

All-School Standards:	Benchmarks for Second Grade:
<i>Writes with age appropriate grammar and sentence structure</i>	Writes in basic sentences and with correct subject/predicate agreement with minimal support
<i>Writes with age appropriate punctuation and capitalization</i>	Uses end sentence punctuation (., !, ?) and capitalizes beginnings of sentences with minimal support; capitalizes proper names; uses contractions
<i>Writes with age appropriate paragraphing</i>	Separates writing into paragraphs or pages with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Sentences have subjects and predicates that have to agree • Sentences begin with capitals and end with . , ? or ! • Proper names are capitalized • Words can be joined in contractions • Ideas can be joined in paragraphs 	Key Skills: <ul style="list-style-type: none"> • Determining what is a sentence • Using end sentence punctuation • Using capitalization for proper names and to begin sentences • Forming and using contractions appropriately

Editing and publishing

All-School Standards:	Benchmarks for Second Grade:
<i>Perseveres in writing process</i>	Comes up with ideas; plans writing with support; sustains writing on pieces beyond one day; accepts feedback from adults and peers
<i>Revises writing (adds, changes or deletes words) for content and expression</i>	Rereads and revises writing; makes final copies by hand or on computer
<i>Edits writing for mechanics</i>	Corrects learned spelling and punctuation with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • First and second drafts should look different • Primary writing mechanics 	Key Skills: <ul style="list-style-type: none"> • Persevering in writing process • Rereading and critiquing own writing • Accepting feedback on writing • Revising writing

Primary Circle Curriculum Mathematics Development

Interest and Engagement	
All-School Standards:	Benchmarks for Second Grade:
<i>Sees self as a mathematician</i>	(No changing descriptors)
<i>Maintains focus and engagement during math activities</i>	(No changing descriptors)
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Math is more than finding the answers to arithmetic problems • It is important to engage in math thinking to construct understanding • Everyone can do math 	Key Skills: <ul style="list-style-type: none"> • Focusing on mathematics work • Caring about mathematics work • Seeing self as capable
Reasoning and Problem Solving	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate understanding of role of mathematics in the world</i>	Understands that mathematics can be applied to basic data gathering, presentation and manipulation
<i>Demonstrates age appropriate skills in mathematical reasoning and problem solving</i>	Determines approach and strategies to use in a variety of problems and situations; models problems; justifies reasoning; applies learned strategies to new situations
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Math problem-solving can be done in concrete and representational terms • Math is used to organize and manipulate data • Math takes on many forms/can look different 	Key Skills: <ul style="list-style-type: none"> • Determining approach and strategy to solve problem • Trying more than one strategy • Explaining reasoning • Applying learned strategies to new situations
Number Sense	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate number sense and understanding of numeration</i>	Has basic understanding of base-ten numeration system and place value up to 1000; creates equivalent representations of given numbers (e.g. 35 = 35 ones, 3 tens and 5 ones); orders 2- and 3-digit numbers and compares them as more or less than; counts by 5's, 10's and 100's to 1000; knows and counts U.S. coins with dollars and cents
<i>Demonstrates age appropriate understanding of and facility with number patterns</i>	Recognizes, creates and extends basic number patterns, e.g. odd/even, doubles, counting by 1's, 2's, 5's and 10's, and repeated addition
<i>Demonstrates age appropriate understanding of and skills in estimation</i>	Uses estimation strategies in computation and problem solving that involve numbers that use ones, tens and hundreds places
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Place value of ones, tens & hundreds • U.S. coin value 	Key Skills: <ul style="list-style-type: none"> • Counting by 5's, 10's and 100's • Reading, estimating and comparing numbers to 100's • Working with basic number patterns
Operations and Computation	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate understanding of and skills in addition and subtraction</i>	Understands concepts of addition and subtraction; has developed strategies to model and solve addition and subtraction problems; is fluent in efficient algorithms to compute addition and subtraction with 2-digit numbers; applies understandings, strategies and skills in a variety of problems and situations
<i>Demonstrates age appropriate understanding of and skills in multiplication and division</i>	Is familiar with concept of multiplication as repeated addition

<i>Demonstrates age appropriate knowledge and fluency with number facts</i>	Quickly recalls and applies sums to 15 and differences to 10
<i>Demonstrates age appropriate understanding of and skills in computation with fractions & decimals</i>	Has basic understanding that fractions represent parts of sets or of whole numbers; recognizes 1/2's, 1/3's and 1/4's; can determine 1/2's and 1/4's of easily divisible objects and quantities
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Purposes and applications of addition and subtraction • Concepts and inverse relationships of addition and subtraction • Concept of regrouping tens and ones • Concept of 1/2's and 1/4's as parts of wholes or quantities 	Key Skills: <ul style="list-style-type: none"> • Adding and subtracting 2-digit numbers with regrouping with standard algorithm • Using multiple strategies to solve addition and subtraction problems • Recalling addition facts to 15
Algebra	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate understanding of number and operation properties</i>	Understands commutative property of addition
<i>Demonstrates age appropriate understanding of and facility with algebraic functions</i>	Solves addition problems to 15 and subtraction problems to 10 with missing addends or minuends
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Terms and meaning of addition, subtraction, addend, minuend • Inverse relationship between addition and subtraction • Commutative property of addition 	Key Skills: <ul style="list-style-type: none"> • Determining the operation needed to solve for missing elements • Adding and subtracting
Geometry and Measurement	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate understanding of spatial relationships</i>	Builds simple 3-D structures; arranges objects in complex patterns; arranges and describes objects in space by proximity, position, and direction
<i>Demonstrates age appropriate understanding of and facility with concrete and symbolic patterns</i>	Identifies, describes, creates and extends complex patterns with shapes, sizes or colors
<i>Demonstrates age appropriate understanding of and skills in geometry</i>	Identifies, draws, constructs and decomposes 2-D and simple 3-D shapes (sphere, pyramid, cube, rectangular prism); describes and classifies shapes by numbers of sides and corners
<i>Demonstrates age appropriate understanding of and skills in measurement</i>	Understands length, weight, capacity and time are measured using standard units; estimates and measures length to inches and centimeters and capacity to cups; tells time to 1/4 hour; uses calendar; names months of year
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Names and attributes of complex 2-D and simple 3-D shapes • Terms and relative values of U.S. measurements of length and capacity • Months of the year 	Key Skills: <ul style="list-style-type: none"> • Describing objects in space and in relation to each other • Identifying, drawing and constructing complex 2-D shapes and simple 3-D shapes • Working with basic physical and geometric patterns • Measuring length and capacity with basic U.S. units • Telling time and using calendars
Data Collection and Analysis	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate understanding of and skills in sorting and classifying</i>	Sorts and classifies objects, shapes and numbers by multiple common attributes; describes categories
<i>Demonstrates age appropriate understanding of and skills in data collection and analysis</i>	Collects numerical data; records, organizes, displays and interprets results on picture, line and bar graphs
<i>Demonstrates age appropriate understanding of statistics</i>	NA

Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none">• Use of charts and graphs	Key Skills: <ul style="list-style-type: none">• Sorting and classifying objects by multiple attributes• Recording and displaying data in picture and bar graphs

Primary Circle Curriculum Social Studies Development

Individuality and Community	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate understanding of factors that contribute to identity</i>	Understands that one's individuality is also defined by one's capabilities and vulnerabilities
<i>Demonstrates age appropriate understanding of how groups affect perspective and behavior</i>	Understands that one's unique family, rules and traditions might differentiate one's experiences and ideas from others'
<i>Demonstrates age appropriate understanding of self in relation to community</i>	Understands that one is a member of multiple and various groups and communities (friends, neighborhood, church, etc.)
<i>Demonstrates age appropriate understanding of potential tensions between individual and community</i>	Understands the difference between wants and needs; applies "fair" beyond personal wants with support
<i>Demonstrates age appropriate understanding of potential tension between personal wants and global concerns</i>	Understands that wanting, making and having more of some kinds of products can contribute to pollution and the depletion of resources
<i>Demonstrates age appropriate understanding of and responsibility for addressing community and environmental needs through service</i>	Understands that groups working together can help meet needs more effectively than solitary action; shows desire to act on issues of personal interest; engages in group service experiences with minimal support; reflects on experiences with minimal support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • People may have the same or different ideas and experiences • People belong to different kinds of groups • What people want is not always what they need • People can do more to help others and the environment if they work together 	Key Skills: <ul style="list-style-type: none"> • Observing and reflecting • Contributing positively to groups • Being motivated to engage in individual and group service activities
Culture	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate understanding of the concept of culture</i>	Understands culture as including the ways people meet their physical needs and do some things; recognizes simple similarities and differences among and within cultures
<i>Demonstrates age appropriate understanding of how culture, including one's own, is expressed or manifested</i>	Is familiar with different cultures and own having different myths and literature, art, music, dance and games
<i>Demonstrates age appropriate understanding of how culture can influence people's actions and perceptions</i>	Understands that people with different backgrounds and experiences may have similar and different beliefs and do some things the same way or differently
<i>Demonstrates age appropriate understanding of how language and culture may/may not lead to global understanding</i>	Understands that people around the world are the same and different, and that they need to get along for the good of the planet
<i>Demonstrates age appropriate intercultural competencies within school community and broader community</i>	Is respectful and inclusive of people from diverse backgrounds at school and within community partnerships; understands concept of prejudice and knows that making pre-judgments about people based on race, culture or language interferes with knowing them as individuals; reflects on both the challenges and rewards of intercultural experiences
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • People may have similar or different literature, arts and games • People may have similar or different beliefs 	Key Skills: <ul style="list-style-type: none"> • Observing and reflecting • Participating thoughtfully in inter-cultural experiences • Understanding concept of pre-judgments

People, Places and Environments	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate map skills</i>	Understands national borderlines and city/town symbols on political maps and globes; understands hemispheres; makes maps of familiar rooms
<i>Demonstrates age appropriate understanding of global and U.S. geography</i>	Knows continents; knows major climatic zones and eco-systems and some basic features of each
<i>Demonstrates age appropriate understanding of relationship between human civilization and the environment</i>	Knows some sources of food, building and clothing material, where they might or might not be found; understands people need to adapt to and preserve the environment
<i>Demonstrates age appropriate understanding of how science and technology can change people's lives</i>	Understands that science and technology can make people's lives better and easier
<i>Demonstrates age appropriate understanding of how science and technology can change the environment</i>	Understands that some technology can change environment positively or negatively (dams, pollution); understands that resources can be conserved or depleted
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Continents and countries, hemispheres • Major climatic zones and eco-systems • People's actions can change the environment • Resources can be conserved or depleted 	Key Skills: <ul style="list-style-type: none"> • Reading and making maps with borders and population centers
Time, Continuity and Change	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate understanding of local and U.S. history</i>	Understands that other people lived in this area before; is familiar with local Native American and/or other local peoples and how they lived
<i>Demonstrates age appropriate understanding that people may view or describe the world and events differently</i>	Understands that books and stories may be rewritten or retold, that they may present the same information differently or change over time
<i>Demonstrates age appropriate understanding of passage of time, change and cause and effect</i>	Understands idea of historical continuum and that the planet and living things are evolving
<i>Uses a variety of age appropriate tools for finding and conveying historical information</i>	Listens and responds to oral histories; reads simple biographies and history references; writes basic narratives; reads and makes simple timelines related to personal events
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Different people who were similar and different have lived in PA over time • There can be different versions of stories and histories • Throughout our past the earth and life on it have evolved over time 	Key Skills: <ul style="list-style-type: none"> • Listening, responding to and reflecting on histories • Using simple secondary sources • Reading and making simple time-lines
Civics and Governance	
All-School Standards:	Benchmarks for Second Grade:
<i>Practices age appropriate civic discussion and democratic processes</i>	Participates in peer or classroom meetings; participates in elections of representatives to student government
<i>Demonstrates age appropriate understanding that formal and informal actors influence public policy</i>	Understands that decision makers seek and receive input from others
<i>Demonstrates age appropriate understanding of actions citizens can take to influence policy</i>	Knows that Americans can vote; knows that one can protest or write letters to officials
<i>Demonstrates age appropriate understanding of purpose and kinds of governments</i>	Understands that governments set and enforce rules for safety and order; knows that nations may have kings, prime ministers or presidents
<i>Demonstrates age appropriate understanding of ideals and representative principles of U.S. government</i>	Knows that Americans vote to elect government officials

<i>Demonstrates age appropriate understanding of structure and functions of branches of U.S. government</i>	Knows there is a president and vice president; knows there are other officials who work with them to govern
<i>Demonstrates age appropriate understanding that governments may/may not meet the needs of citizens</i>	NA
<i>Demonstrates age appropriate understanding that governments may/may not conflict with each other</i>	NA
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Governments make and enforce rules for the safety, order and prosperity of the people • Elections are one way to decide who should be in the government • In the U.S. the people vote to decide who should be in the government • In the U.S. people can also tell the government what they think they should do • In other countries the government might be different 	Key Skills: <ul style="list-style-type: none"> • Participating in and contributing to group discussions and problem solving • Participating in elections of the student government
Economics	
All-School Standards:	Benchmarks for Second Grade:
<i>Demonstrates age appropriate understanding of the role of money in everyday life</i>	Understands that people work to earn money, that money is used to buy things
<i>Demonstrates age appropriate understanding of purpose and kinds of economic systems</i>	NA
<i>Demonstrates age appropriate understanding of how scarcity and choice govern U.S. economic decisions</i>	NA
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Same as above 	Key Skills: <ul style="list-style-type: none"> • NA