



# **Westfall Academy**

## 2017-2018

# Curriculum Overview

# Second Grade



Westfall Academy follows the New York Common Core State Standards for English Language Arts, Mathematics and Social Studies in grades K-7th.  
For more information on CCSS you can visit the website: [engageny.org](http://engageny.org)

**Westfall Academy**  
**727 Westfall Road**  
**Rochester NY 14620**  
**585-442-0120**

<b>Staff name and contact information</b>		
Sr Yasmin Kabir	Principal	yasminkbr@yahoo.com
Sr Becky Knights	Administrative Assistant Level 2	beckyllynn14519@yahoo.com
Sr Razan Suker	Administrative Assistant Level 1 Physical Education	razanshuker@gmail.com
Br Khan Kabir	Computer Usage (K-7 <sup>th</sup> Grade), Technology Sp.	klkabir@yahoo.com
Sr Fawzia Anaizi	Quran Studies (K-7 <sup>th</sup> )/ Islamic Studies (K-1 <sup>st</sup> Grade)	fawzia2@gmail.com
Sr Soha Ibrahim	Quran Assistant (K-7 <sup>th</sup> Grade)	ibrahimsoha5_ovk@indeedemail.com
Sr Haneen Abdelatif	Hifz	haneen.reyad.91@gmail.com
Sr Nadia Eldabh	Arabic Language (K-7 <sup>th</sup> Grade)	nadia59@twc.com
Br Rawaa Hussain	Islamic Studies (2 <sup>nd</sup> -7 <sup>th</sup> Grade)	rawaahussain1@gmail.com
Sr Amanee Albaram	Pre-K Quran and Islamic Studies	queenamani2000@yahoo.com
Sr Jessica Schuler	Pre-K English, Math and Science	schulerj@ymail.com
Sr Bonnie Arena	Kindergarten	bjarena@gmail.com
Sr Faten Albaram	Kindergarten Assistant	rheela@yahoo.com
Br Doug May	First Grade	dougwmay@hotmail.com
Sr Natalie Malick	Second Grade	nataliemalick2011@gmail.com
Sr Rebecca Almborg	English Language Arts (3 <sup>rd</sup> -7 <sup>th</sup> Grade)	rebeccarenee7@gmail.com
Sr Bonnie Malley	Mathematics (3 <sup>rd</sup> -7 <sup>th</sup> Grade)	bonniemalley77@gmail.com

# English Language Arts Curriculum Overview

## Second Grade

The Listening and Learning Strand consists of a series of read-alouds organized by topics (called domains), many of which are informational in nature. The goal of the Listening and Learning Strand is for students to acquire language competence through listening, specifically building a rich vocabulary, and broad knowledge in history and science by being exposed to carefully selected, sequenced, and coherent read-alouds.

Listening and Learning Topics:

- ∞ Fairy Tales and Tall Tales
- ∞ Early Asian Civilizations
- ∞ The Ancient Greek Civilization
- ∞ War of 1812
- ∞ Cycles in Nature
- ∞ Westward Expansion
- ∞ Insects

## ELA Skills

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar.

Skills taught:

- ∞ READING
- ∞ SPELLING
- ∞ READING COMPREHENSION
- ∞ VOWEL SOUNDS
- ∞ CONSONANT SOUNDS
- ∞ PARTS OF SPEECH

# Math Curriculum Overview

## Second Grade

### **Module 1:** Addition and Subtraction up to 100

Module 1 sets the foundation for students to master sums and differences to 20. Students subsequently apply these skills to fluently add one-digit to two-digit numbers at least through 100 using place value understanding, properties of operations, and the relationship between addition and subtraction.

## **Module 2: Measuring**

In this 12-day Grade 2 module, students engage in activities designed to deepen their conceptual understanding of measurement and to relate addition and subtraction to length. Their work in Module 2 is exclusively with metric units in order to support place value concepts. Customary units will be introduced in Module 7.

## **Module 3: Place Value**

In this 25-day Grade 2 module, students expand their skill with and understanding of units by bundling ones, tens, and hundreds up to a thousand with straws. Unlike the length of 10 centimeters in Module 2, these bundles are discrete sets. One unit can be grabbed and counted just like a banana—1 hundred, 2 hundred, 3 hundred, etc. A number in Grade 1 generally consisted of two different units, tens and ones. Now, in Grade 2, a number generally consists of three units: hundreds, tens, and ones. The bundled units are organized by separating them largest to smallest, ordered from left to right.

## **Module 3: Addition and Subtraction Within 200 and With Word Problems**

Students develop place value strategies to fluently add and subtract within 100; they represent and solve one- and two-step word problems of varying types within 100; and they develop conceptual understanding of addition and subtraction of multi-digit numbers within 200. Using a concrete to pictorial to abstract approach, students use manipulatives and math drawings to develop an understanding of the composition and decomposition of units, and they relate these representations to the standard algorithm for addition and subtraction.

## **Module 5: Addition and subtraction within 1,000 with word problems to 100**

Students developed addition and subtraction fluency within 100 and began developing conceptual understanding of the standard algorithm via place value strategies. In Module 5, students build upon their mastery of renaming place value units and extend their work with conceptual understanding of the addition and subtraction algorithms to numbers within 1,000, always with the option of modeling with materials or drawings. Throughout the module, students continue to focus on strengthening and deepening conceptual understanding and fluency.

## **Module 6: Foundation of Multiplication and Division**

Module 6 lays the conceptual foundation for multiplication and division in Grade 3 and for the idea that numbers other than 1, 10, and 100 can serve as units. Topics in this module include: Formation of Equal Groups, Arrays and Equal Groups, Rectangular Arrays as a Foundation for Multiplication and Division, and The Meaning of Even and Odd Numbers.

## **Module 7: Problem Solving with Length, Money and Data**

Module 7 presents an opportunity for students to practice addition and subtraction strategies within 100 and problem-solving skills as they learn to work with various types of units within the contexts of length, money, and data. Students represent categorical and

measurement data using picture graphs, bar graphs, and line plots. They revisit measuring and estimating length from Module 2, though now using both metric and customary units.

### **Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes**

In Module 8, the final module of the year, students extend their understanding of part-whole relationships through the lens of geometry. As students compose and decompose shapes, they begin to develop an understanding of unit fractions as equal parts of a whole.

## **Science Curriculum Topics**

- ∞ LIFE SCIENCE – PLANTS AND ANIMALS
- ∞ EARTH SCIENCE –EARTH AND THE PLANETS
- ∞ PHYSICAL SCIENCE – MOTION SOUND LIGHT AND HEAT
- ∞ HEALTH SCIENCE – SENSES AND THE HUMAN BODY

## **Quran Curriculum Overview Second Grade**

In Second Grade emphasis is placed on Reading of the Quran with Tajweed, Memorization of the Quran

I. **Hafth** (Memorization ) With general meaning of the Surah (Chapter) and specific vocabulary from the Surah (Chapter)

- Fatiha + the meaning of the surah + A new vocabulary from the surah
- Zalalah
- Teen
- A'laq
- Duha
- Shams
- Sharh

II. **Reading**

- Reading in the Quran made Easy Book
- Reading in the Quran
- The students will learn a new vocabulary from the Qur'an for the test

III. **Tajweed :**

- Teaching lesson of heavy sound letters and light sound letters
- Lesson of Al-laam Al-Shamsiya and Al-Laam Al-Kamariya

# Islamic studies Curriculum Overview

## Second Grade

### III. Dua'a

- Before and After Eating
- If We Forget to Start Eating in the Name of Allah
- Before and After Sleeping
- Before and After Entering the Bathroom

### IV. Hadith

- Hadith #1 Believing in the Oneness of Allah
- Hadith #2 Arkanul Islam
- Hadith #3 Taharah
- Hadith #4 The Dearest Deeds to Allah

### V. A'keeda Lessons about knowing Allah(SWT)

- Allah is the Creator of all Things
- Allah is One (At-Tawheed)
- Asma'u Allahi -l- Husna

### VI. Abadaat

- At-Taharah ( Cleanliness and Purity
- Al-Wudu (Washing for Prayer
- As-Salah (Daily Prayers), A pillar of Islam
- How to Perform Salah

### VII. Adaab

- Islamic Etiquette for Using the Bathroom
- Islamic Etiquette for Eating
- Bedtime Manners
- Islamic Greetings
- Telling the Truth
- Who is Your Friend?
- Birrul-Waaledain (Being Kind to Your Parents)

### VIII. As-Seerah al-Nabawia

- The Holy Ka'bah
- The Year of the Elephant and the Noble Birth

### IX. Stories from the Quran

- Adam (as), The Father of Mankind

# Kindergarten- Seventh Grade

## Goals

- Keyboarding on the computer
- Enhancing and augmenting Classroom Math Skills, ELA skills, Problem solving and strategy skills, Science and Geography through online games.
- All games played are educational in nature.
- Basic word processing skills using apps like Office

## Keyboarding (All grades except K & 1)

- Familiarization of the computer and its various components and associated terminologies.
- Learn to login with user name and password.
- Students learn the keyboard layout of letters, punctuation marks and other special characters.
- Practice keyboarding with ten fingers and interactive typing website that shows hands and fingers. Characters to type are highlighted and prompted on the screen.
- Repeated practice of lessons to build up accuracy and words per minute
- Typing online games to further enhance keyboarding.

## Enhancing & Augmenting Math, Science, Geography and ELA Skills

On line play of games that require appropriate grade level mathematical thinking and solving, puzzles and strategy games, science and geography. For the younger grades games involve basic letters of the alphabet and number familiarization and recognition skills & some basic science learning.

## Word Processing & Presentation (like Power Point) (Grades 3,4,5,6,7)

Learn to use Word & Power Point or similar application to enter, editing, formatting, inserting, correcting spelling & grammar, inserting tables, pictures and charts, cut, paste, search & replace, drawing, clip art. Compile short writing pieces. PowerPoint will be taught as time and resources permit.

<b>Basic Computer Concepts and Operations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5-7</b>
Students will learn and be able to:						
Identify the main parts of the computer (keyboard, monitor, mouse, drives and shutdown	X	X	X	X	X	X
Login and logout of computers properly	X	X	X	X	X	X
Use mouse correctly	X	X	X	X	X	X
Place the cursor at a specific location on the screen	X	X	X	X	X	X
Double-click to open folders	X	X	X	X	X	X
Open and close computer programs	X	X	X	X	X	X
Print files under teacher direction	X	X	X	X	X	X
Print files independently	X	X	X	X	X	X
Toggle between 2 programs				X	X	X
Show and hide toolbars					X	X
Print specific pages					X	X
Save files to documents folder during whole group lessons					X	X
Access files from documents folder					X	X
Manipulate graphics (sizing, moving, text wrap, etc.)					X	X
Change page orientation					X	X
Create folders to organize files					X	X
Delete files and folders from documents folder						X
<b>Technology Productivity Tools / Keyboarding</b>					X	X
<b>Students will be able to:</b>	X	X	X	X	X	X
Use correct posture	X	X	X	X	X	X
Begin to locate and use letters, numbers, etc.	X	X	X	X	X	X
Identify and locate special keys such as, enter, spacebar, caps lock, shift keys	X	X	X	X	X	X
Introduce home row and correct finger placement				X	X	X
Use proper fingering techniques				X	X	X
Use proper typing technique with efficiency and accuracy without looking at the keyboard					X	X
<b>Social, Ethical, and Human Issues</b>					X	X
<b>Students will learn and be able to:</b>					X	X
Discuss and comply with Network Use & Internet Policy	X	X	X	X	X	X
Demonstrate appropriate computer etiquette, Respect the privacy of all users	X	X	X	X	X	X
Use appropriate judgment upon entering Internet sites				X	X	X
Citing material taken from another source, under issues of plagiarism as they apply to information technology				X	X	X
Obey copyright laws regarding student generated material					X	X
Determine what is accurate information found on the internet					X	X
Exhibit ethical behavior relating to privacy, ethics, passwords and personal information					X	X
<b>Word Processing</b>						
Students will learn and be able to:						
Type first name, ABC's, #'s and/or simple words	X	X	X	X	X	X
Use the delete and backspace appropriately		X	X	X	X	X
Perform basic formatting tasks including font, style, color, bold, italic, underline, alignment			X	X	X	X
Use simple text editing skills			X	X	X	X
Insert clip art			X	X	X	X



Type short writing pieces			X	X	X	X
Type with one space between word between words and be consistent with spacing after a sentence (1 or 2 spaces is acceptable)			X	X	X	X
Use the return and tab keys			X	X	X	X
Use spell check and thesaurus			X	X	X	X
Rename and move files				X	X	X
Select and deselect text				X	X	X
Cut, copy, paste, within a document				X	X	X
Use page setup options				X	X	X
Use borders/drawing tool/ graphics				X	X	X
Insert graphics from outside source				X	X	X
Use formatting functions and numbering, indents, page breaks, margins and columns						X
Copy and paste information from the internet into a Microsoft Word document for note taking purposes						X
Use the Thesaurus tool to broaden their scope of word use						X
Cite Internet sources						X
<b>Presentation Software</b>						
Students will learn and be able to:						
Open and exit presentation application	X	X	X	X	X	X
Create a new slide or presentation and open a saved slide or presentation				X	X	X
Choose a layout				X	X	X
Change order of slides				X	X	X
Cut, copy, paste within a presentation				X	X	X
Insert or delete slides				X	X	X
Arrange objects on the slide				X	X	X
Save a presentation				X	X	X
Add slide transitions to the slide show				X	X	X
Present presentation to an audience						
Use text special effects such as Word Art				X	X	X
Edit color schemes and layout arrangement						
Research, create, publish and present projects related to content areas using a variety of tools						
<b>Internet skills</b>				X	X	
Students will learn and be able to:						
Use a web browser				X	X	X
Use teacher-centered web based activities on topics of study (i.e. scavenger hunts/Web Quests)				X	X	X
<b>Effective Research Strategies</b>						
<b>Students will learn and be able to:</b>				X	X	X
Use teacher chosen web sites/ reference software to extract and gather information for research				X	X	X
Use research to gather information for presentations				X	X	X
Use effective search strategies to find appropriate sites				X	X	X

# Physical Education Curriculum Overview

## Kindergarten through Seventh Grade

### Fundamental Body Movements

What is a **fundamental body movement**? Running? Jumping? Throwing a ball? These are all fundamental body movements. They are fairly simple skills that serve as the foundation for more complex physical activities.

Think of a young child participating in a ballet class. She must be able to bend, reach, leap, and slide. Commanding these fundamental body movements allows her to participate in a number of physical activities throughout her lifetime. Studies show that the younger a child commands fundamental movements, the more likely that child will be to maintain an active lifestyle as an adult. That's why fundamental body movements are an important part of physical education.

There are three types of fundamental body movements typically taught during preschool and elementary school:

- Locomotor skills
- Non-locomotor skills
- Manipulative skills

**Locomotor skills** are those body movements that incorporate traveling from one point to another, such as walking or skipping. **Manipulative skills** are those that involve both the body and an object, like throwing a frisbee or dribbling a basketball.

Let's take an in-depth look at non-locomotor skills.

### Non-Locomotor Characteristics

**Non-locomotor skills** are fundamental body movements that do not incorporate traveling. They are stability skills that include movements of limbs or body parts, and sometimes even the whole body. They are occasionally referred to as axial movements, as in 'revolving around an axis'. Here, the axis is the center portion of the student's body, or generally the student's torso. The student's 'axis' experiences little to no movement. There are many different non-locomotor movements, including:

- Bending
- Stretching
- Flexing
- Extending
- Lifting
- Raising
- Twisting
- Turning
- Rotating
- Swinging
- Swaying
- Dodging
- Shaking
- Wiggling

- Pulling
- Pushing

Note that non-locomotor skills often accompany locomotor skills. For example, students swing their arms while jogging and bend their knees in order to jump. Let's take a closer look at a few non-locomotor skills, including their definitions.

## Types of Manipulative Skills

In the gross-motor area, these skills include:

- Pushing and pulling (the object might be a wheeled toy)
- Lifting
- Striking (such as swinging a baseball bat or [golf club](#) to hit a ball)
- Throwing
- Kicking or rolling (a ball)
- Volleying (a ball back and forth to another person, either with the hands or a racquet)
- Bouncing
- Catching
- Dribbling (moving a ball with the feet, as in soccer)

Activities like pencil tracing, stacking coins, and playing checkers, by contrast, require fine motor skills.

## Types of Locomotor Skills

Roughly in order of how children learn them, the locomotor skills are:

**Walking:** Use smooth, straight steps with arms swinging gently in opposition of feet. Practice different kinds of walks: low with bent legs, high on tippy toes, fast like a robot, or slow like moving through honey.

- Balance a stick while walking
- Balance a book while walking
- Balancing egg on a spoon

**Running:** Sometimes both feet are in the air while traveling

- Relay race
- Dodge the ball
- Base ball
- Robot Tag ( page 174)

**Hopping:** Moving up and down on one foot

- **Skipping rope**
  - **Ropes**
  - **Partners**
  - **One student does the skip roping and another students enters the ring**
- **Potato sack**

- **Have students line up.**
- **Each student has a sack**
- **They start at one end and hop to the other end.**

**Jumping:** With feet close together, push off with both feet and land on both feet. Can you make the landing quiet? How high can you jump? How many times in a row? This is a good time to try jumping rope. Going up and down, with both feet in the air at once; can also mean jumping off a height or jumping forward

- Long jump
- High jump
- Jumping over barriers
- Jumping Giant/ sleeping giants
- Jump Frog jump

**Galloping:** One foot is the leader, and the other foot follows behind. Don't forget to do both sides! Traveling with one foot always in the lead

- obstacle course - crab walk run leap gallop
- Obstacle course: gallop, scooter through cones

**Sliding:** Galloping sideways

**Leaping:** Jumping forward or back with one leg outstretched; taking off on one foot and landing on the other

**Skipping:** March with knees high; each time one knee is in the air, hop on the other foot — step/hop, step/hop, step/hop. Alternating steps and hops