



ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

# CURRICULUM SCOPE & SEQUENCE

**Grade 2**  
2021 - 22

[www.IslandPacificAcademy.org](http://www.IslandPacificAcademy.org)





Aloha ISLAND PACIFIC ACADEMY Families,

At ISLAND PACIFIC ACADEMY we strive to educate the whole child. With the student at the center for all we do, the IPA Mission and Vision Statement serve as the guide for the educational program provided at IPA. As we work to prepare students for success in their future, we take seriously our responsibility to prepare students for careers that have yet to be created, to use technology that has yet to be invented, and to solve problems we don't know are problems yet. Helping students to develop the ideals and skills for our Learner Traits is key to this. Also, key is to help our students make meaning of and to apply their learning, which happens in our Thematic Units, the foundation of the learning experiences within which many skills are integrated. These skills are articulated in the the grade level Learning Goals which cover reading, writing, oral communication, and math. Our rich Specials program is also key to the experience at IPA, helping students to develop important skills, in addition to providing opportunities for students to practice or learn a new passion.

The purpose of this curriculum guide is to both inform teacher instruction and to communicate to parents the Learning Goals we have set for our students. Please refer to this curriculum document when you receive your child's report cards during the school year. The curriculum document is a "living" document. We continuously reflect on our educational program to improve our practice.

In the back of the curriculum guide is "Nā Kau a Kau" and "The IPA Navigator Song." "Nā Kau a Kau," our school's oli, was created by Kumu Pumehana Silva, sister of IPA Kumu Momi Kuahiwinui, and her colleague, Kumu Melelani Spencer, especially for ISLAND PACIFIC ACADEMY. The oli incorporates the traditional roots of the Honouliuli 'ahupua'a of which Kapolei is a part, and reflects the core values of generosity and kindness that are foundational to IPA. The "IPA Navigator Song" was written by Natalie Welch (class of 2019) and her parents. It shares our (students, families, faculty, staff, and friends) journey as Navigators, sailing together in one wa'a. "Nā Kau a Kau" is chanted and "The IPA Navigator Song" is sung at each Elementary 8:00am Monday assembly. "The IPA Navigator Song" and "Hawaii Aloha" is sung at our Friday Aloha Assembly.

If you have any questions or comments about our Curriculum Guide, please contact your child's teacher, specials teacher, or me.

Looking forward to working with you in support of your child and best wishes for a successful 2021-2022 school year.



Steve Ross  
Elementary Principal  
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## **MISSION**

ISLAND PACIFIC ACADEMY empowers students to unlock their potential by providing a well-rounded college and career preparatory education that values each child's individuality, builds confidence and character, and inspires future success as engaged citizens and life-long learners in a place where values matter.

## **VISION**

Inspiring and enabling our students to "Go Forward with Confidence" (I mua Me Ka Ha'aheo) to become caring, contributing citizens who can succeed in an ever-changing world.

Academic achievement without a personal context is hollow knowledge. Integral to the school's philosophy are such core values as:

- The power of human kindness
- Trust and respect
- Generosity of spirit
- Recognition of each individual's values
- Highest level of ethical standards within the school community
- Commitment to excellence

Students guided by such values develop strength of character and become good citizens of their communities, nation, and indeed, the world.

## **PURPOSE**

ISLAND PACIFIC ACADEMY is in the profession of educating students for careers and professions that have not been created yet, using technology that has not been invented yet, and to solve problems that we don't know are problems yet.

## **5 AGREEMENTS**

Our 5 Agreements are foundational and supports how each member of our community, students, faculty/staff, and parents/families relate and interact with each other. They help to create and sustain a caring culture and a positive learning environment.

- Aloha: Mutual Respect
- Kuleana: Right to Pass; Responsibility to Participate
- Ho'olohe: Attentive Listening
- Mālama: Take Care of Each Other and This Place
- Pono: Do What is Right; Only Put-Ups

## LEARNER TRAITS

The IPA Learner Traits are a list of characteristics and values that are nurtured and developed in students throughout activities and experiences at ISLAND PACIFIC ACADEMY. These characteristics and values will help students to be successful members of the IPA community and contributing citizens in our democratic society.

LEARNER	I ask questions to understand. I keep working even when things are hard.
CONFIDENT	I believe in myself. I will learn from my mistakes.
RESPECTFUL	I am kind to all people, places, and things. I am honest.
HELPFUL	Whenever you can, help. I do what is needed.
RESPONSIBLE	I follow our school's 5 agreements. I make good choices.
OPEN-MINDED	I appreciate differences. I am open to new experiences.
COURAGEOUS	I am a risk taker. I stand up for what is right. I tell the truth. I admit when I am wrong or make a mistake.
THINKER	I reflect. I make connections.
CARING	I nurture people, places, and things. I am considerate of other people.
CREATIVE	I use my imagination. I think of new ideas. I express myself.

## ELEMENTARY OVERVIEW

The Elementary program at Island Pacific Academy (IPA) provides a balanced curriculum that emphasizes the development of concepts, knowledge, skills, attitudes, and self-initiated action in students in order to meet the needs of young learners. Our faculty provides opportunities for students to build meaning and refine understanding principally through structured inquiry. They seek to empower students to construct knowledge rather than merely consume knowledge. Our program is founded on the belief that learning occurs when students and teachers build on their prior knowledge and engage in activities that help them construct new understandings.

At IPA we recognize that literacy is key to constructing new understandings. Our definition of literacy goes beyond reading and writing, and includes computational thinking and coding -- the new literacy. Computing devices are no longer merely information processors, but a powerful tool for creating, refining, and sharing ideas. Given that, we purposefully integrate our Computer Science curriculum into other areas of study where students can experience coding through meaningful, cross-curricular projects. We understand that learners persist and dig deeper when they are having fun and making a difference in their world.

Our curriculum is student-centered and place-based. Skills and concepts are grounded in the context of Hawai'i and a sustainable lifestyle. Students and teachers develop strong ties to their community, experience enhanced appreciation for the natural world, and develop a heightened commitment to sustaining our island resources. This process involves continuous self-reflection, the freedom to ask questions, the motivation to take risks, and the desire to take action based on what students have learned.

At IPA, we are a community of learners who believe that learning is a life-long endeavor. Each classroom is a student-centered, multi-sensorial learning environment where children are encouraged to face challenges, learn through experimentation, and think critically in order to become imaginative, independent, and self-reliant individuals.

In addition, there is a focus on the social and emotional growth of our students. Students participate in learning experiences to help them to develop skills such as cooperation, collaboration, problem solving, and making helpful decisions and choices. We seek to develop and sustain a safe and caring culture which supports, challenges, and motivates students (and adults) no matter their levels of ability, different ways of learning, or backgrounds.

## THEMATIC UNITS

Thematic Units, grounded in inquiry, are the foundation of the educational programs at ISLAND PACIFIC ACADEMY. Many skills taught are integrated into the following Thematic Units.

UNIT TITLE	CENTRAL IDEA
My Community	I am a unique member of my community, and I can make a difference.
Trade	Trade is necessary for communities to survive and thrive.
Cycles in our World	Patterns occur in nature that help us make sense of how things work.
Habitats	Distinct environments support different kinds of organisms.

In Grade 2, students realize they can make positive contributions to their world on a daily basis. The students begin the year with the My Community unit to gain an awareness of how cultural and geographic influences affect the way they develop as individuals and groups. During the Trade unit, students learn key vocabulary and investigate the process and purpose of trade. They gain a meaningful understanding of how shortages and abundance of resources impact their daily lives. As scientists, the students investigate how patterns occur in nature that help us make sense of how things work in the Cycles in our World unit. Through inquiry, students will learn that predictions can be made by observing cycles around us. Their exploration expands globally in the final unit, Habitats. Students will investigate and understand that distinct environments support different kinds of organisms. They will understand that living organisms are interdependent with their living and nonliving surroundings and that habitats change over time due to many influences. The students will use their knowledge from these final units to practice and advocate for responsible use of resources.

## SECOND GRADE LEARNING GOALS

### READING STANDARDS

#### Skills and Strategies

- Reads aloud grade appropriate text with fluency and expression
- Uses phonetic analysis to decode unknown words (vowels, blends, digraphs)
- Reads/understands grade level appropriate sight words and vocabulary
- Participates in guided reading, observing and applying reading behaviors, and predicting outcomes
- Uses structural analysis to decode unknown words (syllables, contractions)
- Uses a dictionary, glossary, and word banks to extend use of language (vocabulary)

#### Comprehension and Response

- Makes and confirms predictions
- Makes personal connections
- Understands author's message or theme
- Describes characters; identifies character traits and explains how their actions contribute to the story
- Identifies structure of story, including the setting and sequence of events
- Asks and answers questions about grade-appropriate texts
- Determines the main idea of a text
- Retells events in the story and conflict/resolution
- Locates evidence in the story to support thinking
- Distinguishes between fact and opinion
- Compares books written by the same author

#### Literature and Informational Text

- Reads a variety of books for pleasure, instruction, and information
- Identifies the purpose and names the parts of a book
- Recognizes a range of different text types (fiction, non-fiction, poetry, letters, and plays)
- Uses information gained from fiction and non-fiction books

## WRITING STANDARDS

### Conventions

- Uses sound/spelling patterns and spelling rules to spell grade-appropriate words
- Accurately spells grade level high-frequency/sight words
- Writes legibly with appropriate letter size in a sentence
- Uses correct capitalization
- Uses end punctuation for sentences
- Uses common and proper nouns and frequently occurring adjectives in their writing

### Organization, Design, and Presentation

- Uses iPad, personalized student dictionary, and word bank to enhance writing
- Organizes ideas in a logical sequence (beginning, middle, and end)
- Uses graphic organizers to plan writing
- Engages in the writing process
- Uses feedback from teachers to strengthen writing as needed by revising and editing
- With teacher support, publishes work in hand-written or digital format

### Expression

- With teacher support, uses writing to express ideas, reflections, experiences and to communicate needs through journals, letters, and reflections
- Writes sentences using nouns, adjectives, verbs, and conjunctions
- Uses grade level vocabulary from personal experiences and Units of Inquiry topics
- Writes narratives to recount an event that includes details to describe actions, thoughts, and feelings
- Writes expository pieces using a topic, facts to develop points, and a concluding statement
- Writes descriptively to include some sensory details that paint a picture in the reader's mind
- Writes opinion pieces that introduces the topic, states an opinion, and supplies reasons that support the opinion

## ORAL COMMUNICATION STANDARDS

### Listening

- Listens attentively in discussions, conversations, and presentations
- Listens with respect to views of others through eye contact, nonverbal response, and without interruption
- Follows rules of conversation and group discussions by taking turns and focusing attention on the speaker
- Listens and responds appropriately to instructions, questions, and explanations and seeks clarification when needed
- Listens and demonstrates understanding of stories read aloud and oral presentations
- Listens critically to interpret and evaluate oral message from speaker

### Speaking

- Speaks appropriately by following rules of conversation and group discussion by taking turns when responding to speaker
- Participates in class and group discussions by expressing thoughts, ideas, and opinions
- Uses praise and makes suggestions to peers, responds to others suggestions
- Paraphrases or retells in own words and predicts with evidence
- Participates in dramatic activities, conversations, and discussions
- Listens and responds appropriately to instructions, questions, and explanations and seeks clarification when needed
- Begins to use appropriate volume, expression, and body language during oral presentations
- Uses questioning to gain information, clarify, and respond to inquiries directed to themselves or to the class
- Demonstrates the use of grade level language and vocabulary

## **MATHEMATICS STANDARDS**

### Numbers and Operations

- Models, reads, and writes, orders and compares whole numbers up to thousands in standard, expanded, and written form using the base ten place value system
- Add and subtracts whole numbers within 1000, with and without regrouping
- Applies strategies for recalling addition and subtraction facts within 20

### Measurement

- Measures objects using the appropriate tools
- Measures and estimates the length and capacity of objects using standard units and tools
- Adds together coin combinations
- Demonstrates equivalent coin combinations
- Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using dollar and cent symbols appropriately
- Reads and writes time to the minute
- Understands and compares lengths of time: second, minute, hour, day, am/pm

### Geometry

- Draws, labels, describes, and compares/contrasts 2D shapes
- Uses geometric terms to describe and identify shapes
- Creates 2D and 3D shapes by composing or decomposing other shapes
- Partitions shapes into equal shares
- Understands that wholes can be partitioned into smaller pieces
- Partitions the same shape into different parts and recognizes the parts as equal



### Patterns and Algebraic Thinking

- Creates, describes, and extends number patterns (odd and even, skip counting, repeated addition with more than one digit)
- Represents patterns in a variety of ways using words, drawings, symbols, materials, actions, and numbers (AABB, in and out boxes, +/- patterns)
- Uses the properties and relationships of addition and subtraction to solve two-step problems
- Selects an efficient method for solving a one-step problem
- Determines the unknown whole number in an addition or subtraction equation

### Data Handling

- Collects and represents data in meaningful ways for vertical graphs (pictograph, bar graph, line plot)
- Interprets data for the purpose of answering questions

## SPECIALS OVERVIEW

The Elementary Division offers a variety of enriched learning that goes hand in hand with what students learn in their classrooms. Each specialist area will make authentic connections with various curriculum areas in each grade level. For some Thematic Units, multiple specialists coordinate their topics as integral parts of that unit. When not integrated, specialists teach subject specific skills as part of their curriculum.

### ART

Using an inquiry approach to foster exploration, experimentation, and choice, students will explore, create, and appreciate art. Through integration with thematic units, science, technology, music, and literature, students make meaningful connections to content and concepts. This allows students to see art and academics as a whole and not separate pieces. The foundation of art lessons are rooted in Discipline-Based Art Education (production, history, criticism, and aesthetics) and layered with other strategies to create a rich and engaging learning environment. Students are encouraged to think big like Matisse, O'Keefe, Picasso, and Van Gogh but stay true to their own brushstroke. Students learn about:

- Art Materials
- Art Forms and Techniques
- Principles and Elements of Art
- Artists
- Art History/Styles/Periods

### CULTURE AND LANGUAGE

ISLAND PACIFIC ACADEMY's Culture and Language Program strives to bring in varied exposure of cultures to our students through two languages: 'Ōlelo Hawai'i (the Hawaiian language) and Mandarin Chinese. It is our goal to have students develop an internationally minded respect towards various peoples, traditions, and nations or the world.

All elementary students explore and are introduced to the Hawaiian language and culture during their Hawaiiiana and 'Ōlelo classes. As students proceed through the program, they will engage in 'Ōlelo Hawai'i and cultural experiences at more depth. In addition, all elementary students participate in weekly Mandarin Chinese classes. Students engage and learn these languages through conversational and written practice. Also included in instruction are cultural experiences.

Other goals:

- Help students understand the target language with minimal

- translation
- Provide language-rich lessons that will build vocabulary and basic conversational phrases
- Use authentic songs, games, stories and rhymes
- Include meaningful culture

## **DIGITAL INNOVATION**

Digital Innovation encompasses both computer science and graphic design. Topics that will be covered include:

- Computing systems
- Networks and the internet
- Data and analysis
- Algorithms and programming
- Impacts of computing
- Principles of good graphic design
- Design Thinking process

## **MUSIC**

Elementary Music Education at IPA fosters musical self-expression while working to build a foundation of music theory and skills relevant to our ever-changing lives. Student creativity and vocal expression develop as they explore world culture and integrated class themes that engage students to go forward with confidence. To help students emerge and explore their musical talents, our program covers:

- |                      |                        |
|----------------------|------------------------|
| • Ear Training       | • Ukulele (Grades 4-5) |
| • Creative Movement  | • Cultural Music       |
| • Basic Note Reading | • Dramatic Role Play   |
| • Rhythm             | • Performances         |
| • Singing            |                        |

## **PHYSICAL EDUCATION**

An emphasis on healthy living, making positive health choices, and personal and social decision-making is our main focus and is supported with activities appropriate to each grade level:

- Fitness Standards and Goals
- Team-building Activities
- Motor Skill Development and Movement Forms
- Understanding of form and function of the body related to exercise and nutrition

- Balance/Hand-eye Coordination
- Introduction to Net, Invitation, and Field sports and games
- Core Fitness & Aerobics

## **SCIENCE, ENVIRONMENT, ENGINEERING, DESIGN (S.E.E.D)**

Kindergarteners will explore the world around them through Science, Environment, Engineering, and Design (SEED) activities this year. They will develop teamwork and problem-solving skills, as well as, begin to safely use the tools of SEED. Although students will have an exciting time exploring the concepts of the class, the overall objective is to help build students with stronger learner traits.

Grades 1-5 will continue their SEED journey by exploring 20 different engineering fields through practical problem solving of issues that are related to their grade level units of inquiry. Students will enrich their knowledge of SEED concepts and skills while developing more detailed, innovative, and workable solutions to issues that affect our world.

Throughout their SEED journey at IPA, students will develop leadership, management, and teamwork skills that will promote them being involved citizens, both within their communities and the world. The courses will allow students to discover the structure and function of the parts of the world around them and how to manipulate those things to make the world a better place. Creating solutions will encompass hands-on construction that will sharpen children's abilities to function in three dimensions, as well as, develop an understanding of materials and tools and how to find creative ways to use them.

## **SUSTAINABILITY**

Through our school garden and sustainable practices, students learn about the world in which they live, exploring science, nutrition, social studies, math, art, language arts, and environmental stewardship. Students gain a living context in which to study principles including interdependence, diversity, cycles, structures and functions, energy and resources, and sustainability. Students' curiosity is nurtured as they are taught a hands-on process of growing healthy foods, and recognition of conservation and sustainable practices. They are encouraged to ask relevant questions; develop processes for critical thinking and searching for answers; and to communicate, work, and live cooperatively. In addition to teaching students basic academic skills, we incorporate learning processes that will help them be informed, knowledgeable, responsible citizens.

## **Nā Kau a Kau**

*Na Pumehana Silva me Melelani Spencer*

Kilo ka maka i uka i kai  
I Honouliuli a puni ē  
He nilu ka 'ikena, Ka mā'ama'ama  
Ua ao ē  
E ho'okele i ke ala 'imi na'auao  
E ho'okele i mua me ka ha'aheo  
Me ke aloha ka hō'ihi.  
Ka lokomaika'i, Ka mahalo ē  
I ola mau  
No nā kau a kau  
A pae aku

## **The IPA Navigator Song**

We are the Navigators and we lead the way  
Steering by the stars at night time  
Watching wind and waves by day  
Our wa'a sails across the ocean  
Flying colors blue and gold  
Na keiki of Hawaii nei and of the USA  
I Mua Me Ka Ha'aheo  
From our graduation day  
We know the world is ours tomorrow  
No matter if we leave or stay  
We will show Aloha spirit  
And we'll remember what we learned  
Whenever we can, Help  
Let's sail away  
'Til we meet again you'll have a friend at IPA

