



ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

# CURRICULUM SCOPE & SEQUENCE

**Grade 2**  
2019 - 20

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





Aloha ISLAND PACIFIC ACADEMY Families,

At ISLAND PACIFIC ACADEMY we strive to educate the whole child. On the following page is our IPA Mission and Vision Statement which serve as the guide for the educational program provided at IPA. Next are the Learner Traits which are a set of ideals that we develop in our students. The Elementary Overview comes next followed by the Thematic Units which are the foundation of the learning experiences within which many skills are integrated. The thematic unit title, central idea for each unit, and a brief overview of the year follows. Lastly are the grade level Learning Goals which cover reading, writing, oral communication, and math followed by an overview from the Specials classes.

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 Kuahiwini, 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.

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 2019-2020 school year.



Steve Ross  
Elementary Principal  
sross@ipahawaii.org



## **OUR 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.

## **OUR 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.

## 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 educate students on the difference between knowing something and truly understanding it.

Our curriculum is student-centered and place-based. It 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. Skills and concepts are grounded in the context of Hawai'i. Students develop strong ties to their community, experience enhanced appreciation for the natural world, and develop a heightened commitment to serving as active, contributing citizens. 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.

Tribes is a process that creates a culture that maximizes learning and human development. Tribes helps all students grow in the fullness of their humanity as smart, socially competent, purposeful, and ethical human beings. This can happen when a school develops and sustains 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.

Our 5 Agreements are foundational in Tribes and support 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.

### **Island Pacific Academy's 5 Agreements**

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

## 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	Natural and human systems are interconnected and impact each other.
Forests	Ecosystems support a variety of things and are essential to life.

In Grade 2, students realize they can make positive contributions to their world on a daily basis. The students begin the year developing an awareness of their unique gifts and how cultural and geographic influences affect the way they develop as individuals and groups in the My Community unit. 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. Students are then given an opportunity to apply their knowledge as they design, construct, and staff a class store for their peers. Students will also hold school wide fundraisers to support their class pets. As scientists, the students investigate and experience various cycles in natural and human systems in the Cycles in our World unit. The students will learn, through inquiry, that cooperation and balance are the essential components for natural and human systems to survive and thrive. The students will use their knowledge to practice and advocate for responsible use of resources. Their exploration expands globally in the final unit, Forests. Group and individual projects give students an understanding of the interdependence of forest ecosystems and their necessity to sustain life. As environmentalists, students discover ways they can preserve and conserve forest ecosystems while enhancing their research skills.



## 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 whole numbers up to thousands in standard, expanded, and written form using the base ten place value system
- Compares and orders numbers up to thousands using greater than, less than, equal to and before and after
- Uses the language of addition and subtraction
- Adds and subtracts three-digit numbers
- Develops and uses strategies for recalling addition and subtraction facts (combinations of ten, doubles, fact families)
- Develops mental and written strategies for adding and subtracting up to three-digit numbers
- Adds and subtracts decimals (money)
- Uses the properties and relationships of addition and subtraction to solve two-step problems
- Understands that a fraction is a part of a whole
- Identifies simple fractions in pictures
- Uses the language of fractions
- Models simple fraction relationships and uses fractions in real-life situations

### Measurement

- Uses standard and non-standard units of measurement
- Uses centimeters, inches, feet, and yards to measure
- Compares different units of capacity
- Demonstrates equivalent coin combinations
- Calculates the value of bill/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



### Shape and Space

- Describes and labels 2D and 3D shapes
- Understands, analyzes, and describes relationships among and between 2D and 3D shapes
- Understands geometric shapes are useful for representing real-world situations
- Understands 2D and 3D shapes can be created by putting together and/or taking apart other shapes
- Understands the common language used to describe shapes (2D: sides, angles, and corners; 3D: edges, vertices, and faces)
- Creates and describes symmetrical patterns

### Pattern and Function

- Uses number patterns to represent and understand real-life situations
- Understands, describes, and creates 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)
- Understands that patterns can be analyzed and rules identified
- Understands the inverse relationship between addition and subtraction (fact families)
- Determines the unknown whole number in an addition or subtraction equation

### Data Handling

- Collects, represents, and interprets data in different ways
- Collects, represents, and interprets data for the purpose of answering questions
- Creates a pictograph and sample bar graph of real objects and interprets data by comparing quantities (more, fewer, less than, and greater than)

## 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 Units of Inquiry, multiple specialists coordinate their topics as integral parts of that unit. When not integrated, specialists teach subject specific skills as part of their curriculum.

### MUSIC

Music education at IPA enables participation in musical self-expression. Using rhythm instruments and other musical instruments, the students' creativity emerges as they explore their musical talents. Our program covers:

- Ear Training
- Creative Movement
- Basic Note Reading
- Rhythm
- Singing
- Recorders (Grades 3-5)
- Ukulele (Grades 4-5)
- Cultural Music
- Dramatic Role Play
- Performances

### WORLD CULTURES & LANGUAGE

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

All elementary students explore and are introduced to the Hawaiian language and culture during their Hawaiiiana and 'Olelo classes. As students proceed through the program, they will engage in 'Olelo and cultural experiences at more depth. In addition, all elementary students participate in biweekly 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

## 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

## 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.

## COMPUTER SCIENCE

ISLAND PACIFIC ACADEMY's Elementary Computer Science Program builds computational thinking skills. According to The International Society for Technology in Education (ISTE) and the Computer Science Teachers Association (CSTA), computational thinking is a problem-solving process that includes (but is not limited to) the following characteristics:

- Formulating problems in a way that enables us to use a computer and other tools to help solve them
- Logically organizing and analyzing data
- Representing data through abstractions such as models and simulation
- Automating solutions through algorithmic thinking (a series of ordered steps)
- Identifying, analyzing, and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources
- Generalizing and transferring this problem-solving process to a wide variety of problems

These skills are supported and enhanced by a number of dispositions or attitudes that are essential dimensions of computational thinking. These dispositions or attitudes include:

- Confidence in dealing with complexity
- Persistence in working with difficult problems
- Tolerance for ambiguity
- The ability to deal with open ended problems
- The ability to communicate and work with others to achieve a common goal or solution

## 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

## **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

