Dear Parent/Guardian,

The Elementary Curriculum Handbook presents a broad overview of each core subject, defines the expectations for student achievement, and provides a description of the curriculum at each grade level. It also highlights the uniqueness of the curriculum and the instruction that takes place in the classroom.

Simsbury Public Schools has developed a strong standards-based curriculum that incorporates sequential instruction, enduring ideas, and the discrete skills that students should know and be able to do by the end of each grade. Assessments that inform instruction and document the learning and growth of each child are built into our curriculum. Teachers analyze student work to individualize instruction, implement continuous learning, and guide decisions to improve student performance.

This curriculum handbook is one of the many ways the Simsbury Public Schools supports communication between home and school. We hope that the information will enhance your understanding of the elementary school curriculum and will enrich your role as an active participant in your child’s education.

Sincerely,

Betsy Gunsalus
Director of Elementary Curriculum and Student Assessment
What Is Assessment?

Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and summative assessments.

Why do we need assessments?
- to help educators set standards
- to create instructional goals
- to motivate performance
- to provide feedback to students
- to evaluate progress
- to communicate progress to others

How do we use universal assessments?
- to use as diagnostic screenings prior to instruction
- to inform teaching and learning
- to help identify students who might benefit from extra support (see graphic at left)

How do we use informal assessments?
- to assess student performance every day, integrating assessment and instruction continually

Informal assessment occurs when teachers:
- observe students working
- write anecdotal notes that describe learning behaviors
- hold reading and writing conferences to record student strengths and weaknesses
- analyze projects, portfolios, and notebooks

How do we use formal assessments?
- to provide an academic measure of knowledge, concepts, and skills
- to adjust instructional goals and practices

How do we use summative assessments?
- to determine achievement levels for meeting learning standards
- to give teachers and parents/guardians a better picture of where students are succeeding

---

**Assessment K 1 2 3 4 5 6**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRA2</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRP</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>CMT Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>STAR Reading &amp; Math</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>SBAC</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

---

View this handbook online at www.simsbury.k12.ct.us/curriculum
What makes this program unique?

• Students play an active role in their learning: choosing writing topics, selecting books for independent reading, reflecting on their work, and discussing their ideas with others.

• Students’ academic needs drive instruction; teachers use whole-class instruction, small groups, and individual conferences so that all students experience academic success.

• Students develop an appreciation of different points of view through book conversations with partners or in book clubs with other students.

• The learning environment fosters risk taking and expands students’ knowledge of literature, nonfiction, and writing through specific units of study.

• The program builds confidence in readers, writers, speakers, and listeners through productive and interactive activities.

What happens in the classroom?

• Students read books that correspond to their instructional reading level, participating in class discussions, book conversations, and structured book clubs in order to deepen comprehension.

• Students read a variety of genres, including fiction and nonfiction reading selections, reflecting a diversity of authors and genres with a balance of classic and contemporary works.

• Students cycle through the writing process, generating ideas, planning new pieces, drafting, revising, and editing across various genres of writing that include narrative, informational, and opinion units.

• Students share and celebrate their written work with authentic audiences.

• Students confer with both teachers and peers about their reading and writing.

• Students participate in conversations about their reading and writing lives in order to gain ideas from each other and set learning goals for themselves.
The Simsbury Public Schools believes that a strong language arts curriculum provides explicit instruction in reading, writing, speaking, listening, and language skills. Our K-12 program prepares students to comprehend and communicate effectively, in order to understand themselves, others, and their society.

The elements of the Simsbury Public Schools’ comprehensive language arts program include:

- instruction to develop proficient readers who understand, interpret, evaluate and appreciate texts;
- opportunities for student choice and collaboration to meet a variety of needs and interests;
- fiction and nonfiction texts, both rigorous and accessible, that reflect diversity of authors and genres and that balance classic and contemporary works;
- authentic tasks and activities that are challenging and have personal value to students;
- a variety of technological and informational resources as a means for collecting and communicating information to meet the demands of our ever-changing society;
- assessments that are frequent and varied, and are used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of their own learning; and
- a commitment to providing ongoing professional development opportunities to support teacher knowledge of best practices related to curriculum, instruction, and student achievement.

By the end of grade 12, all students will be able to:

- read and respond to a variety of authors, texts and genres, including theatre, film, and art;
- apply strategies and skills to enhance their understanding of multiple types of text;
- develop and communicate informed opinions and arguments through interpreting and evaluating various texts;
- recognize that readers and authors are influenced by individual, social, cultural, and historical contexts;
- appreciate the influence that contemporary and classical authors have on human thought;
- use the traits of writing to communicate effectively for a specific purpose and audience;
- contribute, respond to, and develop what others have said in conversations and discussions;
- write and speak in acceptable standard English; and
- transfer literacy skills across multiple content areas.

- Teachers structure and manage daily reading and writing workshops so that students receive grade-level skill and strategy instruction, with adequate time for practicing these new skills.
- Teachers provide authentic tasks and activities that are challenging and engaging to students.
- Teachers provide a variety of technological and informational resources as a means for collecting, viewing, and communicating information to meet the demands of our ever-changing society.
- Teachers read aloud and model how to actively use comprehension strategies to demonstrate what proficient readers do.
What makes this program unique?

- Students work collaboratively to grapple with problems and develop mathematical ideas.
- Students solve problems, construct arguments, and share their thinking, strategies, and solutions with others.
- Students use mathematical language to communicate their thinking through dialogue and in writing and use mathematical tools to enhance their understanding and communication.
- Students build fact fluency and other foundational skills, including the use of US algorithms, to solve more sophisticated mathematical problems and make connections with other mathematical ideas.
- Students develop flexibility and confidence in investigating mathematical concepts, persevering to solve problems, and attending to precision.
- Students analyze and solve problems which emphasize depth in mathematical thinking rather than surface exposure to a series of fragmented topics.

What happens in the classroom?

- Students explore mathematics using concrete, pictorial, and abstract representations to develop a deep understanding of mathematical concepts.
- Students learn a variety of problem solving strategies, including model-drawing, to solve real world problems.
- Students develop a positive mathematical mindset, emphasizing the importance of attitude and habits of mind to achieve success in math.
- Students work in groups, pairs, or individually to engage and/or reason about mathematical ideas.
- Teachers differentiate instruction for students based on learning styles, and/or depth of understanding of the concept.

What Is the Simsbury Mathematics Program?

- a comprehensive K-8 nationally recognized mathematics program, 
  *Math in Focus*, aligned with the Connecticut Core Standards, in which important mathematical concepts are embedded in authentic, real-world problems.
The Simsbury Public Schools believes that a strong mathematics program develops lifelong critical thinkers and learners whose confidence and interest in mathematics will promote college and career readiness. The program guarantees every student a rigorous, coherent, and focused standards-based curriculum where conceptual understanding and acquisition of basic skills serve as the foundation for complex problem solving and critical thinking. Using the Connecticut Core Standards as a foundation, the Simsbury Public Schools believes that all students will attain the mathematical knowledge necessary to persevere as they reason through problems, communicate their thinking, and justify their conclusions.

The elements of the Simsbury Public Schools’ mathematics program include:

- opportunities to build towards an increasingly deep and complex understanding of important mathematical ideas;
- opportunities for students to make connections among mathematical topics and ideas;
- experiences with a wealth of complex problems and real world situations that can be solved numerous ways;
- tasks that cover a range of difficulty and complexity;
- experiences that draw on and relate to students’ personal experiences and knowledge;
- opportunities for students to see connections between multiple representations: e.g., the story, the table, the graph, and the equation;
- opportunities for student collaboration and differentiated instruction to meet a variety of needs;
- time for students to reflect on their own thinking and learning and to communicate their ideas orally and in writing;
- opportunities for students to develop both computational proficiency and to build problem-solving skills;
- a commitment to providing ongoing professional development opportunities to support teacher knowledge of best practices related to curriculum, instruction, and student achievement.

By the end of grade 12, all students will be able to:

- make sense of problems and persevere in solving them;
- discuss, explain, and demonstrate understanding of a mathematical situation in multiple ways;
- analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments and justifying mathematical ideas, as well as evaluating the reasoning of others;
- select and use a variety of models, tools, symbolic representations, and technology to solve mathematical problems and to communicate ideas orally and in written form;
- use mathematical skills and concepts with proficiency and confidence, while attending to precision;
- transfer mathematical skills across multiple content areas;
- identify and use connections within mathematics to identify interrelationships and equivalent representations (numeric, verbal, visual, etc.) to construct mathematical models, and to investigate and appreciate mathematical structure; and
- use mathematical skills and concepts to make and justify decisions and predictions, to identify patterns and trends, to pose questions from data and situations, and to formulate and solve problems.
What makes this program unique?

- Students have the opportunity to interact directly with materials in a hands-on approach to learning.
- Students learn in an environment where they can act like scientists.
- Teachers encourage students to question, analyze, explain, and interpret scientific phenomena and processes.
- The elementary science curriculum provides a strong foundation of science and engineering concepts.

What happens in the classroom?

- Students explore, ask questions, make observations, design investigations, propose solutions, and communicate their findings using a variety of methods.
- Students develop a scientific vocabulary and begin to talk like scientists.
- Students learn to use research skills and technology to access relevant information.
- Teachers create an environment that fosters students' natural curiosity and guides them through the process of inquiry.

What Is the Simsbury Science Program?

- a combination of teacher created and published science units that emphasize content knowledge and inquiry skills, which provide opportunities for critical thinking and hands-on learning
- units of study that relate to themes of life science, earth science, and physical science, as well as science and technology in society
- a curriculum that aligns with and expands upon the standards outlined by national and state frameworks
The Simsbury Public Schools believes that a strong science education program promotes student understanding of the natural and human built worlds. The curriculum provides opportunities for students to engage in scientific and engineering practices within core content areas so that students become competent problem solvers, capable of making informed and logical judgments using sound, scientific principles as citizens of the world.

The elements of the Simsbury Public Schools’ Science program include:

- opportunities to master a core sequence of science study based on the state standards that cover four major domains: physical sciences; life sciences; earth and space sciences; and engineering, technology and applications of science;
- opportunities to develop science literacy and inquiry skills by using a variety of books, resources, and hands-on experiences;
- authentic learning tasks and assessments that connect to real world problems and topics that are relevant to students;
- learning environments that provide opportunities to work individually, collaborate in small groups, and work as a class to speculate, investigate, discuss, question, observe, collect data, and debate conclusions;
- technology that is integrated throughout the program to enhance learning and support investigations;
- to the extent possible, meaningful opportunities to interact with a wide range of science professionals for the purpose of enriching the classroom experience and for exploring and inspiring possible career pursuits; and
- a wide variety of science elective opportunities at the high school level allowing students to explore personal scientific and career interests.

By the end of grade 12, all students will be able to:

- acquire new knowledge and continually deepen understanding of core science and engineering concepts;
- apply scientific literacy skills in order to research, understand, and communicate major science concepts and theories;
- construct explanations and design solutions through scientific exploration, formulating hypotheses, designing experiments, analyzing data, and drawing conclusions;
- make claims and argue their validity based on the analysis of data and other available evidence;
- build models and theories about the world, design prototypes, and build systems to solve problems;
- apply mathematical concepts to enhance scientific reasoning; and
- understand the possibilities and limitations of science and technology in order to make informed decisions.
What Is the Simsbury Social Studies Program?

• a K-12 curriculum that aligns with and expands upon the standards outlined in state and national frameworks, emphasizing history, government and civics, geography, and economics

• interdisciplinary units that incorporate the use of primary and secondary sources, nonfiction and fiction texts, and various emerging technologies to bridge the gap between the past, present, and future

• a series of units for each grade that are unified by grade-specific social studies themes

What makes this program unique?

• Each unit integrates subject areas of reading, writing, technology, and media.

• Students investigate essential questions based on individual behaviors, geography, cultures, history, and political and economic structures.

• Students make connections between the units of study and the grade-specific guiding theme.

• Teachers use the inquiry method to ensure understanding of each concept.

• Teachers encourage students to question, analyze, explain, and interpret historical and cultural events.

• The program fosters critical, creative, and ethical thinking to respond to the human condition in the contemporary world.

What happens in the classroom?

• Students read a collection of primary and secondary sources and nonfiction texts to build knowledge of each unit.

• Students work collaboratively to understand the impact of the unifying theme.

• Students discuss, debate, write persuasively, and conduct research.

• Teachers use multiple texts, media, and technology to explore concepts in each unit.

• Teachers facilitate student thinking by asking probing questions that examine the enduring understandings.

• Teachers use a variety of instructional strategies to meet the needs of individual students.
Social Studies
Philosophy Statement

The Simsbury Public Schools believes that a strong social studies program develops all students’ capacities to know, analyze, explain, and argue within the disciplines of history, geography, civics, economics, and behavioral sciences. A balanced repertoire of content and skills, focusing on rights and responsibilities, interdependence, authority, conflict, and uniqueness of place, develops global citizens who are equipped with the critical thinking, problem solving, collaboration, and communication skills necessary for the 21st century workplace, as well as for civic and economic responsibility.

The elements of the Simsbury Public Schools’ comprehensive social studies program include:

• integration of literacy and communication skills within the content and units;
• independent and collaborative learning opportunities that promote an understanding of how to acquire, integrate, and apply knowledge;
• authentic tasks and activities that engage, challenge, and have personal value to students;
• assessments that are frequent, varied, and used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of their own learning;
• multiple opportunities for students to write in argumentative and informational genres;
• texts from primary and secondary sources that are rigorous and accessible, reflect diversity of authors and sources, and develop students’ awareness of the biases that exist inherently in all documents; and
• a variety of technological and informational resources as a means for collecting, creating, and communicating information to meet the demands of our ever-changing society.

By the end of grade 12, all students will be able to:

Through Inquiry:
• analyze patterns, connections, causes, and effects in order to strengthen inquiry, literacy, communication, and action; and
• develop meaningful questions to deepen content knowledge through independent research, allowing students to take action as informed citizens.

Within the discipline of history:
• demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to students’ own life experiences; and
• analyze the historical roots and current complexity of international relations and globalization in an increasingly interdependent world.

Within the discipline of geography:
• integrate geographic knowledge, skills, and concepts to understand human behavior in relation to the physical and cultural environment.

Within the discipline of civics:
• explain how people create rules and laws to preserve the delicate balance between individual rights and societal needs; and
• evaluate how ideas, principles, and practices of citizenship have emerged and are maintained over time and across cultures.

Within the discipline of economics:
• explain how people organize systems for the production, distribution, and consumption of goods and services.

Within the disciplines of other key social sciences:
• apply concepts from the study of history, culture, economics, and government to form an understanding of the interrelationships between science, technology, and society;
• describe how the study of individual development and identity contributes to the understanding of human behavior; and
• demonstrate an understanding of the concept of culture and how gender, race, ethnicity, and socio-economic class influence personal perspectives.
## What is the Simsbury Language Arts Program?

The Simsbury Language Arts Program is a balanced approach to literacy instruction, fostering the integration and transfer of strategies and skills across multiple genres and subjects. Inspired by the ongoing research of Teachers College Reading and Writing Project, teachers provide daily reading and writing experiences.

In reading, students participate in varied instruction, including teacher-led minilessons, independent work, interactive read-alouds, and word study. Within specific units, students select independent books of various genres; choice, differentiation, and student engagement are hallmarks in every classroom.

Our writing workshops emphasize independence and repertoire, as students generate ideas, plan, draft, revise, and edit written pieces. With a balance of writing genres, our curriculum develops six traits of writing: focus, organization, fluency, elaboration, voice, and conventions.

---

### READING

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>In this unit students will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launching the Reader’s Workshop: Reading Growth Spurt</td>
<td>• make appropriate book choices and strengthen reading strategies</td>
</tr>
<tr>
<td></td>
<td>• set expectations for reading volume and build reading stamina</td>
</tr>
<tr>
<td></td>
<td>• use more than one strategy at a time to solve tricky words</td>
</tr>
<tr>
<td></td>
<td>• read for understanding</td>
</tr>
<tr>
<td>Character</td>
<td>• make predictions about characters in books</td>
</tr>
<tr>
<td></td>
<td>• develop an understanding of characters’ traits, feelings, actions, and motivations</td>
</tr>
<tr>
<td></td>
<td>• connect with characters by empathizing, envisioning, and predicting</td>
</tr>
<tr>
<td></td>
<td>• notice how and why characters change and grow throughout a story</td>
</tr>
<tr>
<td></td>
<td>• understand that characters learn lessons from their experiences</td>
</tr>
<tr>
<td></td>
<td>• identify key moments that highlight the lesson of the story</td>
</tr>
<tr>
<td></td>
<td>• understand conflicting points of view</td>
</tr>
<tr>
<td></td>
<td>• conduct mini inquiries to compare characters across a series of books</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>• identify key details</td>
</tr>
<tr>
<td></td>
<td>• notice, learn, and question while reading nonfiction text</td>
</tr>
<tr>
<td></td>
<td>• use text features to notice and understand key words</td>
</tr>
<tr>
<td></td>
<td>• read and compare a variety of nonfiction books to become an expert on a topic</td>
</tr>
<tr>
<td></td>
<td>• use text features and context clues to understand challenging vocabulary</td>
</tr>
</tbody>
</table>

---

*Click buttons above to download sample report cards (PDF format).*
# Writing

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>In this unit students will…</th>
</tr>
</thead>
</table>
| **Launching the Writer’s Workshop with Personal Narrative** | • implement the structures, rituals, and routines of the workshop  
• focus stories on small moments  
• write with a clear organizational structure  
• add detail and information to elaborate  
• learn strategies to implement editing and revising skills |
| **Realistic Fiction** | • discuss the differences between personal and fictional narratives  
• study mentor texts for inspiration  
• establish a story structure that includes a beginning, middle, and end  
• draft stories that include the details, conversations, and actions of characters |
| **Information** | • identify areas of personal expertise and write to teach readers about those subjects  
• organize writing with specific sections and transition words  
• include various text features and vocabulary related to the topic  
• draft with an awareness of audience and purpose |
| **Fairy Tales** | • read and study the structures and features of fairy tales  
• adapt familiar fairy tales, developing original stories  
• establish an organizational structure that includes a beginning, plot development, and an ending |
| **Opinion** | • recognize the different genres of writing  
• write opinion pieces about various elements of stories including characters, pictures, important parts, and messages  
• choose reasons and language that will convince readers of opinions  
• organize written pieces with introductions, transitional language, and concluding statements |
| **Independent Writing Projects** | • choose a topic to write about  
• select a genre which best fits the topic |
What is the Simsbury Grade 2 Mathematics Program?

In second grade...

Students will extend their understanding of place value to the hundreds place, helping them to understand what the different digits in a three-digit number mean. They will use their understanding of place value to solve word problems, including those involving length and other units of measure. Addition and subtraction skills continue to grow as students work on one and two step problems using numbers within 1000, while honing their fluency of addition and subtraction facts within 20. In measurement students will learn to measure length using standard units, represent this and other information graphically, and to solve problems using information presented in a graph. Students continue to build a foundation for understanding fractions by dividing rectangles and circles into halves, thirds, and quarters.

### Areas of Focus

<table>
<thead>
<tr>
<th>Operations and Algebraic Thinking</th>
<th>Students will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Multiplication Tables of 2, 5, and 10</td>
<td>• understand the concept of multiplication as repeated addition and division as grouping or sharing</td>
</tr>
<tr>
<td>• Multiplication Tables of 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Number and Operations – Base Ten</td>
<td>• understand the base-ten number system and place value through 1,000</td>
</tr>
<tr>
<td>• Numbers to 1,000</td>
<td>• add and subtract within 1,000 using a variety of strategies</td>
</tr>
<tr>
<td>• Addition Up to 1,000</td>
<td>• solve real-world problems using addition and subtraction</td>
</tr>
<tr>
<td>• Subtraction Up to 1,000</td>
<td>• develop mental math strategies</td>
</tr>
<tr>
<td>• Using Bar Models: Addition and Subtraction</td>
<td></td>
</tr>
<tr>
<td>• Multiplication and Division</td>
<td></td>
</tr>
<tr>
<td>• Mental Math and Estimation</td>
<td></td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>• estimate and measure the length of objects using inches, feet, centimeters, and meters</td>
</tr>
<tr>
<td>• Metric Measurement of Length</td>
<td>• solve real-world problems involving money, using dollar bills and coins</td>
</tr>
<tr>
<td>• Money</td>
<td>• read and write time to the nearest five minutes</td>
</tr>
<tr>
<td>• Customary Measurement of Length</td>
<td>• represent and interpret data and solve problems using information presented on graphs</td>
</tr>
<tr>
<td>• Time</td>
<td></td>
</tr>
<tr>
<td>• Graphs and Line Plots</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>• use halves, thirds, and fourths to describe equal parts of a whole</td>
</tr>
<tr>
<td>• Fractions</td>
<td>• identify, recognize, and draw shapes having specific attributes</td>
</tr>
<tr>
<td>• Shapes and Patterns</td>
<td></td>
</tr>
</tbody>
</table>
What is the Simsbury Grade 2 Science Program?

In second grade...

Students will continue to deepen their understanding of plants and animals by studying their basic structures and life cycles. Students will use observation and experimentation to learn about different earth materials (sand, soil, etc.) and how their unique properties make them useful in different applications. In second grade, students will learn that humans, like all living things, need to eat nutritious foods to survive. They will learn how different foods are categorized based on their nutrients and learn how much and which types of food they should eat to grow and stay healthy. Students will also learn about the importance of physical activity in maintaining good health. Through all these topics, students will continue to develop scientific literacy and inquiry skills by using a variety of books, resources, and hands-on experiences.

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>In this unit students will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and Life Cycle of Plants</td>
<td>• observe flowering plants as they go through their life cycle and learn how seeds are produced</td>
</tr>
<tr>
<td>Nutrition</td>
<td>• learn how foods are categorized into basic food groups based on their nutritional content</td>
</tr>
<tr>
<td></td>
<td>• learn which foods and how much food and physical activity children need to be healthy</td>
</tr>
<tr>
<td>Sand and Soil</td>
<td>• describe different earth materials based on their physical properties</td>
</tr>
<tr>
<td></td>
<td>• discover how different types of soil affect how plants grow</td>
</tr>
<tr>
<td>Life Cycle of Animals</td>
<td>• learn about the life cycle of frogs and butterflies through observing their metamorphoses</td>
</tr>
<tr>
<td>Inquiry Skills—Integrated in All Units</td>
<td>• make observations and ask questions</td>
</tr>
<tr>
<td></td>
<td>• find information from a variety of sources</td>
</tr>
<tr>
<td></td>
<td>• design and conduct investigations</td>
</tr>
<tr>
<td></td>
<td>• collect, analyze, and interpret data</td>
</tr>
<tr>
<td></td>
<td>• propose and test solutions</td>
</tr>
<tr>
<td></td>
<td>• communicate findings</td>
</tr>
<tr>
<td></td>
<td>• use appropriate measurement tools, mathematics, and technology</td>
</tr>
</tbody>
</table>
What is the Simsbury Grade 2 Social Studies Program?

In second grade...

Students will explore and analyze different cultures and time periods. Through studying Native Americans, they learn about various regions within the United States, important aspects of culture, historical trends, and important time periods. The integration of social studies with reading, writing, speaking, and listening, continues to deepen students’ ability to ask meaningful questions in order to learn about history, geography, and human interactions.

### Unit of Study

<table>
<thead>
<tr>
<th>Northeast Native Americans</th>
<th>In this unit students will...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• recognize that people develop traditions that transmit their beliefs and ideals</td>
</tr>
<tr>
<td></td>
<td>• examine family life and cultures of different peoples at different times in history</td>
</tr>
<tr>
<td></td>
<td>• identify some goods, products, and ideas, which were exchanged as the result of movement</td>
</tr>
<tr>
<td></td>
<td>• seek historical background when confronted with problems and issues of the past, as well as of today’s world and their own lives</td>
</tr>
<tr>
<td></td>
<td>• be active learners at cultural institutions, such as museums and historical exhibitions</td>
</tr>
<tr>
<td></td>
<td>• display empathy for people who have lived in the past</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Southwest Native Americans</th>
<th>In this unit students will...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• recognize that where people live impacts how they live</td>
</tr>
<tr>
<td></td>
<td>• identify natural and human characteristics of places</td>
</tr>
<tr>
<td></td>
<td>• compare and contrast different ways of living within and between time periods</td>
</tr>
<tr>
<td></td>
<td>• begin to understand the reasons for conflict among and between people</td>
</tr>
</tbody>
</table>
If you have any questions on the material contained in this handbook, please contact:

Elementary Curriculum Center
(860) 658-3897

Director of Elementary Curriculum and Student Assessment
Betsy Gunsalus, bgunsalus@simsbury.k12.ct.us