



## Bellevue Children's Academy 2

### 2<sup>nd</sup> Grade: Yearly Specialist Curriculum Map, 2024 - 2025

	TRIMESTER 1 (Sept. 3 <sup>rd</sup> – Oct. 25 <sup>th</sup> )	TRIMESTER 2 (Oct. 28 <sup>th</sup> – Feb. 21 <sup>st</sup> )	TRIMESTER 3 (Feb. 24 <sup>th</sup> – May 30 <sup>th</sup> )
<b>DRAMA</b>	<ul style="list-style-type: none"> <li>▪ Pantomime</li> <li>▪ Tableaux</li> <li>▪ Myths and Legends</li> <li>▪ Creative Drama</li> <li>▪ Theatre Around the World</li> <li>▪ Preparing for Auditions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rehearsals for Musical</li> <li>▪ Script/Character Analysis</li> <li>▪ Production process</li> <li>▪ Post-performance reflection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sound Design</li> <li>▪ Theatre Careers</li> <li>▪ Reader's Theatre/Radio Drama</li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>• Music theory 2a</li> <li>• Rhythm</li> <li>• Music from other countries</li> <li>• Folk music and dancing</li> <li>• Rounds</li> <li>• Introduction to unpitched percussion</li> <li>• Ensemble skills</li> <li>• Composer of the month</li> <li>• Introduce Musical</li> </ul>	<ul style="list-style-type: none"> <li>• Music theory 2b</li> <li>• Performance skills and etiquette</li> <li>• Composer of the month</li> <li>• Preparation of the spring musical</li> <li>• Musical elements</li> <li>• Vocal technique</li> </ul>	<ul style="list-style-type: none"> <li>• Music theory 2c</li> <li>• Performance skills</li> <li>• Composer of the month</li> <li>• Note reading</li> <li>• Introduction to pitched percussion (Marimbas, xylophones, vibraphones, glockenspiels)</li> <li>• Composition</li> <li>• Musical form – ternary and rondo</li> </ul>
<b>COMPUTERS</b>	<ul style="list-style-type: none"> <li>• Keyboarding Practice: Home row focus, accuracy, and speed exercises.</li> <li>• Internet Safety: Protecting personal information and safe communication online.</li> <li>• Digital Art Introduction: Exploring basic digital drawing tools (e.g., Paint 3D) and creating simple digital artworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboarding Practice: Continued focus on typing speed and accuracy.</li> <li>• Microsoft Word: Creating simple documents and basic formatting.</li> <li>• Algorithms and Programming: Block-based coding strategies for simple gaming applications: Scratch</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboarding Practice: Advanced typing drills and timed typing tests.</li> <li>• Scratch Projects: Creating simple animations and games, incorporating digital art.</li> <li>• Introduction to PowerPoint/Paint- Creating an animated.</li> </ul>
<b>ART</b>	<p><i>Art and Identity</i></p> <ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Art room procedures and etiquette</li> <li>▪ Identity and self-portraiture</li> <li>▪ How we express ourselves and our ideas</li> <li>▪ Family structures and portraiture</li> </ul>	<p><i>Art in Our Communities Arts &amp; Cultures</i></p> <ul style="list-style-type: none"> <li>▪ Art in public and community spaces</li> <li>▪ Artist identity</li> <li>▪ Artistic diversity and cultural significance</li> <li>▪ Cultural exploration</li> </ul>	<p><i>Artist Impact</i></p> <ul style="list-style-type: none"> <li>▪ Artistic inventions and innovations</li> <li>▪ Style exploration</li> <li>▪ Critiquing and discussing artwork</li> </ul>



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<p><b>PHYSICAL EDUCATION (PE)</b></p>	<ul style="list-style-type: none"> <li>• Introduction to health which includes importance of sleep, exercise, nutrition, and hygiene.</li> <li>• Learn how to aim, throw, and work in team settings by playing a variety of games. (Rainbow wars, sink the ship, and titanic)</li> <li>• Soccer unit: Work on fundamental skills that include dribbling, passing, kicking/scoring, goalkeeping, and roles.</li> <li>• Adjusted for 2<sup>nd</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball unit: We will learn how to play, rules, safety, and history. Students will work on skills such as dribbling with both hands one at a time, passing, scoring, roles, and working in a team setting (communication, roles, and sportsmanship)</li> <li>• Volleyball unit: Students will learn how to play, rules, safety, and history. We will work on the different hits (bumps, sets, and spikes), how to serve, roles, and playing in a team setting.</li> <li>• Adjusted for 2<sup>nd</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• We will learn about heart rates. Students will see how it changes depending on the intensity of their activity.</li> <li>• Badminton unit Students will learn the game rules, how to play, safety guidelines, and the sport's history. Students will be able to perform serves, different hitting techniques, footwork movements, and strategies. Adjusted for grade level.</li> </ul> <p>Wrap-up the school year with games we learned over the year.</p>
<p><b>SPANISH</b></p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Review basic expressions, greetings, calendar.</li> <li>• ABCs, colors, numbers, opposites, feelings.</li> <li>• Wild and domestic animals, body parts, five senses.</li> <li>• Natural disasters, seasons.</li> <li>• Places, family members, transportation, shapes.</li> <li>• Writing, reading, listening, speaking.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Simple verbs in present tense.</li> <li>• Basic nouns and articles.</li> <li>• Subject pronouns</li> <li>• asking/responses to questions</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• basic expressions, greetings, calendar, ABCs.</li> <li>• Opposites, numbers.</li> <li>• Sports, Clothing, table</li> <li>• Different types of landscapes, weather,</li> <li>• Food: Fruits, vegetables, drinks, meats and ordering food in the restaurant</li> <li>• Writing, reading, listening, speaking.</li> <li>• Practice conversations.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Verbs such as "Me gusta/no me gusta", plural forms of nouns and articles, plural adjectives, expressing likes and dislikes, demonstratives, new vocabulary.</li> <li>• Basic adjectives, new verbs.</li> <li>• Simple sentences.</li> <li>• W Questions</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• basic expressions, greetings, calendar.</li> <li>• Times of the day, telling time.</li> <li>• Jobs and their buildings.</li> <li>• Writing, reading, listening, speaking.</li> <li>• Focus on practicing conversations.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Review demonstratives, adverbs, plural form of adjectives and nouns, new verbs.</li> <li>• Introduction verb I want / I don't want.</li> <li>• Common prepositions.</li> <li>• W Questions</li> </ul>
<p><b>LIBRARY</b></p>	<ul style="list-style-type: none"> <li>▪ Purpose and organization of the library</li> <li>▪ Book Care</li> <li>▪ Library Terms</li> <li>▪ Specific book connections each week</li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-fiction vs Fiction</li> <li>▪ Non-fiction features</li> <li>▪ Comparing books/video</li> <li>▪ Specific book connections each week</li> </ul>	<ul style="list-style-type: none"> <li>▪ Taking risks with new books</li> <li>▪ Biography</li> <li>▪ Inference</li> <li>▪ Specific book connections each week</li> </ul>