

Elementary Curriculum Outline



Grade 2

East Hills/Harbor Hill Schools Second Grade Program Overview

Second graders focus on refining and adding to basic academic skills that help them to build critical thinking abilities. The students are more aware of being part of a community both in and out of school. Second grade learners continue to become independent students. They are encouraged to progress at their own rate and to achieve their personal best.

Second graders are readers, writers and mathematicians who are responsible for their own learning. Through accepting ownership of their academic responsibilities they are encouraged to take pride in their work.

The children continue to begin to recognize the inseparable relationships among reading, writing, listening and speaking. They read for enjoyment and information, express their own thoughts verbally and in written form, and ask relevant questions.

The students are involved in inquiry within a structured math, science and technology program geared to fostering critical thinking and problem solving.

The second graders build an awareness of family and community, and they learn to embrace and celebrate diversity. They “learn to learn” in preparation for a lifetime of learning.

SECOND GRADE PROGRAM OUTLINE

Reading/Language Arts

The second grade Reading/Language Arts Curriculum is directly aligned and supports the New York State English, Language Arts Standards (ELA):

- Standard 1: Language for Information and Understanding
- Standard 2: Language for Literary Response and Expression
- Standard 3: Language for Critical Analysis and Evaluation
- Standard 4: Language for Social Interaction

Reading and Language Arts instruction in second grade in the Roslyn School District empowers children to become effective readers.

Second Graders' accomplishments include the following:

(Taken from Essential Elements of Reading, The University of the State of New York,
THE STATE EDUCATION DEPARTMENT)

- Accurately decodes orthographically regular, multi-syllable words and nonsense words.
- Uses knowledge of print-sound mappings to sound out unknown words.
- Accurately reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings.
- Reads and comprehends both fiction and non-fiction that is appropriately designed for the grade.
- Shows evidence of expanding language repertory, including increasing use of more formal language registers.
- Reads voluntarily for interest and own purposes.
- Rereads sentences when meaning is not clear.
- Interprets information from diagrams, charts, and graphs.
- Recalls facts and details of texts.
- Reads nonfiction materials for answers to specific questions or for specific purposes.
- Takes part in creative responses to texts such as dramatization, oral presentation, fantasy play, etc.
- Discusses similarities in characters and events across stories.
- Connects and compares information across nonfiction selections.
- Poses possible answers to how, why and if questions.
- Correctly spells previously studied words and spelling patterns in own writing.
- Shows sensitivity to using formal language patterns in place of oral language patterns at appropriate spots in own writing (e.g. decontextualizing sentences, conventions for quoted speech, literary language forms, proper verb forms).
- Productively discusses ways to clarify and refine their own writing and others.

- With assistance, adds use of conferencing, revision and editing processes to clarify and refine own writing.

Second graders also develop a creative writing approach, using the Writing Process:

1. brainstorming for ideas
2. nurturing the idea
3. writing a rough draft
4. revising in order to improve the content and style
5. editing for mechanical errors and spelling

Within these activities, students participate in a formalized manuscript writing program.

Social Studies

The grade 2 Social Studies program is directly aligned and supports the applicable NYS Standards for Social Studies.

- Standard 1: History of the United States and New York
- Standard 3: Geography
- Standard 4: Economics
- Standard 5: Civics, Citizenship, and Government

There is an emphasis on sensitizing students to accept their active roles as members of a family, school, and community. The students explore self, family and school through social, political, economic, geographic, and historical perspectives. Discussion and activities concerning current events are an integral part of understanding the world and their part in it.

The children will:

(taken from **Social Studies Resource Guide and Core Curriculum**, The University of the State of New York, THE STATE EDUCATION DEPARTMENT)

- Explore self, family, and community
- Further explore urban, suburban, and rural communities with an emphasis on the United States
- Locate places on maps with an emphasis on geographical influence and environmental factors
- Interpret maps as representations of physical features and objects
- Recognize the facilities and services that meet the needs and wants of the people who live in rural, urban, and suburban communities
- View natural resources and the scarcity of resources
- Embrace the flag of the United States inclusive of its significance
- Celebrate various customs, traditions, and holidays
- Accept rights, responsibilities, and the roles of citizenship
- Focus on elected and appointed leaders who make, enforce, and interpret rules and laws

Mathematics, Science and Technology

The Mathematics, Science and Technology programs in Roslyn align with and support the NYS Standards (MST):

- Standard 1: Analysis, Inquiry and Design
- Standard 2: Information Systems
- Standard 3: Mathematics
- Standard 4: Science
- Standard 5: Technology
- Standard 6: Interconnectedness: Common Themes
- Standard 7: Interdisciplinary Problem Solving

Mathematics:

Second graders focus on building basic skills that prepare students for future activities in mathematical reasoning, number and numeration, operations and measurements. Real world settings, hands-on activities, and manipulatives are used frequently. Students are required to verbalize and provide written explanations of how answers were derived as required on the state mathematics assessment.

Second graders are involved with:

(taken from **Mathematics Resource Guide with Core Curriculum**, The University of the State of New York, THE STATE EDUCATION DEPARTMENT)

- Categorizing objects using the attributes of likenesses and differences
- Using manipulatives to represent problems
- Using explanations about solving numerical problems
- Identifying occurrences with tallies
- Identifying even and odd numbers
- Solving money problems to reinforce place value
- Counting forward and backward
- Utilizing vocabulary to describe order such as first, last, before, after and middle
- Adding and subtracting up to three-digit numbers with no regrouping
- Adding and subtracting up to two-digit numbers requiring regrouping
- Recognizing the special role of zero
- Designing geometric shapes and designs
- Understanding the concepts of temperature, thermometer, ruler measurement to the nearest centimeter, and time to the day, month, and year
- Comparing data using simple bar graphs
- Estimating quantities and anticipating outcomes
- Discovering number sequences and patterns in the range of 1 – 1000

Science

In exploring the physical world, second grade students investigate:

- How all living things/non-living things interact in different habitats
- Study dinosaurs and fossils in order to explore the past, learn and practice some of the techniques used by paleontologists
- Classify nature as solids, liquids and gases, determine the characteristics of each group
- Study light as a source of energy as it applies to motion, gravity and friction
- Starlab – the children learn how to use the sky as a guide, they also observe the sky as it is seen from different points of latitude and at different seasons

The classroom teacher and science teacher plan and work together on each grade level topic in order to provide the students with both concept material and hands-on exploration using these concepts. Emphasis is placed on learning through the steps of the scientific method.

Computer Program:

The computer program is a collaborative effort between the computer teacher and the classroom teacher. Enriched activities have been planned to integrate the classroom curriculum into the computer lab. The utilization of the Internet and application software will be emphasized through the lessons. This year an Internet research project will be completed.

The computer program will be supplemented with the same software and Internet access for the classroom.

Family Life, Health and Physical Education

The second grade programs in Health and Physical Education are aligned with and support the NYS Standards:

- Standard 1: Personal Health
- Standard 2: A Safe and Healthy Environment
- Standard 3: Resource Management

Health Education

Our health curriculum helps students work toward achieving a healthy lifestyle by providing current and age-appropriate information. The curriculum prepares students for a lifetime of good health while developing their life skills and building good character. In addition, the health curriculum is aligned with our district wellness and food allergy policies.

Physical Education:

The Physical Education Department enhances the growth and development of each student by providing experiences and challenges in the following areas:

- Gross Motor Skills
- Manipulative Skills
- Motor Skills
- Body and Spatial Awareness
- Social and Cooperative Skills
- Listening Skills
- Rhythm and Dance
- Safety
- Fitness Awareness
- Organizational Games

Library:

The library program is an introduction of the library and its varied resources for our students. During the weekly thirty-minute period, children continue to develop an appreciation for different types of literature, learn how to locate and take care of materials and begin to acquire basic research skills.

“Open Time” is available each morning to children for browsing, book exchange and research.

Art and Music Programs

The art and music programs for the second grade align with and support the NYS Standards:

- Standard 1: Creating, Performing and Participating in the Arts
- Standard 2: Knowing and Using Arts Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art

Appreciation of art and music are an integral part of the following programs:

Art:

The main objective of the Art Program is to provide opportunities for children to work creatively using a wide variety of mediums. Projects involve proportion, imagination, changing seasons and the environment.

Music:

The goal of the vocal music program is to inspire students to develop musical abilities through the use of simple percussion instruments, listening activities, and movement to rhythmic patterns.

Home-School Connection

The link between home and school is vital for all students. Strong ties can be established and maintained throughout the grades when they begin in the primary grades. Homework, discussion about field trips, and on-going communication between parent and teacher in the form of conferences and report cards are opportunities to strengthen this home-school connection. Students welcome parent involvement when there are good things to share. When and if concerns do arise, the student, teacher, and parent are all on the same team.

Homework:

Homework assignments are a reinforcement or extension of class work. In primary grades it is an opportunity to establish good study habits and skills as well as develop a sense of pride in their work. Parents should encourage young learners to fulfill this academic responsibility by completing all assigned work. Mutually setting up a schedule for homework and long-term projects is a way to let your child know that his/her work is important to you. In this way, s/he can do his/her personal best. Remember too, that second graders, who are still relatively new readers, will often require the help of an adult to complete their work.

It is important that your child has:

- A quiet, well lighted, distraction-free space in which to work
- Time which is set aside for completing homework
- Pencils, crayons, ruler, paper, and other basic supplies
- Organizational aids that will keep work neat and accessible: folders / book bag / pencil case / assignment calendar

Field Trips:

Students are involved in field trips that enrich classroom experience. Parents are notified of specific trips and asked to sign a consent form. Discuss these adventures with your child to enhance his/her learning as she/he shares experiences with you.

Special Programs

ESL (English as a Second Language)

The make-up of today's classrooms reflect the racial, linguistic, and cultural diversity of the world. Creating a classroom environment in which students' cultures are acknowledged and valued is a fundamental characteristic of the ESL/LEP program designed and implemented by the Roslyn School District.

Through immersion in the classroom, receptive and communicative competence is fostered. Instructional services and personal support are provided by a language development instructor. The ESL teacher offers language acquisition techniques in the form of a pull-out program that further promotes understanding and leads to more opportunities for verbal interaction both academically and socially.

Developmental Reading and Mathematics Program

The Roslyn School District offers comprehensive developmental reading and mathematics programs providing intervention through intensive direct instruction reinforcing academic skills. A variety of strategies and techniques are introduced based on each child's learning style.

Our reading and math specialists work in a collaborative partnership with the classroom teacher to ensure that each child is consistently monitored and evaluated. Children in these programs meet in specially designed small group settings. Teaching strategies and instructional materials parallel and support classroom instruction.

Special Education

Students with disabilities who are designated to receive special education services are educated in the least restrictive environment (LRE). This legal principle encourages the integration/inclusion of students with disabilities into regular classrooms, according to their Individual Education Plans (IEPS).

The individual needs of each student are determined by the Committee on Special Education (CSE) made up of professional educators and parent representatives. The areas addressed through this program design are:

- Academic or Educational Achievement
- Social Development
- Physical Development
- Behavioral/Management Needs

Supportive services may include:

- Regular class placement with resource room assistance
- Speech/language therapy
- Physical therapy (total physical functioning)
- Occupational therapy (fine motor skills)
- Adaptive physical education (therapeutic)
- In-school counseling (individual or group)
- Itinerant services (visual/hearing impairments)

Standards and Assessments

The Roslyn Schools are dedicated to the education of the children in our classrooms. Programs are carefully planned to embrace each unique learner. Diverse learning styles require a variety of instructional approaches to ensure student success. Assessments (e.g. evaluations, individual and group work, tests, portfolios, projects) are an integral part of the curricula in all grades to determine student performance and needs. On-going evaluation and individualized instruction, when needed, ensures that each student's work indicates that she/he is prepared for a variety of state assessments in grades 3 – 8.

The New York State Resource Guides with Core Curricula, provide teachers with specific guidelines for each grade in each subject. The scope and sequence in each content area continues to be updated by the state to align classroom instruction with the New York State Standards, listed on the next page. The standards, embedded in the curricula, offer a continuum of skills and performance indicators in seven areas:

- English Language Arts (ELA)
- Social Studies (SS)
- Mathematics, Science and Technology (MST)
- Health, Physical Education, and Home Economics (HPE)
- The Arts
- Languages Other Than English (LOTE)
- Career Development and Occupational Studies (CDO)

Each state assessment is designed to be an early indicator of how well students are meeting these standards.

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

- John Lubbock

New York State learning Standards

Below is a summary of the learning standards adopted by the Board of Regents. They define the expectations set for all students in the seven instructional areas and provide the focus for the new state assessments for grades pre-K through 12.

The Arts

- Std. 1: Creating, Performing and Participating in the Arts
- Std. 2: Knowing and Using Arts Materials And Resources
- Std. 3: Responding to and Analyzing Works of Art
- Std. 4: Understanding the Cultural Contributions of the Arts

Career Development and Occupational Studies

- Std. 1: Career Development
- Std. 2: Integrated Learning
- Std. 3a: Universal Foundations
- Std. 3b: Career Majors

Health, Physical Education, and Home Economics

- Std. 1: Personal Health and Fitness
- Std. 2: A Safe and Healthy Environment
- Std. 3: Resource Management

Languages Other Than English

- Std. 1: Communication Skills
- Std. 2: Cultural Understanding

Social Studies

- Std. 1: History of the United States and New York
- Std. 2: World History
- Std. 3: Geography
- Std. 4: Economics
- Std. 5: Civics, Citizenship and Government

Mathematics, Science, and Technology

- Std. 1: Analysis, Inquiry and Design
- Std. 2: Information Systems
- Std. 3: Mathematics
- Std. 4: Science
- Std. 5: Technology
- Std. 6: Interconnectedness: Common Themes
- Std. 7: Interdisciplinary Problem Solving

English Language Arts

- Std. 1: Language for Information and Understanding
- Std. 2: Language for Literary Response and Expression
- Std. 3: Language for Critical Analysis And Evaluation
- Std. 4: Language for Social Interaction