

Half Hollow Hills Central School District



**Elementary Curriculum Overview
September 2017
SECOND GRADE**

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September 2017

Dear Parents:

The Half Hollow Hills School District is committed to providing meaningful opportunities and outcomes for all children, designed to help them reach their fullest potential.

This guide provides parents with an overview of the second grade curriculum and the skills the students will acquire in English language arts, mathematics, science, and social studies. Additionally, it will serve as a resource in helping you to understand the total elementary instructional program. While our goals, expectations, and aspirations are the same for all of our students, we recognize that children develop at different rates socially, emotionally, and academically. Our program is supportive and nurturing, and it will also excite, motivate, and challenge all students to achieve.

Every member of our district team is an essential *ally in learning* for our students and their families. It is my hope that this guide will offer each parent important information to become collaborative partners toward this same goal.

Sincerely,

Dr. Patrick Harrigan
Superintendent of Schools

Welcome

English Language Arts

New York State P-12 Common Core Learning Standards for English Language Arts & Literacy

Reading Literature and Informational Text

Reading Foundational Skills

Writing

Listening and Speaking

Language

Literacy skills cross over multiple categories. They are interrelated, and often applied in combination with each other. By the end of the second grade year, students should be able to:

Reading Literature/Informational Text and Foundational Skills

- Read grade-level prose, poetry and informational texts, independently and proficiently
- Read routinely across a variety of text types and genres to develop knowledge, fluency, stamina, volume of reading, independence, and a love of reading, in school and at home
- Describe the structure of a story and recount stories to include story elements and determine the central message, lesson or moral
- Acknowledge different point of view and describe how characters respond to major events and challenges
- Identify the main idea of a multi-paragraph informational text and the focus of specific sections
- Use text features to increase understanding
- Ask and answer who, what, where, when, how, and why questions using evidence from the text
- Compare and contrast important points in two texts on the same topic
- Know and apply grade-level phonics and word analysis skills to decode words, including common prefixes and suffixes

Language

- Acquire and use grade-level appropriate vocabulary
- Determine or clarify the meanings of words and phrases using a range of strategies and tools
- Use knowledge of standard English grammar, usage, and spelling appropriate to grade two when speaking and listening, writing, and reading

Writing

- Write routinely to respond to reading and to develop knowledge, fluency, stamina, volume of writing, independence, and a love of writing, in school and at home
- Begin to understand writing as a process that includes planning, writing, conferring with others for feedback, revising and editing
- Write opinion pieces to state an opinion about a topic or book that include an introduction, reasons that support the opinion, and a concluding statement
- Write informative/explanatory texts that include an introduction, facts and definitions to develop points, and a concluding statement or section
- Write narratives that include a well-elaborated event or short sequence of events, important details, words to show event order, and a closing

Speaking and Listening in whole class, small groups and one-to-one conversations

- Engage effectively in a range of collaborative conversations with different partners on second grade topics and texts
- Follow agreed up on rules for conversation
- Build on others' talk by linking comments to what others say; ask questions to check understanding
- Express ideas about topics and texts



Mathematics

New York State P-12 Common Core Learning Standards for Mathematics

In second grade, instructional time will focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

The Standards for Mathematical Practice describe varieties of expertise that all students are expected to develop. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning



By the end of second grade year, students will be able to:

Operations and Algebraic Thinking Domain

- Represent and solve problems involving addition and subtraction
- Add and subtract within 20
- Work with equal groups of objects to gain foundations for multiplication

Number and Operations in Base Ten Domain

- Understand place value
- Use place value understanding and properties of operations to add and subtract

Measurement Domain

- Measure and estimate lengths in standard units
- Relate addition and subtraction to length
- Work with time and money
- Represent and interpret data

Geometry Domain

- Reason with shapes and their attributes.
- Identify appropriate instruments for measuring length, mass, and weight (both standard and non-standard)
- Measure to the nearest inch or foot
- Tell time to the hour, half hour, and five minute intervals

Statistics and Probability Stand

- Formulate questions about themselves and their surroundings
- Collect and organize data using tallying
- Construct and interpret pictographs and bar graphs

Problem Solving Strand

- Solve word problems and check answers for reasonableness and completeness
- Use problem solving strategies appropriately
- Communicate reasoning in a clear and logical way (oral and written)

Science

New York State Standards for Mathematics, Science, and Technology

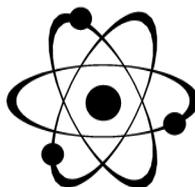
Students will:

- Use mathematical analysis, scientific inquiry, and technological design to pose questions, seek answers, develop solutions
- Access, process, and transfer information using appropriate technologies
- Understand mathematical concepts and principles, communicate and reason mathematically, and apply mathematics to real-world settings
- Understand and apply scientific concepts, principles, and theories
- Understand technological concepts and apply technological knowledge and skills
- Understand the relationships and common themes connecting mathematics, science, and technology
- Apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions

By the end of the second grade year, students should be able to:

Scientific Inquiry

- Make predictions based on estimating skills
- Collect data via counting, tallying, and recording observations
- Display data in mathematical terms and bar graphs
- Interpret and analyze data through sorting and classification activities



Second Grade/9

Mathematics/ Science

The Physical Setting: The Earth/Sun/Moon

- Identify the cyclical patterns of the Sun, the Earth, and the Moon
- Understand the relationship between the Sun, the Earth, and the Moon
- Conduct a study of the Moon's phases

The Physical Setting: Magnetism

- Investigate properties of a magnet
- Investigate and identify objects as magnetic or non-magnetic
- Observe the way north and south poles attract and repel

The Living Environment: Life Cycles

- Conduct a study of an animal, including its structure, life cycle, life functions, adaptations, and habitat
- Compare the life cycles of animals and plants

The Physical Setting: Processes that Shape the Earth

- Compare phases of matter through the water cycle
- Explain the processes of evaporation, condensation, precipitation and runoff
- Design and interpret experiments to determine various factors that affect evaporation
- Students will observe how blowing wind and flowing water can move Earth material from one place to another and change the shape of land
- Students will be able to compare multiple solutions to slow or prevent wind or water from changing the shape of land.

Social Studies

In second grade, students study "My Community and Other Communities". The course is organized into three unifying themes: Citizenship; Suburban, Urban and Rural Communities; Communities: Change and Interdependence. Students will learn about similarities and differences between children, families and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

By the end of the second grade year, students should be able to:

Gathering, Using and Interpreting Evidence

- Develop questions about the community
- Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs)
- Identify and explain creation and/or authorship, purpose, and format for evidence.
- Identify arguments of others.
- Recognize arguments and identify evidence.
- Create an understanding of the past by using primary and secondary sources.

Chronological Reasoning and Causation

- Retell a community event in sequential order.
- Understand the concept of time measurements including minutes, hours, days, weeks, months, years.
- Identify causes and effects using examples from his/her family life or from the community.
- Identify change over time in his/her community.
- Identify events of the past, present, and future in his/her community.
- Recognize and identify patterns of continuity and change in his/her community.

Comparison and Contextualization

- Identify similarities and differences between communities.
- Identify similarities and differences between his/her community and other communities.
- Describe an event in his/her community.
- Recognize the relationships between geography, economics, and history in his/her community.
- Describe a historical development in his/her community with specific details including time and place.

Geographic Reasoning

- Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.
- Distinguish human activities and human-made features from "environments" (natural events or physical features-land, air and water-that are not directly made by humans).
- Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
- Recognize a process that applies to population and a resulting pattern.
- Describe how human activities alter places in a community.

Economics and Economic Systems

- Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.
- Describe the resources used to produce goods and provide services in the local community.
- Describe the role of banks, saving and borrowing in the economy.
- Describe the goods and services that people in the local community produce and those that are produced in other communities.
- Identify goods and services that government provides; explore the concept of taxes.

Civic Participation

- Demonstrate respect for the rights of others in discussions and classroom debates regardless of where one agrees with the other viewpoint.
- Participate in activities that focus on a classroom, school or community issue or problem.
- Identify different political systems.

- Identify the role of the individual in classroom, school and community participation.
- Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
- Identify situations in which social actions are required.
- Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.
- Identify rights and responsibilities within the classroom, school or community.

Assessments

Assessment is a process for gathering information to meet a variety of evaluation needs. Educators collect and organize information or data to demonstrate the growth that each child makes in academic areas. Teachers use a variety of assessment tools, formally and informally, to determine where a child is in his developmental growth. Assessment is an integral part of the curriculum.



Specials



The following programs enrich the classroom experience and are provided on a weekly basis for all students:

- Art
- Music
- Library
- Physical Education (two times a week)

Additional Services

The following personnel and/or services are available to students on an “as needed” basis:

- School Nurse
- School Psychologist
- Speech and Language
- Reading support
- Resource room
- Occupational and Physical Therapy
- ELL (English Language Learning)

Additional Programs

- Music Lessons – available to all students beginning in third grade for strings and in fourth grade for band instruments
- Orchestra – available to students in fourth and fifth grade
- Band - available to students in fourth and fifth grade



Elementary School Online Resources

Many of these sites are available through the HHH Website

<http://www.hhh.k12.ny.us>

Choose your school and
click on the link for "Library and Media Center"

Almanacs

- <http://www.farmersalmanac.com/> - Farmers Almanac.com
- <http://yahooligans.yahoo.com/> - Yahooligans Kids' Almanac
- <http://www.factmonster.com/almanacs.html> - Fact Monster Almanac
- <http://www.infoplease.com/almanacs.html?link=hptab> - Site to search all Info Please almanacs, or search individual almanacs by subject

Authors

- <http://www.ipl.org/div/kidspage/askauthor/> - Learn more about some of your favorite authors

Biographies

- <http://www.biography.com/> - Search over 25,000 of the greatest lives, past and present
- <http://www.s9.com/biography/> - This biographical dictionary covers more than 28,000 notable men and women who have shaped our world from ancient times to the present day

Calendars

- <http://www3.kumc.edu/diversity/> - Diversity Calendar
- <http://www.earthcalendar.net/> - Calendar of celebrations by month: Earth Calendar

Current Events

- <http://www.timeforkids.com/TFK/> - Time For kids brings the latest news of the world to you



Dictionaries

- <http://www.m-w.com/dictionary.htm> - Merriam Webster Dictionary Online
- <http://nhd.heinle.com/> - Newbury House online Dictionary
- <http://www.yourdictionary.com/> - Provides more than 1,800 dictionaries with more than 250 languages
- <http://www.yourdictionary.com/languages.html> – Language Translation Dictionaries

Thesauri

- <http://www.bartleby.com/62/> - Roget's Thesaurus
- <http://www.thesaurus.com/> - Basic-type in a word, choose thesaurus (online version of Roget's) or dictionary and search
- <http://www.m-w.com/dictionary.htm> - Merriam Webster Thesaurus Online

Quotations

- <http://www.bartleby.com/100/> - Bartlett's Quotations

Ecology-Animals and their environments

- <http://www.nwf.org/kids/> - Learn about animals and their environments

Dinosaurs

- <http://www.ucmp.berkeley.edu/diapsids/dinosaur.html> – Learn about dinosaurs

Encyclopedias

- <http://www.britannica.com/> - Includes the complete updated Encyclopedia Britannica
- <http://www.infoplease.com/> - Combines the contents of an encyclopedia, a dictionary, and several up-to-the-minute almanacs
- <http://www.encyclopedia.com/> - Puts tons of information right at your fingertips

Field Trips

- <http://www.ringling.com/> - Visit the circus
- <http://www.bronxzoo.com/> - Visit the Bronx Zoo
- <http://www.seaworld.com/> - Visit Sea World
- <http://www.sandiegozoo.org> - Visit the San Diego Zoo
- <http://www.amnh.org/home/> - Visit the American Museum of Natural History

Geography

- <http://www.geographic.org/> – Country profiles
- <http://www.50states.com/>- 50 states

Government

- <http://bensguide.gpo.gov/> - This site provides learning tools for K-12 students, parents, and teachers about how our government works

Presidents

- <http://www.whitehouse.gov/kids/index.html> You will find various information concerning different aspects of the White House
- <http://www.ipl.org/div/potus/> -Election results, cabinet members, notable events, and some points of interest on each of the presidents. Links to biographies, historical documents, audio and video files, and other presidential sites are included.

Homework Helpers

- <http://www.suffolk.lib.ny.us/youth/homework/kidindex.html> - Suffolk Library System lists of helpers
- <http://school.discovery.com/homeworkhelp/bjpinchbeck/index.html> - BJ Pinchbeck's Homework help

Search Sites for children:

- <http://sunsite.berkeley.edu/KidsClick%21/> - Search for homework by subject area
- <http://www.askforkids.com/> – Ask Jeeves for Kids
- <http://yahooligans.yahoo.com/> – Yahoo for Kids
- <http://www.icyber.com/homeschool/olr.html> - Home-School support
- http://www.kidinfo.com/School_Subjects.html - Kid Info

Just for Fun

- <http://www.seussville.com/> -Fun with Books by Dr. Seuss

Reading Lists

- <http://kids.nypl.org/reading/recommended2.cfm?ListID=61> - This is a list of 100 picture books everyone should know for teachers
- <http://kids.nypl.org/reading/recommendedz.cfm?listID=61> Book Lists
- <http://www.carolhurst.com/titles/allreviewed.html> – Find reviews of books you might like to read
- <http://www.ucalgary.ca/~dkbrown/bestbooks.html> - List of notable sites listed by the American Library Association

Search Engines

- <http://www.askforkids.com/> – Good search engine for homework helpers has a spell check feature for questions
- <http://www.dogpile.com> – Fun search engine, easy to use, lets you “fetch” information
- <http://www.yahooligans.yahoo.com> – Nice current events page, easy format
- <http://www.google.com> – Check out the kids and teen section in the web directory
- <http://www.discovery.com> – Homework helper site for students
- <http://www.ipl.org/youth/> - The internet public library youth section
- <http://www.mamma.com/> - This search engine contains the web, videos, mp3, audio, news, and images
- <http://www.msn.com> – This search engine features news and stock information
- <http://sunsite.berkeley.edu/KidsClick!/> - Search for homework help by subject area

Social Studies

- http://www.hyperhistory.com/online_n2/History_n2/a.html - Hyper History presents 3000 years of history with a combination of color lifelines, timelines and maps

Black History

- http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html

Colonial America History Resources

- <http://pilgrims.net/> Pilgrims Plantation - Virtual tour –illustrating many aspects of life at the time

Native Americans

- <http://www.hanksville.org/NAresources/> - Index of Native American Resources on the Internet

Revolutionary War

- <http://www.ushistory.org/tour/index.html> - This is a virtual tour of historic Philadelphia with great photos and information accompany you on this virtual tour
- <http://www.pbs.org/ktca/liberty> - This is an online game prepared by PBS to test your Revolutionary War knowledge

Western Movement

- <http://www.pbs.org/weta/thewest> - Oregon Trail
- <http://www.americanwest.com/trails/pages/oretrail.htm> - California Gold Rush
- <http://www.ohenrymace.com/GRHA.html> Remembering the Gold Rush History Alliance
- <http://www.lewis-clark.org/> - Explorers Lewis and Clark

Women's History

- <http://www.greatwomen.org/>

