

# **Half Hollow Hills Central School District**



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**Elementary Curriculum Overview  
September 2009  
SECOND GRADE**

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September 2009

Dear Parents:

The Half Hollow Hills School District's mission is to create a learning environment that:

- sets the highest expectations for all students, teachers, and the community
- is motivating, fully engaging, orderly, and safe
- engages all students, teachers, and the community in an active committed effort to help each member use his or her intellectual, social, and physical capacities to achieve personal goals in ways that foster the success of our global society.

This guide provides parents with an overview of the kindergarten 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.

An education is a collaborative effort between school and the home. I hope this guide will provide parents with resources to become collaborative partners with our school community.

As you are aware, in recent years we have made every effort to provide as much parent information as possible online. This document is now available on our district website, and in future years it will be available solely online.

Sincerely,

Sheldon Karnilow, Ed.D.

*Welcome*

# *English Language Arts*

## **New York State Standards for English Language Arts**

Students will

- read, write, listen, and speak for information and understanding
- read, write, listen, and speak for literary response and expression
- read, write, listen, and speak for critical analysis and evaluation
- read, write, listen, and speak for social interaction

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

### **Reading**

- Choose reading as a way to enjoy free time at school and home
- Read fluently with accuracy and appropriate phrasing for comprehension
- Read a range of materials, including chapter books, picture books, and informational books
- Use simple reference materials to gather information in subject areas
- Retell and summarize in written response and/or oral discussions to demonstrate understanding of books read independently
- Keep track of literary elements throughout a story and compare them from one text to another
- Monitor for understanding and use strategies to solve reading obstacles
- Use punctuation cues as guides in reading
- Use their knowledge of sounds, letters, word structure, and context clues to decipher unfamiliar words in written text
- Acquire a rapidly growing vocabulary of words that they recognize on sight

### **Writing**

- Use their study of antonyms, synonyms, and homonyms to improve reading comprehension, and oral and written expression

- Use their study of root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to improve their language comprehension and expression of oral and written language
- Respond in written format to reading
- Begin to convey personal voice in writing
- Enjoy writing daily for extended periods on self-selected topics
- Plan longer written pieces that have beginnings, middles, and ends
- Support ideas with facts and details
- Write in a variety of genres in order to:
  - share an experience or event
  - tell how to do something or communicate information to others
  - tell an imaginary story or tell what they think about a book
- Spell most common words correctly, using whole word recall or letter sounds that make sense
- Use dialogue to describe what characters are thinking and feeling
- Use various forms of punctuation in context, including periods, capital letters, question marks, exclamation points, quotation marks, contractions, commas, and apostrophes
- Use classroom resources such as books, charts, and word lists to help with writing
- Use the writing process (pre-writing, drafting, revising, proofreading, editing) to create their own written text

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

- Share information, ideas, and observations from personal experience and personal opinions, with supporting details
- Initiate communication and express thoughts clearly
- Ask questions for clarification and build on the ideas of others
- Follow and generate multi-step directions
- Listen respectfully and attentively for an extended period of time
- Take turns speaking and responding appropriately in partnerships and group discussions



# *Mathematics*

## **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:*

### **Number Sense and Operations Strand**

- Read, write, compare, count, and order whole numbers to hundreds
- Identify even and odd numbers
- Identify ordinal numbers
- Identify place value to thousands
- Continue a pattern of geometric figures and numbers
- Skip count by 2's, 5's, 10's to 100
- Skip count by 3's to 36
- Skip count by 4's to 48



## ***Addition and Subtraction/Multiplication and Division***

- Memorize basic facts of addition and subtraction to 18
- Add and subtract up to two digit numbers with and without regrouping
- Estimate sums or difference of two-digit numbers
- Add three or more addends up to two digits
- Write fact families to 20 and relate addition to subtraction (inverse operations)
- Use the properties of grouping (associative), order (commutative), and zero
- Develop readiness for multiplication and division
- Relate multiplication to addition and division to subtraction

## **Algebra Strand**

- Use the symbols  $<$ ,  $>$ ,  $=$  to compare whole numbers up to 100
- Describe and continue patterns of geometric figures and numbers

## **Geometry Strand**

- Identify and compose two-dimensional figures: circle, rectangle, square, triangle (both regular and irregular)
- Create symmetrical figures and identify lines of symmetry
- Experiment with slides, flips, and turns
- Group objects by like properties
- Read, write, and compare fractions
- Model fractions using manipulative
- Recognize like fractions as equal parts and parts of sets
- Identify fractions of a region and a group

## **Measurement Strand**

- Identify coins and bills and their values
- Identify different coin combinations for a given amount to \$1.00, compare sets of coins and bills

- 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

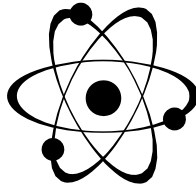
Students will:

- 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**

- Conduct a study of weather patterns (the water cycle, cloud formations))
- Identify and use weather instruments
- Compare phases of matter through the water cycle
- Understand the relationship between the Sun, the Earth, and the Moon
- Conduct a study of 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

# ***Social Studies***

## **New York State Standards for Social Studies**

Students will:

- Understand the major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
- Understand the major ideas, eras, themes, developments, and turning points in world history, examining these from a variety of perspectives
- Understand the geography of our interdependent world from local, national and global perspectives
- Understand how the United States and other societies develop economic systems and associated institutions
- Understand the governmental system of the United States and other nations, the United States Constitution, and the rights and responsibilities of citizenship

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

### **History**

- Understand that events, people, traditions, practices, problems, and ideas make up a community
- Understand that communities differ from place to place
- Understand that communities change over time and that communities in the future may be different in many ways from those of today
- Understand that people's roles and responsibilities in rural, urban, and suburban communities change over time



**Second Grade/11**

## **Geography**

- Locate urban, suburban, and rural communities on a map
- Understand that communities are influenced by geographic and environmental factors
- Understand that people depend upon and modify the physical environment
- Understand that lifestyles in urban, suburban, and rural communities are influenced by geographic and environmental factors

## **Economics**

- Understand that communities provide facilities and services to help meet the needs and wants of the people who live there
- Understand that people in communities are producers and consumers of goods and services
- Understand that scarcity of resources requires people and communities to make choices
- Understand that communities collect taxes to provide services for the public
- Understand that communities make decisions about how to spend taxes that they collect
- Understand that communities must make choices due to unlimited needs and wants and limited resources

## **Civics, Government, and Citizenship**

- Understand that communities develop rules and laws to govern and protect community members
- Understand the significance of the flag of the United State
- Understand that communities celebrate a variety of holidays
- Understand that people in communities may have conflicts involving rules, rights, and responsibilities
- Understand that citizens can participate in decision making, problem solving, and conflict resolution
- Understand that communities elect and appoint leaders who make, enforce, and interpret rules and laws

## 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.

All second grade students in Half Hollow Hills take the Terra Nova Basic Multiple Assessment test. In addition, all second grade students in Half Hollow Hills take a test of cognitive skills. Both tests are administered during the spring. All second grade students are assessed with The Early Literacy Profile (ELP) in the fall and spring semesters.



## 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



Each elementary school in Half Hollow Hills offers an opportunity to join a variety of clubs. Please check with your school about the clubs available to your child.

## 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/kidspace/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](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](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](http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html)

### **Colonial America History Resources**

- [http://pilgrims.net/Pilgrims Plantation](http://pilgrims.net/Pilgrims%20Plantation) - 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/>