ENGLISH LANGUAGE ARTS

The New York State Standards guide English Language Arts instruction in the Franklin Square Schools. The curriculum emphasizes the connection among reading, writing, listening, and speaking.

As listeners and readers, students will collect facts and ideas; discover relationships, analyze information, relate literature to their own lives, and use oral and written language for effective social communication.

As speakers and writers, students will use oral and written language to acquire, apply and transmit information; for self-expression, artistic creation, and to present opinions and make judgments.

READING

- Read and understand written directions
- Locate information in a text that is needed to solve a problem
- Identify main ideas and supporting details in informational texts
- Recognize and use organizational features of texts, including table of contents, indexes, page numbers, and chapter headings/subheadings to locate information, footnotes, italics, captions, bold print
- Relate data and facts from informational texts to prior information and experience
- Compare and contrast information on one topic from two different sources
- Identify and interpret significant facts taken from maps, graphs, charts, and other visuals
- Recognize the differences among the genres of stories, poems, and plays
- Identify and relate setting, plot, and characters in literature to own lives
- Explain the difference between fiction and nonfiction
- Use previous reading and life experiences to understand and compare literature
- Make predictions, and draw conclusions and inferences about events and characters
- Use graphic organizers to record significant details about characters and events in stories
- Evaluate the content by identifying:
  - The author’s purpose
  - Important and unimportant details
  - Whether events, actions, characters, and/or settings are realistic
  - Recurring themes across works in print and media
- Compare and contrast characters, plot, and setting in two literary works
- Analyze ideas and information based on prior knowledge and personal experience

WRITING

- Use at least two sources of information in writing a report
- Take notes to record data, facts, and ideas
- State a main idea and support it with facts and details
- Produce clear, well-organized, and well-developed explanations, reports, and directions that demonstrate understanding of a topic
- Support interpretations and explanations with evidence from text
- Write original imaginative texts
- Create characters, simple plot and setting
- Write interpretive and responsive essays in order to:
  - Identify title, author, and illustrator
  - Describe literary elements such as plot, setting, characters
  - Describe themes of imaginative texts
  - Express a personal response to literature
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- Produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events using details from story
- Use prewriting tools such as semantic webs and concept maps to organize ideas and information
- State a main idea, theme, or opinion and provide supporting details from the text
- Use relevant examples, reasons, and explanations to support ideas
- Express opinions and make judgments that demonstrate a personal point of view

LISTENING
Listen in order to:
- Acquire information and/or understand procedures
- Determine the sequence of steps given
- Identify main ideas and supporting details
- Interpret information by drawing on prior knowledge and experience
- Identify elements of character, plot, and setting to understand author’s message or intent
- Connect imaginative texts to previous reading and life experiences to enhance understanding and appreciation
- Compare and contrast ideas of others to own ideas
- Form a personal opinion about the quality of texts read aloud based on criteria such as characters, plot, and setting

SPEAKING
Speak in order to:
- Provide directions
- Express an opinion
- Ask questions
- Summarize
- Provide a sequence of steps
- Describe a problem and suggest one or more solutions
- State a main idea with supporting examples and details
- Explain a line of reasoning
- Present a short oral report, using at least two sources of information, such as a person, a book, a magazine article, a television program, or electronic text
- Use complete sentences, age and content-appropriate vocabulary
- Describe characters, setting, and plot
- Make inferences and draw conclusions
- Compare imaginative texts and performances to personal experiences and prior knowledge
- Explain the reasons for a character’s actions, considering both the situation and the motivation of the character
- Express an opinion or judgment about a character, setting, and plot in a variety of works
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MATHEMATICS

- Skip count to 100 by 2's, 5's, 10's
- Count back from 100 by 1's, 5's, 10's using a number chart
- Skip count by 3's to 36 for multiplication readiness
- Skip count by 4's to 48 for multiplication readiness
- Compare and order numbers to 100
- Develop an understanding of the base ten system:
  10 ones = 1 ten
  10 tens = 1 hundred
  10 hundreds = 1 thousand
- Use a variety of strategies to compose (put together) and decompose (break apart) two digit numbers
- Understand and use the commutative property of addition
- Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)
- Use and understand verbal ordinal terms
- Read written ordinal terms (first through ninth) and use them to represent ordinal relations
- Use zero as the identity element for addition
- Recognize the meaning of zero in the place value system (0-100)
- Use concrete materials to justify a number as odd or even
- Determine sums and differences of number sentences by various means (i.e., families, related facts, inverse operations, addition doubles, and doubles plus one)
- Use a variety of strategies to solve addition and subtraction problems using one and two digit numbers with and without regrouping
- Demonstrate fluency and apply addition and subtraction facts up to and including 18
- Use doubling to add two digit numbers
- Use compensation to add two digit numbers
- Develop readiness for multiplication by using repeated addition
- Develop readiness for division by using repeated subtraction, dividing objects into groups (fair share)
- Estimate the number in a collection to 100 and then compare by counting the actual items in the collection

Algebra Strand
- Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers up to 100
- Describe and extend increasing or decreasing (+, -) sequences and patterns (numbers or objects up to 100)

Geometry Strand
- Experiment with slides, flips, and turns to compare two dimensional shapes
- Identify and appropriately name two dimensional shapes; circle, square, rectangle, and triangle (both regular and irregular)
- Compose (put together) and decompose (break apart) two dimensional shapes
- Group objects by like properties
- Explore and predict the outcome of slides, flips and turns of two dimensional shapes
- Explore line symmetry
Measurement Strand
- Use non-standard and standard units to measure both vertical and horizontal lengths
- Use a ruler to measure standard units (including whole inches and whole feet)
- Compare and order objects according to the attribute of length
- Recognize mass as a qualitative measure (i.e., Which is heavier? Which is lighter?)
- Compare and order objects, using lighter than and heavier than
- Know and recognize coins (penny, nickel, dime, quarter) and bills ($1, $5, $10, and $20)
- Recognize the whole dollar notion as $1, etc.
- Identify equivalent combinations to make one dollar
- Tell time to the half hour and five minutes using both digital and analog clocks
- Select and use standard (customary) and non-standard units to estimate measurements

Statistics and Probability Strand
- Formulate questions about themselves and their surroundings
- Collect and record data (using tallies) related to the question
- Display data in pictographs and bar graphs using concrete objects or a representation of the object
- Compare and interpret data in terms of describing quantity (similarity or differences)
- Discuss conclusions and make predictions from graphs

HEALTH & SAFETY
Our goals are to develop healthy living habits and to provide children with information they need to prevent injury and/or abuse to themselves and others. In second grade, the learning experiences will include:
- Developing an awareness of correct hygiene (AIDS)
- Understanding of how germs cause illness and how illnesses are spread
- Understanding how to stay healthy and prevent injuries
- Understanding and practicing fire safety
- Developing healthy, responsible values and attitudes related to substance abuse (drugs, alcohol, tobacco)
- Demonstrating personal safety skills (pedestrian, bus, etc.)

SCIENCE
Science instruction in our schools employs a "hands-on" discovery approach to science that promotes the implementation of the scientific method. The science curriculum encourages students to think critically and reason scientifically. The science program presents in-depth exploration of three areas: Life Science, Physical Science and Earth Science. Topics for the second grade program include:
- Earth Science
  - Fossils and Dinosaurs
- Physical Science
  - Properties of Matter
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Life Science
- All About Plants
  - Plant Adaptations
  - Seed Bearing Plants
  - How Are Plants Grouped
- All About Animals
  - Animals With Backbones
  - Animal Adaptations
  - Animals Without Backbones

SOCIAL STUDIES
In the grade two social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. Students continue to learn how to locate places on maps and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities.
Content Understandings:
- Foundations of a Community
  - Needs and wants
  - Goods and services
  - Producers and consumers
  - Rules and laws
- Rural, Urban, and Suburban Communities in the United States
  - Communities are influenced by geographic factors
  - People in communities are producers and consumers of goods
  - The scarcity or availability of resources influence communities
  - Communities need people
  - Citizenship
    - symbols of citizenship
    - rights, roles, and responsibilities of citizenship
    - understanding rules and laws
- Geographic Concepts
  - My community can be located on a map and globe
  - My community is a part of a state and a country
- Holidays

SPECIAL AREA SUBJECTS
Students in the Franklin Square Schools are provided with opportunities to experience learning activities outside the regular classroom. In coordination with classroom topics, these special area classes enrich learning and contribute to the students’ development and knowledge. The special area subjects provide opportunities for students to demonstrate their special talents and skills in these areas:
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ART
Students will know and use art materials, learn new techniques.

- Express feelings, thoughts and experiences
- Develop motor skills and visual observation
- Experiment with mixing colors; make color choices
- Develop an appreciation of art
- Develop work habits and organizational skills
- Using a variety of art media
- Learn principles and elements of art basics

MUSIC

- Singing:
  - Holiday songs
  - Pitch differences
- Movement and Dance:
  - Holiday dances
  - Movement for rhythmic feel
- Rhythm:
  - Basic rhythm patterns
  - Echo clapping simple rhythms
- Music Reading:
  - Beginning rhythmic notation
  - Staff notes
- Listening:
  - Continue developing good listening skills
  - Music appreciation

PHYSICAL EDUCATION

- Skills (stressing form, eye/hand coordination, and foot/foot coordination):
  - Throwing
  - Catching
  - Batting
  - Dribbling
  - Kicking
- Physical Activities:
  - Strategies (Model “team” concept and rules of basic lead-up games; develop cooperative behaviors)
  - Rhythm and Dance (Introduce movement patterns and control to the beat of the music; emphasize coordination of rhythm with movement)
- Physical Fitness:
  - Health Related Fitness/Wellness (Introduce pulse and respiration rate; cool down/warm up activities)
  - Personal Goals (Personal programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition)
  - Sportsmanship (Team competition and appropriate behaviors)
- Community Resources: (Develop an awareness of opportunities available to them within their community to engage in physical activity)
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COMPUTER EDUCATION
The students in the Franklin Square Schools have access to computers both in the computer lab, and in their own classrooms. In 2nd grade, children are provided with many motivational computer programs that reinforce the classroom curriculum, while developing the following computer skills:
- Using a word processing program
- Creating computer graphics
- Editing written material
- Using a graphics library
- Using a CD-Rom encyclopedia

LIBRARY MEDIA CENTER
When the 2nd grade students visit the school library media center, the following skills will be stressed:
- Practicing library procedures and library citizenship
- Identifying the Fiction and Non-fiction sections of the library
- Understanding library terms: author, illustrator publisher, place of publication, and copyright
- Identifying call numbers and shelf labels
- Developing an awareness of research skills
- Studying selected authors and illustrators and their works
- Developing an awareness of holidays and themes through literature
- Using computers and other state-of-the-art technology within the library program
- Using multi-media materials (videos, filmstrips, CD-ROMs, and audio-cassettes) for literature and pleasure
- Enjoying read aloud and storytelling in the Story Corner
- Developing a love for reading