

# **Learning in Grade Two Valley Stream District 13**



## **Curriculum Overview**


## A Message from the Superintendent

Dear Parents,

Welcome to a new school year! This guide was developed by the professional staff of Valley Stream District Thirteen in order to provide you with important information about your child's educational program. It is offered to support parents and guardians in achieving the home-school collaboration necessary to afford our students the opportunity to reach their maximum potential. It is our hope that this document will serve to help you understand the learning goals for your child, as well as facilitate communication with your child's teachers.

District Thirteen supports a cohesive, developmentally appropriate, New York State Standards-based curriculum. A full listing and description of the New York State Learning Standards can be found at [http:// www.emsc.nysed.gov/top/learning.html](http://www.emsc.nysed.gov/top/learning.html). We offer a varied and challenging instructional program, in a nurturing environment that is conducive to teaching and learning. By working together we can provide our children with the richest educational experience possible. If you have any questions or comments, please feel free to contact your child's teacher, your principal, or me.

I look forward to a successful school year.

Sincerely, 

Elizabeth Lison, Ed. D

**Superintendent of Schools**

### **Valley Stream UFSD Thirteen Goals**

1. To foster positive dispositions and improve student performance in English Language Arts (reading, writing, speaking, listening).
2. To improve students' ability to think, reason, problem solve, and compute mathematically.
3. To differentiate instruction in order to meet the diverse learning needs of our students.
4. To teach students to respect and appreciate differences between and among people and cultures around the world.
5. To foster a sense of responsible citizenship in a caring and respectful community of learners.
6. To teach students positive strategies for conflict resolution.
7. To challenge students to construct a deeper understanding of the world around them through an inquiry based approach to science and social studies.
8. To infuse technology applications into all areas of the curriculum.
9. To develop abilities, talents, and creativity in music, art, and physical education.

## INTEGRATED LANGUAGE ARTS

The second grade integrated language arts program focuses on continuing to develop independent, confident, lifelong readers and writers. Instructional practices reinforce and strengthen listening, speaking, reading and writing skills and strategies. Through exposure to a variety of literary genres (e.g. fiction, non-fiction, poetry), second grade students will have opportunities to:

**Oral Communication** · Share information, ideas and opinions with others · Express thoughts clearly—using grammatically correct language structures · Listen respectfully and take turns speaking when participating in group discussions · Listen, follow directions and ask questions for clarification · Listen and retell a story in sequence · Respond to critical thinking questions

**Reading** · Develop the habits of lifelong readers—reading independently for sustained periods of time · Develop a love of literature and an interest in reading and being read to · Read appropriate books with phrasing, fluency and accuracy · Make and support predictions about texts (e.g. preview and interpret illustrations to help predict events or the plot) · Monitor own reading for meaning and grammatical sense · Use graphophonic cues (letter/sound relationships and word analysis) · Expand core of high frequency sight words · Recognize contractions and compound words · Notice miscues and self-correct · Read purposefully—asking questions before, during and after reading · Connect reading to personal experiences, other stories and/or world events (text-to-self, text-to-text, text-to-world connections) · Make mental images or visualize when reading or being read to · Demonstrate understanding by retelling (including essential story elements of characters, setting, plot, conflict and resolution) and summarizing text · Draw conclusions and inferences from related facts in a story or non-fiction piece · Identify themes and important ideas in poetry, fiction and non-fiction texts · Reread for many purposes—to clarify, confirm or for additional information · Recognize and identify the writing styles of various authors and illustrators · Use appropriate technology to foster the development of the above listed skills, strategies and dispositions

**INTEGRATED LANGUAGE ARTS- continues****Writing**

- Write for meaningful purposes—responses to literature, to tell a story, to inform others and functional writing (e.g. writing directions or a recipe)
- Write independently for extended periods of time
- Write complete sentences
- Use a variety of types of sentences (e.g. statements, questions and exclamations)
- Use punctuation and capitalization rules
- Spell most phonetically regular words correctly
- Spell more of the essential, high frequency vocabulary words correctly (e.g. there, because)
- Plan longer pieces of writing with a clear beginning, middle and end or sequential order
- Support ideas with details and facts
- Reread, revise and edit writing drafts
- Use desktop publishing software to foster the development of the above listed skills

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**MATHEMATICS, SCIENCE, AND TECHNOLOGY (MSTe)**

**“Education begins with the curiosity of the learner.” -John Dewey**

The most effective way for elementary students to construct a foundation in Mathematics, Science, and Technology is through hands-on experiences. The Valley Stream District Thirteen Mathematics, Science, and Technology Curricula are based upon both the National and Statewide Standards. Students are guided in active and extended inquiry, using mathematical analysis, inquiry based approaches, and engineering design, as appropriate, to pose questions, and seek answers. The focus is thus on student understanding of content information and inquiry process skills. Students are motivated to make and discuss with their peers their own discoveries, while drawing conclusions, which reflect a multitude of ways to reach a solution. This empowers the students to become independent thinkers who are enthusiastic about mathematics, science, and technology education.

## MATHEMATICS

The second grade Mathematics Curriculum focuses on five process strands: problem solving, reasoning and proof, mathematical communication, connections, and representations. Interweaved into these process strands are five content strands: number sense and operations, algebra, geometry, measurement, and statistics and probability. The entwining of these content strands and process strands will allow our children to become mathematically proficient in conceptual understanding, procedural fluency and problem solving. Our district's Mathematics Curriculum has been aligned with the revised New York State Standards for Mathematics. <http://www.emsc.nysed.gov>

### CONTENT STRANDS

#### Number Sense and Operations

- Relate counting to group value and place value
- Understand whole numbers before, after, in-between
- Compare whole numbers, greater number, lesser number and learn the use of the symbols  $>$  and  $<$
- Compare and order numbers to 100
- Count by 1's, 2's, 3's, 5's and 10's
- Skip count from 100 by 1's, 2's, 5's and 10's
- Skip count by 3 to 36
- Skip count by 4 to 48
- Review basic addition and subtraction, including problem solving
- Add and subtract one and two digit numbers with and without regrouping
- Compose and decompose two digit numbers
- Communicative property of addition
- Justify odd and even
- Use ordinal terms
- Make reasonable estimates to 100

#### Algebra

- Use the symbols  $<$ ,  $>$ ,  $=$  to compare whole numbers up to 100
- Describe and extend increasing/decreasing sequences and patterns of numbers and objects up to 100
- Geometry
- Experiment with slides, flips and turns to compare two dimensional shapes
- Explore relationships among two dimensional shapes understanding similarities and differences
- Explore line symmetry
- Compose and decompose two dimensional shapes by attributes and properties

#### Measurement

- Identify and count coins and bills, use currency for problem solving up to twenty dollars
- Make change for money up to one dollar

**MATHEMATICS -continued**

- Identify equivalent combinations up to one dollar
- Tell time to the hour, half hour and five minutes using analog and digital clocks
- Measure using standard (inches and feet) and non-standard both vertically and horizontally
- Compare and order objects using lengths and weights
- Recognize mass as a quantitative measurement
- Select and use standard and non-standard units to estimate measurement
- Statistics and Probability
- Use patterns and graphing to solve problems, make predictions and draw conclusions
- Collect and record data (using tallies) related to questions
- Develop estimation and prediction skills and strategies relating to a set of data
- Construct charts and graphs to display and analyze data
- Compare and interpret data in terms of describing quantity

**SCIENCE**

The second grade science program is aligned with the key content and process ideas of the New York State Standards for Math, Science and Technology. Our district is utilizing the *Science 21: Science in the 21<sup>st</sup> Century* comprehensive curriculum, designed to provide students with a hands-on, inquiry based learning experience. The program's content is relevant to students' everyday lives and promotes students' development of appropriate problem-solving skills. At all grade levels *Science 21* begins with a unit on science processes and investigation tools. This is followed by a balance of physical, earth and life science units.

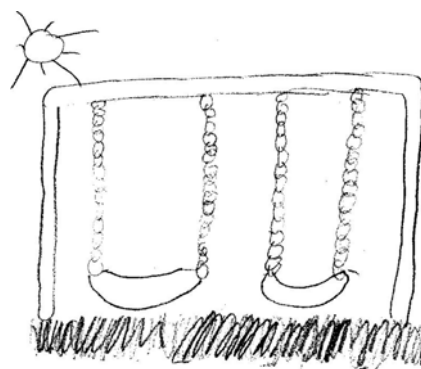
**The units listed below will engage students in measuring changes in our world:**

- Tools to Measure Our World
- Observing and Measuring Changes in Energy
- Observing and Measuring Changes in Living Things (Crayfish and Triops)
- Observing and Measuring Changes in the Environment

## HEALTH

The second grade health program is based on the following:

- Learn how to stay safe
- Understand the major parts of the brain and how they work
- Recognize the importance of good nutrition
- Study the heart, its functions and how to care for it
- Learn about the life cycle from infancy to old age
- Identify various types of drugs, including medicines, and learn how to make healthful choices
- Learn the effects of germs on the body
- Identify functions of the skin and how it grows
- Understand how muscles help us move
- Learn about muscles we can and cannot control
- Develop strategies to help avoid abduction



*Artwork by Teresa Leonardi*

## SOCIAL STUDIES

The social studies curriculum offers students the opportunity to become actively involved in the world around them by providing them with a variety of experiences that will ultimately prepare students to be informed, responsible citizens.

In the second grade social studies program, the students explore rural, urban and suburban communities in the United States. Using their own neighborhood community as a model, students will:

- Recognize the similarities and differences among rural, urban and suburban communities
- Realize that seasonal changes affect community life
- Learn about the multicultural context of American communities, and to appreciate and respect diverse ethnic groups
- Learn that all members of the community have rights and responsibilities
- Understand that communities have rules and laws to govern and protect them
- Use maps/atlas and globes to promote geographic awareness
- Be exposed to national and world events as they occur

## **LIBRARY**

The mission of the Library Media Program is to create lifelong readers and seekers of information.

Our aim is to have our students feel comfortable and at home in any library within the United States and to be able to locate and retrieve any information sought. Our students must be able to access, evaluate and use information from various sources and formats. Using this newfound knowledge, our students will be able to think critically, construct meaning, and solve problems.

Our program is designed to provide our students with a spiral approach to developing literacy and research skills. This approach is defined by the New York State Standards and the American Association of School Libraries' Information Standards for Student Learning. The Library Program is an integral part of the school community. The second grade Library Program includes:

### **Information Literacy**

- Introduction to a variety of authors, illustrators and genres such as folktales, picture books, non-fiction, poetry, and biography
- Predicting outcomes, drawing conclusions, making inferences, and listening for details
- Sequencing: recalling and retelling stories
- Introduction to folklore (398.2): comparing and contrasting like stories, exposure to other countries and cultures through folktales
- Comparing and contrasting two books with a similar theme

### **Independent Learning**

- Library arrangement: introduction to location and arrangement of easy fiction, fiction, nonfiction, biography and reference

### **Social Responsibility**

- Listening to stories and sharing responses
- Review of library procedures: browsing, selecting and borrowing books\

## **ENRICHMENT**

The purpose of the enrichment program is to provide all students the strategies for higher order thinking skills across all curriculum areas. The Talents Unlimited Program is designed to help teachers recognize and nurture the cognitive abilities and talents in all children. This multiple talent approach develops critical and creative thinking skills and enhances self-image. This program will:

- Develop five talent areas – productive thinking, communication, forecasting, planning and decision making
- Recognize that all children have abilities and talents in a variety of areas
- Provide the opportunities for problem solving and critical and creative thinking throughout the curriculum

## ART

Our visual arts curriculum is derived from the New York State Standards for the Arts at the Elementary Level. In a program of sequential learning and discovery, students explore a wide range of media and techniques in their art work. Encouraging creativity, using problem-solving techniques, developing visual literacy and analysis, and learning about cultures and their artistic contributions are important aspects of our program.

Art teachers in each building maintain a portfolio of examples of students' work from kindergarten through grade six.

In SECOND GRADE children... · look at art and artifacts from different cultures. · explore themes derived from personal experience and develop ways to make those experiences visual in a work of art.

- use an increasingly wider range of materials and begin to understand how media and techniques influence creative decisions.
- work cooperatively with classmates to create group projects.

## MUSIC

The general music curriculum begins in kindergarten and is broadened, developed and practiced from grades one through six. The material which is covered can be organized into fundamental areas of music knowledge and expression. The four main areas which comprise the music curriculum throughout the elementary school years are: the singing voice; rhythm; melody and other musical elements. Various units of musical study are developed from the following curriculum criteria for grade two, as students:

- Increase their accuracy in pitch reproduction through individual and group experiences
- Extend their melodic range through song material
- Develop an awareness of correct breathing
- Are introduced to double versus triple meter
- Use rhythm improvisation in question and answer routine, in pairs and large groups
- Use melodic vocalization improvisation in question and answer routine, in pairs and large groups
- Recognize familiar forms through a variety of activities – physical, instrumental and vocal
- Work on simultaneous production of a simple beat in conjunction with various opposing rhythmic patterns

## PHYSICAL EDUCATION

The overall aim of elementary physical education is to provide for the optimal physical, social, emotional and intellectual growth of children in light of their needs and interests.

Students will have the necessary knowledge and skills to establish and maintain physical fitness. Participate in physical activity and maintain personal health. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will understand and be able to manage their personal and community resources.

In Second Grade children...

- Demonstrate basic motor skills (running, climbing hopping), manipulative skills (throwing, catching, striking), and non-locomotor skills (balance), using mature motor patterns while engaged in a variety of activities
- Participate in physical activities (games, exercises) that provide conditioning for each fitness area
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment
- Learn about and appreciate dance and movement activities from other cultures

## SPECIAL EDUCATION

District Thirteen offers students with disabilities an appropriate educational program designed with specific goals and objectives that meet individual needs. The district is committed to the attainment of goals that emphasize excellence in all students regardless of disabilities.

The Committee on Preschool Special Education (CPSE) is responsible for recommending appropriate services for the preschool population, based on evaluation results. Similarly, the committee on special Education (CSE) recommends appropriate services for our school-aged youngsters.

Programs and services are based on students' current evaluations, assessments of abilities and needs and development of goals and objectives that are included in a child's Individualized Education Plan (IEP).

A wide spectrum of special education related services and programs such as resource room, speech, counseling, occupational and physical therapies, participation in a collaborative inclusive classroom, and placement in self-contained classes are available with District Thirteen to support the needs of students with disabilities within the general educational setting.

Valley Stream District Thirteen prides itself on building close working relationships between the CPSE, CSE, school staff, school district administrators, parents and community to ensure that all students have the opportunity to succeed.

## ADDITIONAL SERVICES

### SUPPLEMENTAL READING, WRITING AND MATHEMATICS

District Thirteen provides small group instruction for children in grades one through six who require remedial assistance in reading, writing and mathematics. This instruction is provided by specialists who work closely with the classroom teacher. The district provides supplemental instruction designed to support students by developing and enhancing skills and concept development necessary for success.

### ENGLISH AS A SECOND LANGUAGE

Approximately twenty foreign languages are spoken by youngsters in District Thirteen. The ESL program, currently a small group pull-out program, contains four basic components: listening, speaking, reading and writing.

The overall goals of the ESL Program are to:

- Enable the learner to achieve communicative and linguistic competence in English, including learning in the content areas.
- Facilitate the socialization and acculturation process by integrating limited English proficient students and their English-speaking peers into extracurricular activities.
- Develop the learning strategies and classroom behaviors that are necessary for academic success



Artwork by Tyler Eckles

## UNITY

I dreamed I stood in a studio  
And watched two sculptors there,  
The clay they used was a young child's mind,  
And they fashioned it with care.

One was a teacher; the tools he used  
Were books and music and art;  
One, a parent with a guiding hand  
And a gentle, loving heart.

Day after day the teacher toiled,  
With a touch that was deft and sure,  
While the parent labored by his side  
And polished and smoother it o'er.

And when at last their task was done  
They were proud of that they had wrought,  
For the things they had molded into the child  
Could neither be sold nor bought.

And each agreed he would have failed  
If he had worked alone.  
For behind the parent stood the school,  
And behind the teacher the home.

Anonymous

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