



# SOCIAL STUDIES

## Students will learn:

### Holidays, Symbols, Traditions, Communities and Change

- Understanding the values, practices, traditions that unite all Americans and how traditions are passed from one generation to the next
- Traditions and symbols important to other cultures
- Gather/organize info. on important people/groups, living in neighborhoods/ communities
- Explore different experiences, beliefs, motives, and traditions of people living in communities/state
- Distinguish between near/distant past, interpret timelines.

### Basic Economics



- Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
- Know that scarcity requires individuals to make choices and that these choices involve costs
- Understand how societies organize their economies to answer 3 fundamental economic questions: What goods and services shall be produced, in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

### Geography

- Study how people live, work, utilize natural resources
- Draw maps and diagrams that serve as representations of places, physical features, and objects
- Locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians.
- Identify and compare the physical, human, and cultural characteristics of different regions and people
- Investigate how people depend on/modify environment
- Ask geographic questions - location of places; why located where they are; what is important about locations; how locations are related to the location of other people
- Analyze geographic information by making relationships, interpreting trends/relationships, analyzing geographic data



### Social Studies, Civics, Citizenship, and Government

- Explain the probable consequences of the absence of government and rules, describe the basic purposes
- Examine what it means to be a good citizen in school, the classroom, home, and community
- Identify and describe the rules and responsibilities students have at home, in the classroom, and at school
- Understand effective, informed citizenship is a duty of each citizen, demonstrated by jury/community service, voting
- Identify basic rights that students have and those that they will acquire as they age.
- Show a willingness to consider other points of view before drawing conclusions or making judgments



## Be the Teacher at Home

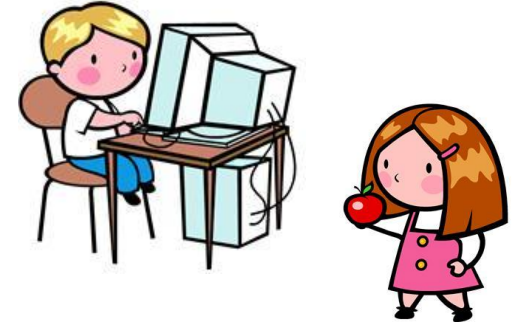
Parents have the best job ever! You get to spend a lot of quality time with your child every day. Reinforcing the things your child is learning will make a huge difference in your child's success in school

### Ideas for being the teacher at home:

- ♥ **Read to your child and have him/her read to you every day**
- ♥ Provide time and a location for running, jumping, climbing . . .
- ♥ Allow lots of hands-on practice doing chores, crafts, games . . .
- ♥ Lots of conversation
- ♥ Celebrate family traditions and explain why they are important
- ♥ Be the role model of a good citizen
- ♥ Write simple notes to each other
- ♥ Talk about making healthy choices and be the role model
- ♥ **Read with your child**
- ♥ Spend time talking about the world around you
- ♥ Explore areas of interest
- ♥ School subjects become more specific - encourage your child to relate learning to real life application
- ♥ Support your child's goal of memorizing addition and subtraction facts
- ♥ Volunteer/participate in school activities
- ♥ **Read to your child and have him/her read to you every day**

## Fillmore Central School

# 2nd Grade



### A Typical 2nd Grader is:

- ✔ Responds well to a daily schedule
- ✔ Concerned about finishing things
- ✔ Polite, sympathetic, affectionate and cooperative
- ✔ Loves to hear stories
- ✔ Empathetic and less selfish
- ✔ More self-control and emotionally stable
- ✔ More thoughtful and independent
- ✔ Improving gross and fine motor coordination
- ✔ Curious and interested in basic science - animals, bugs, dinosaurs . . .
- ✔ Learning to become more organized

# ENGLISH / LANGUAGE ARTS



## Reading

- Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Acknowledge differences in view points of characters.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Make connections between self, text, and the real world.
- Identify the main topic of a multi-paragraph text.
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with accuracy/fluency to support comprehension.

## Writing

- Write opinions, informative/explanatory texts, narrative.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects.
- Create and present a poem, narrative, play, art work, or personal response to particular author/theme studied in class.



## Speaking and Listening

- Participate in collaborative conversations with diverse partners about *grade 2 topics/texts* with peers/adults.
- Seek to understand and communicate with individuals from different cultural backgrounds.
- Tell/recount a story/experience with facts and relevant, descriptive details, speaking audibly in coherent sentences.

## Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



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## Students will:

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- By end of Grade 2, know from memory all addition and subtraction facts to 20.
- Work with equal groups of objects to gain foundations for multiplication.
- Understand the 3 digits of a 3-digit number represent amounts of hundreds, tens, ones.
- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Measure/estimate lengths in standard units.
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
- Represent and interpret data.
- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of, etc.*, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



# SCIENCE



## Students will learn answers to these Essential Questions:

- How do living things grow and develop?
- How does the changing environment affect an animal's behavior?
- How do adaptations affect an animal's survival?
- Why do animals closely resemble their parents?
- How does a plant grow?
- How do the parts of a plant serve different functions in growth, survival and reproduction?
- What are the essential properties of solids, liquids, gases?
- How does matter undergo physical change?
- Why is it important to keep myself safe and healthy?
- How do certain habits help me to grow up to be a safe/healthy adult?
- How do I keep myself safe and healthy as I grow?



## Learning and the Skills to:

- describe characteristics/variations between the living/nonliving
- describe basic life functions of a living thing
- recognize traits of a living thing are inherited/ acquired/learned
- describe how the structure of a living thing
- describe major stages of the life cycle of a living thing
- describe survival behaviors of a living thing
- describe how structure of bulbs/tubers promote survival
- describe major stages in the life cycles of bulbs/tubers
- describe relationship of the sun as an energy source for plants
- measure and record growth of bulb
- predict/estimate when bulb will sprout/bloom
- identify properties of solids, liquids and gases
- demonstrate understanding of physical change
- acceptable personal hygiene for hair, body, skin, teeth, hands
- basic knowledge of preventing germs from spreading
- understands basic nutrition- food guide
- understanding of bike safety, fire safety, handling of emergency situations, and stranger dangers
- demonstrates good choices in personal behavior -bullying, respect, fairness, responsibility and compassion



## 2<sup>nd</sup> Grade Science Vocabulary:

predator, prey, adaptation, life cycle, life span, hibernation, migration, living, nonliving, habitat, bulb, tuber, dormant, roots, layers, tunic, stem, leaf, flowers, pollen, petal, plant growth, observation, water, solid, liquid, gas, states of matter, space, shape, weight, measure, property, mass, classification, molecule, matter, freezing, heat, seasonal change, the senses, safety, nutrition, hygiene

