

# Curriculum Quick-View: Grade Two

Grade  
2

## A Coherent Curriculum Emphasizing Teaching for Student Understanding

The Hilliard City School District curriculum is developed with the belief that the focus of all teaching and learning is on the student. To empower our students to be informed problem solvers, critical thinkers and communicators in the context of a changing, global society, we believe it is crucial to provide our students with quality learning experiences through a rich curriculum.

**We accomplish our mission by:**

- Aligning our curriculum in all content areas with National and State Academic Content Standards;
- Setting and enforcing high measurable standards of performance;
- Providing instruction that is based upon researched best practice that supports the social, emotional and cognitive development of children in grades K-5;
- Providing quality learning experiences that focus on knowledge, skills and the application of knowledge to new situations and problems.



**Several ideas create the foundation for guiding all of our teaching and learning activities:**

### Constructivist Theory of Learning

It is our belief that students *construct* or produce knowledge or meaning, rather than merely reproducing the knowledge of others. They do so by learning content and skills while:

- Interpreting
- Evaluating
- Analyzing
- Synthesizing
- Organizing

Constructivist teaching is focused on posing problems relevant to learners, structuring learning around “big ideas” and concepts, valuing the student’s point of view and assessing student learning in the context of teaching.

### Backward Design Model for Teaching for Understanding and Inquiry-Based Learning

Backward Design is a curriculum framework in which teaching and learning take place around enduring understanding and essential questions in each content area. Teachers ask three questions of themselves as they design instructional units:

- What should students be able to know and/or do?
- How will students demonstrate their understanding of new knowledge?
- What experiences will students engage in to achieve the desired results?

Rather than simply “covering” content, students are supported in the “uncoverage” of knowledge through sustained inquiry that involves exploring old questions, asking new questions and problem solving using a variety of information sources and media.

## WHAT YOUR CHILD WILL BE TAUGHT IN SECOND GRADE



This guide provides parents with an overview of the concepts and skills that students will be taught in Literacy, Mathematics, Science, Social Studies, and Wellness during the coming school year. Our Elementary Program provides students with a variety of opportunities to learn and grow in a developmentally appropriate learning environment. Our teachers use instructional strategies to excite, motivate, and challenge all students. Throughout the elementary grades, students learn to identify various sources of information, and how to gather, organize, and use it. They work with technology tools across subject areas. They write often and for various purposes. Students are assessed through a variety of methods to determine each student's instructional needs, as well as his/her understanding of concepts and skills. Your child's progress report will reflect his or her learning. **All information printed below is from the graded course of study, is abbreviated for information purposes, and appears in no particular sequence or order.**

### LITERACY

*The development of literacy (reading, writing, and oral communication) is facilitated through the Literacy Collaborative Framework which centers on the following eight elements of reading and writing:*

|                            |                            |
|----------------------------|----------------------------|
| <i>Read Aloud</i>          | <i>Shared Writing</i>      |
| <i>Shared Reading</i>      | <i>Interactive Writing</i> |
| <i>Guided Reading</i>      | <i>Writer's Workshop</i>   |
| <i>Independent Reading</i> | <i>Independent Writing</i> |

*The curriculum is aligned to State Academic Content Standards, and supported through abundant, high-quality children's literature.*

*In second grade continue to develop a love for reading and writing while exploring a variety of literary styles and writing strategies.*

#### In reading, the learner will:

- Identifying rhyming words.
- Read words that have more than one syllable by sight.
- Blend sounds (e.g., **truck**, **smile**) to figure out unknown words.
- Identify words as having long or short vowels.
- Read with ease with change in voice, expression and timing.
- Identify synonyms and antonyms.
- Determine the meaning of a compound word (e.g., lunchroom, baseball) and explain how the two words are related.
- Determine the meaning of prefixes (e.g., **unleash**, **repay**) and suffixes (e.g., **fastest**, **wishful**).
- Use root words (e.g., **smile**) and endings (e.g., **smiled** or **smiles**) to figure out the meaning of a word.
- Read homographs. Homographs are words with the same spelling, but with different meanings and pronunciation. For example, "She will **tear** the cloth" and "He cried a **tear**."
- Establish a purpose for reading (e.g., to be informed, to follow directions, to be entertained).
- Identify the main idea in a story and include details that support that main idea.
- Answer **literal** (directly stated), **inferential** (indirectly stated and require more information) and **evaluative** (require the reader to come up with a response based on the reader's opinion) questions to show understanding about what has been read or watched.
- Put events in order by numbering them.
- List who, what, when, where, if and how questions from the text.
- Identify information in charts, diagrams, graphs and maps.
- Tell similarities and differences between different versions of the same story.
- Describe characters and setting (time, location).

- Retell the plot (order in which events occur) of a story.
- Know the difference between a story, poem, play, fairy tale and fable.

#### In writing, the learner will:

- Develop a main idea for writing.
- Organize writing with a beginning, middle and ending.
- Use sentence structures that make statements (declarative), ask questions (interrogative) and show feelings and emotions (exclamatory).
- Use resources such as a beginner's dictionary to choose appropriate vocabulary.
- Proofread writing to improve grammar, spelling, punctuation and capitalization.
- Write stories that give clear messages, include detail, go in order and use expressive language.
- Write responses to stories by comparing reading materials to people or events.
- Write letters of invitation that include all parts of a letter: date, proper salutation, body, closing and signature.
- Write messages, journals, notes and poems.
- Print neatly, spacing letters, words and sentences correctly.
- Spell regularly used words correctly.
- Begin to use spelling patterns and rules correctly (e.g., dropping the silent e before adding -ing).
- Use periods, question marks and exclamation points correctly.
- Use correct capitalization (e.g., proper nouns, first word in a sentence, months and days).
- Use nouns, verbs and adjectives correctly.
- Use personal pronouns (words that replace names of things or people).

#### In listening and communication, the learner will:

- Use active listening skills by making eye contact or asking questions.
- Identify the main idea of a presentation.
- Follow two- and three-step spoken directions.
- Give presentations that:
  - Present ideas/events in order and have a clear focus
  - Show an understanding of the topic
  - Include a clear introduction, body and conclusion
  - Use visuals
  - Name sources
- Deliver a simple dramatic presentation such as reciting poetry, rhymes, songs and stories.

## MATHEMATICS

The Second Grade math curriculum is

provided through the *Everyday Mathematics* series published by the University of Chicago. Students learn concepts in mathematics through six standards: *Number Sense and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions and Algebra; Data Analysis and Probability; and Mathematical Processes.*

### In Mathematics, the learner will:

- Use place value concepts to read, write, compare and order numbers.
- Count money and make change using coins and a \$1 bill.
- Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and parts of a whole, or of a set of objects.
- Recognize and represent situations involving multiplication and division such as multiplication by combining equal groups of objects and division by sharing equally.
- Find sums and differences involving single-digit numbers (basic addition and subtraction facts) quickly and accurately.
- Add and subtract multiples of 10.
- Estimate the answer to an addition or subtraction problem using front-end estimation.
- Identify appropriate units of measure for length, volume (capacity), weight and time.
- Explain how units of measure are related (e.g., 12 inches = 1 foot, 100 centimeters = 1 meter).
- Establish common references for units of measure.
- Tell time to the nearest minute on a digital clock and to the nearest five minutes on an analog (with hands) clock.
- Use measurement tools such as a ruler to draw a line that is 3 inches long, a measuring cup to place 2 cups of rice in a bowl and a scale to find the weight of a potato in grams.
- Identify and compare three-dimensional objects (e.g., cubes, cones, pyramids, cylinders) based on their characteristics such as shape of the faces or surfaces, number of edges or vertices (corners).
- Predict what new shapes will be formed by putting together shapes or by taking apart or cutting a shape.
- Recognize and create shapes with line symmetry.
- Determine whether two-dimensional shapes are congruent (same shape and size) or similar (same shape, different size) by copying or laying one on top of the other.
- Extend simple number patterns.
- Describe the rule for a pattern and create patterns with consistent rules.
- Understand and use equivalence to identify values for symbols representing unknown quantities.
- Describe qualitative changes (use descriptive terms) and quantitative changes (tell how much using a number or measurement), especially in addition or subtraction problems.
- Collect data by asking questions, observing or taking a survey and put that data in a chart, picture graph or bar graph.
- Write a few sentences to describe and answer questions about data represented in a chart or graph.
- Make a timeline to put events in order.
- Understand that data may vary from one population to another (e.g., favorite TV shows of students and of parents).
- List some possible outcomes of a simple experiment and predict whether possible outcomes are more, less or equally likely to occur.
- Identify and restate in own words the question or problem and the information needed to solve the problem.

- Judge the reasonableness of predictions, estimates and solutions.
- Communicate thinking and solutions using everyday language and appropriate mathematical language and symbols.

## SCIENCE

*Science curriculum is facilitated through a combination of factual knowledge acquisition, ongoing inquiry, and hands-on explorations and experiences. Through science, second graders focus on the system functions and interactions that living things have in their environment through weather and plants and animals in Ohio. Student learning centers around LIFE SCIENCE, PHYSICAL SCIENCE, and EARTH & SPACE SCIENCE. An overarching study of the grassland habitat connects learning in all three areas.*

### In Science, the learner will:

- Understand that there are more stars in the sky than anyone can count.
- Describe how the sun, moon and stars all appear to move slowly across the sky.
- Describe how the moon appears a little different every day, but looks the same again about every four weeks.
- Notice that some weather changes occur throughout the day while others occur in a season.
- Describe weather by measuring temperature and precipitation (e.g., rain, snow).
- Understand that people and animals need air, food, water, living space and shelter and that plants need air, water, nutrients (e.g., minerals), living space and light to survive.
- Understand that there are many types of environments that support (provide for) many different kinds of living things.
- Explain why organisms can survive only in environments that meet their needs (e.g., fish couldn't survive without water).
- Notice what is similar and different among individuals of the same kinds of plants and animals, including people (e.g., dogs are different colors, leaves have different shapes, people have different hair color).
- Explain that food is a basic need of plants and animals (e.g., plants need sunlight to make food and to grow, and animals eat plants and/or other animals for food) and is important because it is a source of energy.
- Explore the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves and roots).
- Compare the habitats of different kinds of Ohio plants and animals, and some of the ways animals depend on plants and other animals.
- Compare the activities of Ohio's common animals (e.g., squirrels, chipmunks, deer, butterflies, bees, ants, bats and frogs) during the different seasons and describe their changes in behavior and body covering.
- Compare Ohio plants during the different seasons by describing changes in the way they look (e.g., leaves changing color in the fall).
- Explore how things make sounds (e.g., rubber bands, strings).
- Explore and describe sounds (e.g., high, low, soft, loud) produced by objects that vibrate.
- Explore with flashlights and shadows how light travels in a straight line until it strikes an object.

## Science, continued

- Explore why people make or invent new things (products) to meet their own wants and needs.
- Ask “How can I/we” questions.
- Use evidence (proof) to come up with explanations of scientific investigations (e.g., What do you think? How do you know?).
- Use the correct tools to gather data (e.g., timers, magnifiers, rulers).
- Describe that scientific investigations usually work the same way under the same conditions.
- Describe ways where using the answer (solution) to a problem might affect other people and the environment.

## SOCIAL STUDIES

*Social Studies is facilitated through using a variety of information sources to assist students in learning about history, people in societies, geography, economics, citizenship and government. Second grade students focus on people working together. They learn about jobs today and long ago in the United States and other parts of the world. They become aware of notable figures whose work has made a difference in life today and in the past. They also learn about other cultures in and beyond their classroom and community.*

### In Social Studies, the learner will:

- Measure time by days, weeks, months and year.
- Place events in order on a timeline.
- Use objects from the past such as pictures, life stories, maps, diaries and folklore to answer questions about daily life in the past.
- Identify the work that people performed in the past to make a living and explain how jobs in the past are similar and/or different from jobs today.
- Describe examples of how science and technology have changed people’s lives and compare a) forms of communication from the past to present (e.g., letters, telephones, e-mail); b) forms of transportation from the past to present (e.g., wagons, trains, cars, airplanes).
- Understand how a person’s actions and a person’s character have made a difference in other people’s lives. Be able to explain the importance of a) Social and political leaders in the United States such as George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Soujourner Truth, Susan B. Anthony and Dr. Martin Luther King, Jr.; b) Explorers, inventors and scientists such as George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong.
- Describe the customs and tradition of people living in countries on different continents.
- Describe how the contributions of different groups of people have shaped our national heritage.
- Describe the contributions of important people such as inventors, scientists, artisans, architects, explorers and political leaders to the United States and its heritage.
- Make a map that includes a map title and a map key and explains what the symbols stand for.
- Locate landforms (e.g., plateaus, islands, hills, mountains or valleys) and bodies of water (e.g., creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.
- Compare how land is used in urban (city), suburban (outlying part of a city) and rural (country) areas.
- Explain ways people have changed the physical environment such as building roads and clearing land to develop cities.

- Explain how resources can be used in different ways (e.g., a bushel of corn can be fed to cows, used to make sweetener or made into fuel).
- Explain how people are both buyers and sellers of goods and services.
- Understand that most people work in jobs where they produce a few specialized goods or services.
- Explain why people in different parts of the world earn a living in many different ways.
- Identify leaders such as the mayor, governor and president, and explain that they are elected by the people.
- Explain how a system of government provides order to a group like a school or community, and why government is needed, including: a) making and enforcing laws, b) providing leadership, c) providing services, d) resolving disputes.
- Explain why there are rules in the workplace.
- Tell what might happen (consequences) when rules are followed or broken in different settings.
- Show skills and explain the benefits or cooperation in a group including managing conflict (problems) in a peaceful way and showing courtesy and respect to others.
- Demonstrate citizenship traits including honesty, self-assurance (confidence), respect for the rights of others, persistence (determination) and patriotism.
- Identify sources used to gather information such as people (teacher, parent, librarian) printed materials (books) and electronic sources (Web sites).
- Be able to predict the next event in a sequence (series of things).
- Tell the difference between fact and fiction.
- Use problem-solving/decision-making skills to identify a problem and gather information while working alone and in a group.

## WELLNESS

*Wellness curriculum provides students with the knowledge, skills, and understandings that lead to lifelong positive attitudes and behaviors related to healthy living.*

### In Wellness, the learner will:

- Accept personal responsibility for lifelong wellness.
- Respect and promote the wellness of others.
- Understand the process of growth and development.
- Select and use wellness-related information, products and services.

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*Hilliard Schools...serving with pride.*

**Learning Through The Related Arts**

*In educating the "whole child," the Hilliard City Schools are committed to integrating the related arts —art, music, and physical education —into the elementary curriculum. Students receive regular instruction in the related arts by qualified and specially trained teachers in each area.*

**In Art and Music, the learner will:**

- Experience art history and style through master artists such as Matisse and Grandma Moses.
- Use a variety of media to create arts works that express his/her personal response to the aesthetic.
- Identify and work with the elements of design in artistic creation.
- Compare and contrast works of art in terms of theme, mood, meaning and style.
- Demonstrate mood, style, and form (crescendo, decrescendo, legato, staccato, etc).
- Differentiate sounds in music produced by child/adult/male/female voices, and classroom instruments.
- Identify and perform basic rhythm and melodic patterns.
- Perform two part rounds.

**In Physical Education, the learner will:**

- Work on basic gross motor skills such as leaping, sliding, moving a ball with one's feet, dribbling and tossing.
- Learn leisure activities such as dance, tetherball, four square and other playground games.
- Explore the basics of gymnastics, muscular strength and endurance, and activities that build physical fitness.

**Testing and Assessment in Grade Two**

Teachers conduct frequent, ongoing assessments that chart a student's progress in literacy (fluency, phonics, writing conventions, reading comprehension) and mathematics (computation, problem solving, etc.) development. These results are shared at conferences and through the student progress report.