

Social Studies

Social studies allows students to gain knowledge across disciplines and to develop inquiry, critical thinking, and communication skills. As students gain an appreciation for the past and an understanding of the present, their capacity for multiple perspectives and subsequent tolerance of diversity and change increases. Consequently, young learners develop civic competence; the ability to become informed, responsible citizens who are able to contribute to the well-being of their communities.

By the end of grade **two** your student will be able to:

- Demonstrate a sense of self in through activities that investigate and have students participate in the role of self as part of a community.
- Identify the five themes of geography, focusing on symbolic and localized map usage and comparative geographic terminology and concerns.
- Experience activities that concentrate on interaction with maps and globes, recognizing symbolic keys and tracing routes.
- Develop the concept of wants and needs and citizenship in a community through application of the role of a citizen in a community.
- Develop the concept of democracy in communities of long ago and experience activities that focus on the inherent individual rights and responsibilities of members within a community, and comparing now and long ago.
- Develop a sense of citizenship through symbols of American heritage, national heroes, holidays, and observances
- Develop an awareness of multiculturalism, diversity and tolerance of others.
- Review and build upon skills of previous grade as well as be introduced to and/or expand skill development including graphing, graphic organizers, paragraph writing, presentations, research and role-play.

Language Arts

The English Language Arts program assists all students in becoming knowledgeable and proficient users of language. In an on-going process, students become inquisitive and critical thinkers, effective writers, attentive listeners, articulate speakers, discriminating viewers, and strategic readers.

By the end of grade **two** your student will be able to:

- Recognize grade two sight words and use meaning, language and phonics simultaneously to identify new words
- Read aloud accurately with expression and proper phrasing by applying strategies and monitoring for understanding
- Read stories and texts from different cultures and identify the lesson of the story or the main idea
- Describe how characters respond to major events and challenges
- Describe the overall structure of a story
- Compare and contrast two or more versions of the same story
- Retell key information or ideas from media or books read aloud
- Ask and answer who, what, where, when, why and how questions about details, including illustrations and graphics in stories and books
- Describe the reasons an author gives to support a point
- Learn and use new words
- Learn the rules of spoken and written English
- Take part in conversations by linking comments to the remarks of others and follow rules for discussion
- Write to explain a topic using facts to develop a point
- Write an opinion about a book or a topic using important details from the material to support that opinion
- Write a story that includes a short sequence of events and include a clear beginning, middle and end
- Participate in shared research and writing projects
- Strengthen writing by editing and revising
 - Select appropriate independent reading materials and read voluntarily

Science

The science program is designed to build students' conceptual knowledge and science literacy. It implements a hands-on, inquiry based approach. A variety of techniques, materials, and technologies are used to help students develop skills in scientific process, communication, and critical thinking along with increasing their content knowledge. Math and language arts are integrated throughout the science curricula at all levels.

By the end of grade **two** your student will be able to:

- Classify materials as solid, liquid or gas based on their observable properties, describing how solids tend to maintain their own shapes, while liquids tend to assume the shapes of their containers, and gases fill their containers fully
- Describe how plants change their forms as part of their life cycles through seed germination, growth, flowering, pollination and seed dispersal. Explore the effects of light and water on germination and plant growth
- Explain how earth materials have varied physical properties which make them useful in different ways, and differentiate soils by their color, texture and capacity to retain water to support the growth of plants in our food supply
- Explain the essential components of balanced nutrition including carbohydrates, proteins and fats

Mathematics

The mathematics program in East Hampton is committed to developing math literate students who utilize the tools of mathematics effectively to analyze data and solve quantitative problems.

By the end of grade **two** your student will be able to:

- Add and subtract within 100 to strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers
- Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones
- Count within 1000; skip-count by 5s, 10s, and 100s
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons
- Mentally add or subtract 10 or 100 to or from a given number between 100 and 900
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately
- Recognize and draw shapes having specified attributes (triangles, quadrilaterals, pentagons, hexagons, and cubes)
- Measure the length of objects by selecting and using tools such as rulers, yard and meter sticks
- Tell and write time from analog and digital clocks to the nearest five. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Music

All children possess an innate creative spirit that can be brought out through varied musical experiences. Movement, singing, playing instruments, composing, and analysis of listening selections are utilized throughout the year.

By the end of grade **two** your student will be able to:

- Recognize the difference between a steady beat and rhythm patterns
- Demonstrate steady beat through singing, movement, and instruments
- Echo melodic patterns alone or in a group with the correct syllables and hand signs
- Listen and respond to music of different styles and cultures
- Sing musically using air support, head voice diction, and style
- Echo simple rhythmic patterns
- Play percussion instruments correctly and with different dynamics

Health

The health curriculum is a comprehensive program (based on National Health Standards) designed to address significant health issues facing today's youth. Maintaining good health begins with an understanding of what bodies need to be physically, socially, and emotionally healthy. Our goal is to teach the skills necessary for students to make informed choices in order to maintain a healthy lifestyle.

By the end of grade **two** your student will be able to:

- Identify healthy food choices
- Be able to discuss the importance of daily physical activity
- Identify and practice behaviors that promote good personal hygiene
- Acquire knowledge, skills, and attitudes related to drug prevention
- Be able to discuss the importance of hand washing in disease prevention
- Identify ways to be safe in different situations at home, school, and in the community
- Be able to discuss the safe use of prescription and over-the-counter medicines

Art

Art is a universal language. We believe it is imperative that all students have the opportunity to grow in their understanding of this avenue of communication. Art education involves nurturing the development of an aesthetic attitude and the ability to make personal artistic statements by using one's creative powers and decision-making skills.

By the end of grade **two** your student will be able to:

- Make connections between art and daily life
- Be exposed to individual artists' work and styles that they represent
- Explain symmetry and demonstrate the use of it in design
- Be introduced to the concept of positive and negative space
- Explain and demonstrate the difference between realism and abstract art
- Perform art skills such as drawing, coloring, painting, beading, and weaving
- Describe how different things feel and draw basic textures
- Understand the use of rhythm in design
- Design a variety of patterns
- Identify the parts of a landscape and successfully use them in a composition
- Recognize geometric shapes, colors, lines, patterns, and textures found in nature and the environment
- Realize that there are different kinds of art forms
- Develop knowledge of 3-dimensional forms
- Solve creative problems
- Express self through unique product
- Increase proficiency in handling art tools and materials
- Utilize technology to enhance the study of art
- Enhance the use of art vocabulary

Physical Education

Physical education is an integral part of the total educational program. Every student participates in a planned sequential program aimed at developing specific physical fitness skill areas. It is our goal to use a variety of physical activities to promote healthy life- styles, develop gross and fine motor skills, and lay the ground work for participation in lifetime leisure activities.

By the end of grade **two** your student will be able to:

- Perform sustained exercise to enhance students physical fitness level
- Respond to a variety of commands when using different combinations of shapes, levels, pathways, directions, and speed
- Demonstrate the ability to quickly change direction and speed
- Identify critical elements of the basic locomotor and manipulative skills
- Perform basic introductory gymnastic skills (e.g. tumbling, balancing, and flexibility)
- Apply safe practices, physical education rules, and procedures
- Play and cooperate with a partner regardless of personal differences
- Participate in sport, leisure, and recreational activity units

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EAST HAMPTON

PUBLIC

SCHOOLS

CURRICULUM
OVERVIEW



Vision

The East Hampton School District – preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

Mission

The mission of East Hampton Public Schools in partnership with our community is to develop knowledgeable, responsible, productive citizens who effectively demonstrate problem-solving and communication skills, make informed decisions and respond appropriately and confidently to life's challenges

GRADE 2