

*By the end of Second Grade your child should be able to do the following in **SOCIAL STUDIES**:*

*History:*

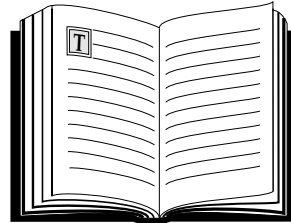
- ▶ Identify ways that urban, suburban and rural communities have changed over time.
- ▶ Discuss how communities in the future may be different.
- ▶ Identify how roles and responsibilities of families in communities have changed over time.

*Geography:*

- ▶ Read and decipher maps, charts, graphs, diagrams, tables and time lines.
- ▶ Demonstrate in writing and/or drawing that communities are influenced by geographic and environmental factors.

*Economics:*

- ▶ Explain how rural, urban and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.
- ▶ Show how people in different communities are producers and consumers of goods and services.
- ▶ Understand that a scarcity of resources requires people to make choices in communities.
- ▶ Explain how communities collect taxes to provide services.



*Citizenship/Government:*

- ▶ Demonstrate an understanding and respect for individual and cultural differences and similarities.
- ▶ Explain the use, rules of display and significance of the American flag.
- ▶ Identify how citizens can participate in decision-making, problem solving, and conflict resolution.
- ▶ Explain why and how people in communities develop rules and laws to govern and protect community members.
- ▶ Recognize that our local communities have elected and appointed leaders who make, enforce and interpret rules and laws.

*By the end of Second Grade your child should be able to do the following in **SCIENCE**:*

*Balancing and Weighing:*

- ▶ Perform simple experiments with different types of scales and learn that balance is affected by the amount of weight, the position of the weight and the position of the fulcrum.
- ▶ Record results on record sheets and discover that the weight of an object is not determined by its size or its volume.
- ▶ Communicate, observe and discuss that weighing is the process of balancing an object against a standard unit of measure.

*Soils:*

- ▶ Observe, record, and organize test results to determine that soils may contain animal and plant remains as well as particles of different sizes.
- ▶ Interpret and reflect on test results to draw conclusions about the three basic components of soil, sand, clay and humus.
- ▶ Perform soil experiments to discover that every soil component has unique properties.
- ▶ Through activities such as writing, drawing and group discussion, conclude that many factors affect plant and root growth.



*Changes:*

- ▶ Observe and describe the changes that can occur to solids, liquids, and gases.
- ▶ Predict and classify results to recognize that solids, liquids, and gases can be described by their properties.
- ▶ Demonstrate that a substance can change in appearance or combine with another, yet remain the same substance.
- ▶ Test and separate mixtures with a sieve, a filter, evaporation and chromatography.
- ▶ Apply the concept of a chemical reaction by mixing two or more substances and observing either a change in color or temperature, or the production of a new substance.

# Academic Expectations

## What You Can Expect During Your Child's Year in *Second Grade*

### English Language Arts, Social Studies, Mathematics and Science

*While all children learn in different ways, you expect your child to make progress in school every year.*

*This brochure defines what your child should be able to do in the areas of English language arts, mathematics, social studies and science by the end of this year.*

*At Scotia-Glenville, learning is often integrated between subject areas. English Language Arts reading and writing skills, for example, are also stressed in social studies, mathematics and science.*



*Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.*

*Our district is committed to an education for your child that is consistent across our elementary schools and which will add depth and richness to your child's experiences.*

**All learning is cumulative.**  
**What is taught the previous year is strengthened by what is taught this year.**

*A student with an Individual Education Plan and/or 504 Plan will be provided the necessary accommodations as outlined in his or her specific plan.*

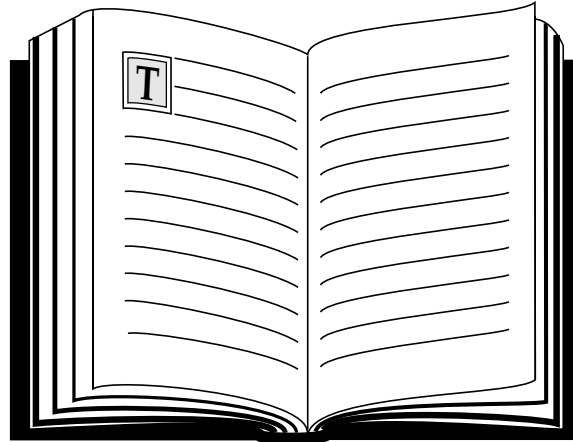
By the end of Second Grade your child should be able to do the following in **ENGLISH LANGUAGE ARTS**:

**Reading:**

- ▶ Read and understand a variety of grade level materials including fiction, non-fiction and poetry.
- ▶ Read for a variety of purposes (enjoyment, information and research).
- ▶ Use reference materials (textbooks, magazines, the Internet and reference books).
- ▶ Recognize story elements.
- ▶ Demonstrate fluency and expression in oral reading.

**Writing:**

- ▶ Write complete sentences using capitalization, punctuation and appropriate grammar.
- ▶ Use learned spelling words correctly in daily written work.
- ▶ Participate in the writing process by using graphic organizers, writing rough drafts, revising, editing and producing a final copy.



**Listening:**

- ▶ Listen to and follow multi-step directions.
- ▶ Listen for information and meaning.
- ▶ Respond appropriately to what is heard.
- ▶ Show respect when others are speaking.

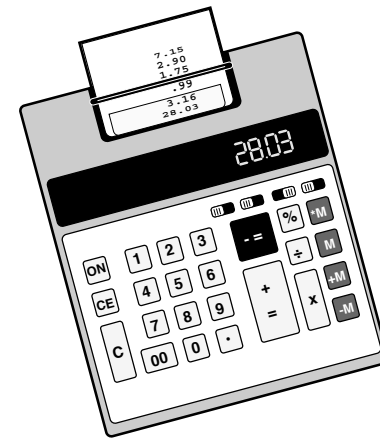
**Speaking:**

- ▶ Express opinions and judgments.
- ▶ Ask relevant questions in response to discussion.
- ▶ Respond respectfully and contribute relevant ideas to discussions.

By the end of Second Grade your child should be able to do the following in **MATHEMATICS**:

**Number Sense and Operations:**

- ▶ Compare and order numbers to 100.
- ▶ Skip count by 2's, 3's, 4's, 5's and 10's.
- ▶ Count back from 100 by 1's, 5's and 10's.
- ▶ Understand and use numbers in the ones, tens and hundreds place.
- ▶ Name a number that comes before, after, or between given number(s) up to 100.
- ▶ Use, understand and read written ordinal terms.
- ▶ Identify numbers as odd or even using concrete materials.
- ▶ Use strategies to add and subtract one and two digit numbers with and without regrouping.
- ▶ Use automatic recall of addition and subtraction facts from 0-18.
- ▶ Estimate and compare by counting, the number of items in a collection to 100.
- ▶ Recognize fractions as part of a whole (eg.  $\frac{2}{3}$ ,  $\frac{5}{6}$ ,  $\frac{9}{10}$ ).
- ▶ Apply strategies to solve problems and explain answers in oral and written form.
- ▶ Develop readiness for multiplication and division.



**Algebra:**

- ▶ Create and recognize patterns to 100 using numbers and objects.
- ▶ Compare numbers to 100 using  $>$ ,  $<$ , and  $=$  symbols.

**Geometry:**

- ▶ Identify, compare, and sort two dimensional shapes.
- ▶ Recognize lines of symmetry.
- ▶ Explore and manipulate two-dimensional shapes by sliding, flipping and turning them.



**Measurement:**

- ▶ Use non-standard (eg. paper clips) and standard units (inches and feet) units to measure length.
- ▶ Compare and order objects using length and mass.
- ▶ Recognize coins (penny, nickel, dime, quarter) and currency.
- ▶ Combine coins to make one dollar.
- ▶ Tell time in five-minute intervals.

**Statistics and Probability:**

- ▶ Collect, display, compare, and interpret information from bar and picture graphs.
- ▶ Interpret information from graphs to make predictions.

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