

**What a
Solomon Schechter
Second Grader
Should Know
and
Be Able To Do!**

Judaic Studies

General Studies

Specials Program

דשננתם לבניד

“And you shall teach
your children...”



**SOLOMON SCHECHTER
DAY SCHOOL OF NASSAU COUNTY**

Barbara Lane, Jericho, New York 11753 • (516) 935-1441

Dr. Cindy Dolgin, Principal

Mrs. Sandi Swerdloff, Assistant Principal

A Message to the Reader

This brochure lists skills and abilities in Judaic Studies, General Studies, and the Specials program that students should acquire by the end of second grade to earn promotion to the Third Grade. It answers questions that everyone in the school community needs to ask, such as:

- What are students expected to know and be able to do?
- How are their achievements measured?

This document is the product of extensive work by our faculty and administration, taking into account guidelines published by the New York State Education Department, the Board of Education of the City of New York, and the unique needs of our school community. Besides detailing the curricular goals and objectives of this particular grade, this document is designed to be part of the overall K-12 curriculum of the Solomon Schechter Day School of Nassau County. Similar brochures can be obtained for other grades.

If you have any questions or suggestions, please be sure to contact either Mr. Dickstein or Mrs. Hirsch at 516-935-1441. We value your feedback and input.

Mission Statement

The mission of the Solomon Schechter Day School of Nassau County is to provide a caring and nurturing environment within which Jewish students grow educationally, culturally, socially, and spiritually, and to promote the observance of mitzvot and traditions that are the foundations of the Jewish religion.

Statement of Purpose

The Solomon Schechter Day School of Nassau County is a co-educational private Jewish day school affiliated with the Conservative Movement. Through the efforts of a dedicated and qualified staff, the school offers rich and innovative curricula for students from Kindergarten to 12th Grade in both general and Judaic studies, and strives to help students and their families lead meaningful lives, instilled with the values of American democracy, pluralism, and the love of Israel.

Judaic Studies

Conservative Judaism

We are a school proudly aligned with the Conservative Movement. We adopt the guiding principles of our Movement for our school's curriculum and program. As such, we provide learning and experiences that encourage:

- Development of a personal relationship with God
- The centrality of Mitzvah and Torah Study
- Valuing and cherishing Jewish plurality and diversity, both within our school and the larger world around us
- Identity with Jews in Israel and the world

Mitzvah

As a Conservative Day School, we teach, experience, and celebrate mitzvah. All of the mitzvot are both taught and observed throughout our school program. Much of the Mitzvah curriculum is implicit in all phases of our school program. This applies both to mitzvot we traditionally call "ritual" (*mitzvot bein Adam l'Makom*) and those we sometimes refer to as "ethical" (*mitzvot bein Adam l'chavero*). For example, all children give tzedakah during their weekly Kabbalat Torah celebrations. So too, Kashrut is required for all food brought to the school. At the same time, we teach respect for teachers through an emphasis on proper behavior. Children observe the mitzvah of *kavod ha Brit* through recognition of the differences among our students and teachers.

While we recognize the wide range of observances among our families, the school remains committed to the observance of mitzvot for our children and families.

The children in Second Grade focus on the mitzvah of Kashrut. They learn about the different categories of kosher food and the different symbols used to indicate kosher food items.

Among the mitzvot lived in Second Grade are:

- Identify Ma'asim Tovim – Good Acts
- Identify Gemilut Chasadim – Acts of Kindness toward our friends
- Hachnasat Orchim – Welcoming Guests
- Bikur Cholim - Sending cards and calling others when they are sick
- V'ahavta l'rayecha kamocho – Loving our neighbor as ourselves
- Applying the Birchot haShachar to identifying needs in other people
- Tzedakah
- Shabbat – Candles, Kiddush, Challah, Tefillah
- Food – Kashrut, Brachot
- Tefilah

Tefilah

Tefilah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefilah teaches us the central categories of Jewish values and helps us communicate with God. Because the school sees Hebrew as the language of the Jewish people, tefilah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefilah both to help children learn the *matbayab tefilab* (the way the tefilot are recited in the synagogue services) and the ideas and aspirations the tefilah encompasses. Our Staff Development program is centering on tefilah.

Tefilah is a sequential curriculum. Each year builds on the tefilot learned in the previous school years. By the end of their learning in the Elementary School, the children are capable of leading almost all of the daily and Shabbat tefilot.

Tefilah is a daily experience. On Friday, the children anticipate the beginning of Shabbat through the Kabbalat Shabbat. An overt connection is made between our school celebration and home observances and celebrations. For example, the children will invite guests to their room and a Shabbat Eema and Shabbat Abba lead the class celebrations. The children learn the central Friday night tefilot. They also learn about Havdalah. The children participate in daily tefilah. Tefilah is always held during the Judaic portion of the school day. Second Grade always does the *Shacharit* (morning) tefilot.

The children receive their own siddur at the end of First Grade. They learn how to use the siddur as part of the tefilot. They study the organization and structure of the siddur. By the end of the Second Grade, the expectation is that our students will be familiar with the following tefilot:

Bracha for Wearing a Talit; Modeh Ani; Mab Tovu; Yigdal; Reysbet Chochmah; Bircbot haShachar; Baruch Sheamar; Ashrei; Haleluyah; Barcho...Yotzer Or; Shema v'abavtab; Amidah – Avot Bracha; Oseh Shalom; Torah Tzeva Lano Moshe; Bircbot haTorah; Aleino; Ayn Kelobeino; Adon Olam; Kiddush Shel Shabbat.

Shabbat and Holidays

Through the weekly and monthly life of the school, the children see Shabbat and the Jewish holidays as special moments for Jewish celebration. Connections are made between the mitzvot of the Torah, our Jewish life in school, and our lives as Jews at home and in the wider world.

Since the holidays are annual celebrations, the classes review and include the learning from previous years. The children continue to celebrate the basic elements of all holiday observance. In particular, the children learn the appreciation for the world around us through their Tu B'Shevat play that is presented to parents. For the holiday of Shavuot, the children study the *Aseret Dibrot*, Ten Commandments. They also experience the agricultural aspect of the holiday through a re-enactment of the bringing of the first fruits.

Torah Study

The goal of Torah study is to fulfill the mitzvah of *Talmud Torah*. We study the Torah as the central unifying story of our people's understanding of the world and our relationship with God. By studying the Torah, we come to identify with our Jewish history and fulfill God's covenant with the Jewish people. Finally, we begin to appreciate God's commands and wishes for us as responsible and committed Jewish people.

As the children enter Second Grade, they have acquired basic familiarity with the outline of the major Torah stories. They are able, therefore, to begin to inquire into the stories in a more sophisticated fashion. Through class discussion about important episodes or verses of the Torah, the children continue to study the weekly Torah reading.

Weekly Family Torah Study sheets are sent home. The involvement of the family in the children's Torah Study is important as a vehicle to communicate the life-long and encompassing nature of Torah Study for every Jew. The children begin applying critical reading skills to the Torah stories.

By the end of the year, the children will have encountered each *parsha* for the third time since entering Kindergarten. Each year emphasizes the life-long mitzvah of *Talmud Torah*. At the end of each Book of the Torah, the children make a scroll, composed of a page for each *parsha*. They children briefly explain the *parsha* and draw a matching picture.

Hebrew Language

The children continue to build on the foundation that was set in First Grade. They continue to enhance their ability to actively use their Hebrew skills. The language of instruction is Hebrew. Most children make the transition from a passive understanding of Hebrew to an active use of Hebrew. For example, the children use the teacher's question in providing an answer. In Second Grade, however, the children actively ask their own questions and write their own stories.

The children read simple Hebrew library books. They then write Hebrew book reports based on the stories. The children are also encouraged to grow more and more sophisticated in their language ability.

Medinat Yisrael

All children in the school learn about the State of Israel. Focusing primarily on modern-day Israel, the children daily express our love of Medinat Yisrael by singing *Hatikvah* at the start of the school day. The children learn about the Flag of Israel.

Through our annual celebration of Yom haAtzmaut (Israel Independence Day), the children learn about different aspects of modern day life in Israel, ranging from Jerusalem to the Army, from the map of Israel to the joy of Israel's existence. So too, the children periodically learn about the political conflicts confronting present-day Israel. Finally, the children regularly engage in projects fostering their connection to the State of Israel and our responsibility to Israeli Jews. These projects range from letter writing to tzedakah projects.

Language Arts

Reading—Reading Habits

By the end of the school year, students should:

- Choose reading as a way to enjoy free time at school and at home.
- Choose challenging materials to read for pleasure and for information.
- Use outside sources such as the public library to supplement classroom reading choices.
- Continue to have good literature read to them daily, and begin reading to others.
- Read one or two chapters from a book daily.
- Read a range of materials, including chapter books, picture books, informational books, etc.
- Use simple reference material to get information for all subject areas.
- Discuss books daily with the teacher, a classmate, or in a group.
- Keep a personal reading log to reflect current and past readings.
- Learn new words daily.

Reading—Getting the Meaning

By the end of the school year, students should:

- Be able to write about, discuss, and summarize the main ideas in a book.
- Read aloud independently from unfamiliar books, chosen with the teacher's help.
- Continue to solve reading problems using strategies such as stopping to consider whether words or sentences sound right and make sense in a story.
- Use cues of punctuation to guide them when reading aloud.
- Know when they do not understand meanings and look for help in the text.
- Keep track of characters and story in a chapter book read over several days.
- Be able to explain the difference between fiction and nonfiction.
- Begin to use charts and diagrams independently to record important details about characters and events in stories.
- Compare characters, settings, and story from one book to another.

Reading—Print/Sound Code

By the end of the school year, students should:

- Use their knowledge of all sounds and letters in the alphabet to figure out unfamiliar words.
- Be able to read regularly-spelled one- and two-syllable words.
- Recognize or figure out many irregularly spelled words by looking for familiar parts such as common word endings, root words, etc.
- Have a rapidly growing vocabulary of words that they recognize on sight.

Writing—Habits

By the end of the school year, students should:

- Write daily for extended periods on topics that they choose themselves.
- Choose at least 10 pieces throughout the school year to develop more fully.
- Develop a sense of what makes a good piece of writing.
- Use feedback from teachers and classmates to improve their writing.
- Keep a collection of their writing.
- Have opportunities to share finished work with an audience.

Writing—Purposes

By the end of the school year, students should:

- Write in order to:
 - Share an experience or event.
 - Learn new things and communicate information to others.
 - Tell a made-up story.
 - Tell what they think about a book.
 - Tell how to do something.
- Plan longer pieces that have beginnings, middles, and ends.
- Make decisions about which events are important to include and which to leave out when writing a story.
- Use dialogue in their stories and describe what characters are thinking and feeling.
- Use in their own writing ideas and language from books they have read.

Writing—Language Use and Conventions

By the end of the school year, students should:

- Spell most common words correctly, and use letter sounds that make sense when they make mistakes (such as "you's to" for "used to").
- Use different types of sentences, including longer, more complicated ones.
- Include new and interesting vocabulary in their writing.
- Use periods, question marks, capital letters, exclamation marks, and contractions.
- Use classroom resources such as books, charts, and word lists to help with writing.

Listening and Speaking

By the end of the school year, students should:

- Listen and speak daily in whole class and small group discussions, and in one-to-one conversations with the teacher, in order to:
 - Show an understanding and appreciation of stories read to them.
 - Use and understand many new words in conversation.
 - Share ideas, facts, observations and opinions with classmates and teachers.
 - Summarize information they have heard and ask questions when meaning is unclear.
 - Hear and follow directions.
 - Listen respectfully and learn to take turns speaking.

Mathematics

Arithmetic and Number Concepts

By the end of the school year, students should:

- Count by twos, threes, fours, fives, and tens using a line and number charts.
- Count to 1,000.
- Use the ordinal numbers from first to thirty-first.
- Show two- and three-digit numbers to 99 using concrete models.
- Show how to write two and three digit numbers in expanded notation: $324 = 300 + 20 + 4$.
- Study the meaning of zero in two and three digit numbers.
- Explore the relationship between addition and subtraction.
- Add and subtract two-digit numbers with regrouping.
- Learn about the associative property as they explore different groupings when adding three or more numbers: $(2+3) + 5 = 2 + (3+5)$.
- Explore multiplication and division through sharing sets or groups, relating multiplication to repeated additions.
- Learn about the commutative property of multiplication by showing that the order of factors in a multiplication problem (order of numbers being multiplied) does not change the answer: $2 \times 3 = 3 \times 2$.
- Show an understanding of unit fractions to $1/8$, $1/10$, and $1/100$.
- Find $1/2$, $1/3$, and $1/4$ of a collection of objects.
- Explore addition and subtraction using money notation (decimals).
- Make change for amounts of money up to \$1.00.

Geometry and Measurement Concepts

By the end of the school year, students should:

- Weigh objects using grams and kilograms; measure liquids using liters and milliliters; and measure length using meters, centimeters, and kilometers.
- Measure time in half-hour, quarter-hour, and five-minute intervals.
- Use shapes to create designs.

Function and Algebra Concepts

By the end of the school year, students should:

- Explore two-to-one correspondence to learn about the concept of ratio.
- Use counters to find the missing values as in open sentences like $3 + \underline{\quad} = 5$.
- Recognize, describe, and extend number sequences and patterns from 1 to 1000.
- Recognize, describe, extend, and create patterns with geometric shapes.
- Understand the basic properties of, and similarities and differences among, circles, squares, rectangles, and triangles.

Statistics and Probability Concepts

By the end of the school year, students should:

- Collect data by measuring common items.
- Arrange data in tables and show the data using graphs.
- Discuss the certainty or uncertainty of events.
- Understand that some events are more likely to happen than others.
- Make predictions of outcomes of experiments, such as tossing a coin.

- Show combinations and arrangements of groups of objects.
- Discuss fairness of a game.

Mathematical Process

By the end of the school year, students should:

- Investigate various numerical problems that arise in school.
- Brainstorm possible strategies before starting a problem.
- Justify their answers and solutions to a problem.
- Draw pictures or use objects to represent problems.
- Estimate answers before solving problems and compare estimates with solutions.
- Practice estimation of answers with and without story problems.
- Understand that a group of things may be researched by studying just a few of them (sampling).

Science

Physical Sciences

By the end of the school year, students should:

- Investigate and classify materials based on their physical properties, including physical changes: water changes from liquid to a gas or solid (change of state).
- Begin to investigate shapes, and how material variables affect an object's properties.

Life Sciences

By the end of the school year, students should:

- Understand that plants and animals need air, water, and food in order to live and thrive.
- Investigate the life cycles and the growth and development of plants and animals.
- Begin to explain how plants and animals depend upon each other (adaptation and interdependence.)

Earth and Space Sciences

By the end of the school year, students should:

- Observe and understand relationships between Sun and Earth that result in night and day.
- Observe and measure daily and seasonal changes in weather.
- Understand that a variety of systems exist in the world.
- Begin to investigate why we must protect the environment.

Scientific Thinking

By the end of the school year, students should:

- Begin to acquire information from observation, experimentation, print, and non-print sources.
- Begin to use information gathered from experiments.

Scientific Tools and Technology

By the end of the school year, students should:

- Use technology and tools such as magnifiers, balances, thermometers, and computers.
- Begin to use data tables to record, read and understand experiment results.
- Use standard and non-standard units of measurement for length, weight, and volume.
- Explore standard and non-standard measurement.

Social Studies

My Community and Other United States Communities

In the Grade 2 Social Studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community can serve as an example for studying and understanding other communities. Students study about communities from the perspectives of the five Social Studies learning standards. Community studies should include content examples from cultures other than the students' own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities.

History

By the end of the school year, students should understand that:

- Communities in the future may be different in many ways.

- Their urban, suburban, or rural community has changed over time.
- Roles and responsibilities of families in rural, urban, and suburban communities change over time.

Geography

By the end of the school year, students should understand that:

- Rural, urban, and suburban communities are influenced by geographic and environmental factors.
- Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors.
- Their urban, suburban, or rural community can be located on a map.
- Urban, suburban, and rural communities differ from place to place.
- Events, people, traditions, practices, and ideas make up the urban, suburban, or rural community.
- Continue to explore maps, globes, and atlases, noting symbols, directions, and legends.

Economics

By the end of the school year, students should understand that:

- Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.
- People in rural, urban, and suburban communities are producers and consumers of goods and services.
- People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources.
- Scarcity of resources requires people to make choices in urban, rural, and suburban communities.
- Rural, urban, and suburban communities collect taxes to provide services for the public benefit.
- Rural, urban, and suburban communities make decisions about how to spend the taxes they collect.

Political

By the end of the school year, students should understand that:

- Citizenship includes an understanding of the significance of the flag of the United States of America.
- People living in urban, rural, and suburban communities celebrate various holidays.
- People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.
- Citizens can participate in decision making, problem solving, and conflict resolution.
- People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.
- Our local communities have elected and appointed leaders who make, enforce, and interpret rules and law.

Specials

In addition to classroom learning, all children are offered an enriching "Specials" program. Children have Music, Library, Computer, and Art, for 40 minutes each week. The children have Physical Education twice a week. Each of the special areas is taught by a full-time teacher who specializes in the given area.

MUSIC

The Music program combines singing, clapping, and body movement with the playing of both pitched and unpitched instruments to teach beat competence, vocal development, music notation, form, rhythm, melody, harmony, timbre, dynamics, and conducting. In addition, separate educational units are presented in the areas of the science of sound, musical instruments and their respective families, unconventional musical instruments, recorder, and famous composers. The vocal repertoire, approximately 80% of which is Judaic, is often used as a tool in teaching the elements of music.

In addition to the weekly music period, the school sponsors a Fourth and Fifth Grade Choir. The Choir performs during special school functions and for a variety of events in our community. Students in Third through Fifth Grades may also participate in the after-school instrumental music program.

PHYSICAL EDUCATION

The primary goals in Physical Education are to teach students individual and team games, that stress the importance of physical activity and fitness. Instructional emphasis in Grades K-3 is based on motor skill theme development, movement concepts, and improvement in muscular strength, endurance, flexibility, and agility. In Grades 4-5, emphasis is on refinement of motor skill themes, and development of a high level of physical fitness. Student will improve skills, knowledge, and attitudes to help them lead active, healthy, and productive lives as adults.

The Physical Education program is based on Project Adventure, which encourages children to engage in non-competitive games and group problem-solving initiatives. The program seeks to help individuals reach their goals, to improve self-esteem, to develop strategies that enhance decision-making, and to respect differences within a group.

In addition to the two weekly Physical Education classes, there is a very active after-school sports program. We belong to a private school league, composed of different private schools in our area. There are separate boys' and girls' teams, with three sports seasons during year.

LIBRARY

Loving to read is one of the most important goals of the Library program. The children are exposed to a wide range of quality children's literature. Children in the younger grades learn about different kinds of books and authors. Children in the middle and upper grades also learn the different parts of a library and are introduced to elements of library research. Students learn and use basic library skills through the use of games.

Various types of books are shared with the children throughout the year, especially at Jewish holidays. Responsibility in taking care of the book at home and returning the book on time is stressed. Every day starts with a poem read to the whole school. In the fall, the Read-a-thon is used as a reading incentive. At Purim time, we "Search for Haman" with a school-wide geography game. Together with the Parents Association, we offer birthday books to the children. The library has approximately 8,000 volumes. We also have a range of encyclopedias and other research materials.

In recognition of the importance of computers and the Internet to all learning, the Library and Computer Specials are becoming linked. Children will learn to use the Internet to do research, and to seek, evaluate, and synthesize information. This learning will be connected to the classroom curriculum through year-long projects. Students will be encouraged to use the computer as a tool to facilitate their ability as independent, critical learners. The school looks forward to sharing this work with you throughout the school year.

COMPUTER

The Computer program is fully integrated with the classroom curriculum.

Kindergarten classes work on early learning programs, including early literacy and math. Children also work on "All About Me" projects that integrate sounds and digital photos. To coordinate with the First Grade curriculum, the children are introduced to their first writing program, entitled *Paint, Write, and Play*. First Graders are introduced to a range of phonic awareness, reading, and math programs.

Second Graders begin to use desktop publishing programs, using *The Writing Center* and *Storybook Weaver*. They learn basic editing skills and graphics programs. Second Graders also use *Inspiration*, a program that helps organize ideas. Third Graders are given their own disks to learn data management. They also use the computer as a research tool for their Solar system and Rainforest units. They also make a multimedia presentation using *Kid Pix*.

Fourth and Fifth Graders use the Internet to supplement their class learning and research projects. The Fourth graders use *ClarisWorks* to learn about databases. They also use *Inspiration* to brainstorm ideas and thoughts as they write their Cinderella stories. Students in Fifth Grade learn the fundamentals of spreadsheets. They also use the Internet to obtain information for the State reports.

ART

Each week, every child in SSDS comes to the Art Room for approximately 40 minutes. The children have assigned seats, participate in a Great Behavior program, create artwork in a variety of media on a variety of themes, assist in reading directions, and help give out and clean up supplies. When they finish their projects, Mrs. Fields encourages them to create free drawings, read about an artist, fold an Origami project, or learn and practice drawing using assorted art books. The children read a color poem and learn about a new artist each month and receive notes and phone calls from Mrs. Fields to compliment their great work. Class often ends with a 2 or 3 minute game such as Hang the Colors, Finish the Picture, Observation (what is different), and verbal vocabulary games.

