

***What a  
Martin J. Gottlieb  
Day School  
Second Grader  
Should Know  
and  
Be Able To Do!***

*General Studies  
Judaic Studies  
Resource Program*

**ושננתם לבניך**

“And you shall teach  
your children...”



**MARTIN J. GOTTLIEB  
DAY SCHOOL**  
A SOLOMON SCHECHTER SCHOOL

VALUES • KNOWLEDGE • LEADERSHIP

**Martin J. Gottlieb Day School**  
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## **A Message to the Reader**

This brochure lists skills and abilities in General Studies, Judaic Studies, and the Resource 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 Florida Education Department 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-8 curriculum of the Martin J. Gottlieb Day School. Similar brochures can be obtained for other grades.

If you have any questions or suggestions, please be sure to contact Mr. Mitzmacher at 904-268-4200, ext. 148. We value your feedback and input.

## **Mission Statement**

The mission of the Martin J. Gottlieb Day School, a Solomon Schechter school, is to provide a comprehensive, academically challenging curriculum in General and Judaic Studies. The school provides a caring, supportive community in which each student can grow academically, emotionally, socially and physically. Through the bilingual curriculum and school environment, the students are presented with a philosophy of life based upon the values and concerns embodied in Conservative Judaism, stressing social action and social responsibility.

Through a curriculum based on intellectual inquiry and critical thinking, students are challenged to meet the highest standards of academic excellence. The instructional approach fosters a lifelong passion for learning. We nurture the souls of each of our students, grounding them in Jewish values. By instilling personal and social responsibility and love for Israel, we create a foundation for a life of continuity and dedication to the community, which extends to the home, the synagogue and the community at large. Our studies foster a love of learning and openness to students' ideas.

# 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, as well as with a parent.
- 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, diagrams, picture maps, and other graphic organizers independently to record important details about characters and events in stories.
- Compare characters, settings, and story from one book to another.
- Demonstrate an understanding of characters and plot by making reasonable predictions while reading a new book.

### **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 patterns such as common word endings (suffixes), root words, etc.
- Have a rapidly growing, rich 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 several writing 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.
- Implement into their work the six writing traits: word choice, sentence fluency, conventions, voice, organization, and ideas and content.

### **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 "yous to" for "used to").

- Use different types of sentences, including longer, more complicated ones to create a fluency of expression.
- Make use of a word matrix in order to 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.
- Begin the writing process with various types of brainstorming activities.

### **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.
- Learn to focus on the discussion at hand, and to remain on-topic with their comments and questions.

## **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 Concepts 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 using manipulatives such as coins, dice and playing cards.
- 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 (forms of matter).
- Demonstrate an understanding of sound waves and how we hear.

### **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 measure daily and seasonal changes in weather and record this data in various forms of charts.
- Begin to investigate why we must protect the environment.
- Demonstrate an understanding of the oceans, continents and the life they support.

### **Scientific Thinking**

*By the end of the school year, students should:*

- Begin to acquire information from observation, experimentation, print, and non-print sources and to record this data in a scientific journal.
- 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.

## Social Studies

### History

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

- Communities in the future may be different in many ways.
- Urban, suburban, and rural communities have 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:*

- Rural, urban, and suburban communities and the lifestyles of the people in them are influenced by geographic and environmental factors.
- Their 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.
- How to use maps, globes, and atlases, noting symbols, directions, and legends.

*Students in Second Grade will study the oceans and continents and create an individual report on a country within South America.*

### 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.

### 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.

## 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.

Some real-world examples from our school include a biennial Jewish History Fair, an annual *Sukkah Hop*, *Tashikh Service*, and Model Seders.

### **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 each week. So too, Kashrut is strictly observed throughout the school. At the same time, we teach respect for teachers through an emphasis on proper behavior (*derekh eretz*).

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.

### **Tefillah**

Tefillah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefillah 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, tefillah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefillah both to help children learn the *matbayah tefillah* (the way the tefillot are recited in the synagogue services) and the ideas and aspirations the tefillah encompasses.

Tefillah is a sequential curriculum. Each year builds on the tefillot 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 tefillot. By the end of Middle School, students are expert-level tefillah-leaders.

Tefillah 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. Because Hebrew reading and writing is a central part of the Second Grade program, the children use a written text for learning the tefillot. Therefore, beginning in Grade One and continuing through Grade Three we introduce the use of Siddur Meforash for daily tefillah. Its large print makes it easy to follow. The children received their own siddur at Kabbalat HaSiddur during First Grade. They learn how to use the siddur as part of the tefillot. 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 tefillot:

*Modeh Ani; Mah Tov; Birchot haShachar; Baruch Sheamar; Ashrei; Haleluyah; Barcho...Yotzer Or; Or Chadash, Shema v'ahavtah; Amidah – Avot Bracha; Oseh Shalom; Torah Tzeva Lano Moshe; VaYhi Binsoa Aharon, Birchot haTorah; Aleino; Ayn Keloheino; Adon Olam; Kiddush Shel Shabbat., Ahavat olam, Magen Avot, Yigdal, V'shamru*

In addition to these tefillot, students are expected to be familiar with the following tefillot in the Hagadah:

*Ma Nishtana, Kadesh, Urchatz, Avadim Hayinu, all the brachot that are included in the Hagadah, parts of Hallel, Kiddush Shel Pesach, echad Me Yodeah, Adir Who, Chad Gadya*

## **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.

The children have a workbook on each holiday. It is entirely in Hebrew and includes songs, games and other hands-on activities. In the Second Grade in particular, the children's holiday study and celebrations focus on the Chagai Tishri (Rosh Hashana, Yom Kippur, and Sukkot), Chanukah, Tu B'Shevat, Purim, Passover, and Shavuot.

### **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. The children begin applying critical reading skills to the Torah stories. We learn the difference between *p'shat* and *drash*.

In Second Grade, students study the Torah from a *humash*. They learn how to navigate through the *humash*, learning the terms *perek* (chapter) and *pasook* (verse). By the end of the year, the children will have encountered each *parshah* for the third time since entering Kindergarten. Each year emphasizes the lifelong mitzvah of *Talmud Torah*. The Torah and Hebrew curricula become even more integrated as their studies of Torah require basic mastery of Biblical Hebrew. Special focus is paid to the first two *parshiot* of the Torah – *Bereisheet* and *Noach* – which cover the creation stories and the story of Noah.

### **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 book and books with phonetic drills. Reading practice allows students to improve their phonetic reading skills while also improving their ability to understand Hebrew language. Students also master writing Hebrew script. 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 symbol (menorah) and flag of Israel.

Through our annual celebration of Yom Ha'Atzmaut (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. The children regularly engage in projects fostering their connection to the State of Israel and our responsibility to the people of Israel. These projects range from letter writing to tzedakah projects.

In Second Grade, special emphasis is paid to familiarizing the children with the map of Israel and creating a timeline of important historical events in Israel's history – from Biblical times through the modern era. Students are encouraged to be familiar with important historical events and places in the Jewish People's journey from antiquity through the 21st century.

## **Resource Program**

### **21st Century Technology & Learning**

At MJGDS, we incorporate 21st Century skills with academic curriculum. Computer technologies are utilized as a tool for students to use in creating, communicating, making connections, researching, and solving problems. Never are computer skills taught in isolation; students acquire fluency with technology concepts, applications, terminologies and troubleshooting through working on projects and assignments that enhance and extend classroom learning. Our program provides a framework for the development of 21st century literacies including information literacy, media literacy, digital citizenship, global literacy and network literacy. All lessons are designed to help students meet [ISTE's NETS](#) (National Educational Technology Standards) for students. The NETS provide a foundation for "what students should know and be able to do to learn effectively and live productively in an increasingly digital world."

These include:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

In Second and Third grades, students become increasingly proficient with file management. They are introduced to more complex tools and processes for creation of original works. They plan projects that require multiple steps, critical thinking, and information literacy. Digital citizenship is further developed as students are introduced to concepts of copyright and ethical use.

## **Library**

Second Graders at MJGDS attend the library for approximately 40 minutes each week during scheduled class visits. They may also visit at other times to work on projects, check out additional materials, and take accelerated reader quizzes. The library curriculum includes information literacy skills and reading promotion.

Second Grade also participates in the shelf adoption program, where students may voluntarily “adopt” a shelf and maintain it during each library visit. Stars are earned for passed “shelf inspections” and then used to checkout additional materials over the checkout limit, have additional computer time, or traded for prizes at the end of the year during library store time. The Shelf Adoption Program has been extremely successful at promoting library ownership and student responsibility.

## **Art**

Every Second Grader has Art once a week.

**Skills and techniques:** Students will be given the opportunity to create art using a variety of techniques and different mediums. The mediums they will use include, but are not limited to: tempera paint, colored pencils, watercolor paint, oil pastels, chalk, markers, and clay. The techniques will include, but not limited to, forming with clay, printing, sculpting, painting and drawing. They will identify, use and compare the elements and principles of design. The elements of art are line, shape, color, value, form, space and texture. The principles of art are balance, contrast, emphasis, movement, pattern, rhythm, and unity. They will draw from experience, observation and imagination. They will use computer technology skills to create works of art.

**Creation and Communication:** Students will create works of art that celebrate, record, and communicate historical, cultural and personal events. They will be able to explain their choices made in their artwork.

**Cultural and historical connections:** Students will group similar works of art based in specific cultures, time periods, and places. Artists studied may vary from Pablo Picasso, Wassily Kandinsky, Nam June Paik, Frida Kahlo to Leonardo DaVinci. Cultures studied can vary from Africa, Australian Aboriginal art, and Japanese Art.

**Aesthetic and Critical Analysis:** Students will make and support judgments about works of art while using appropriate vocabulary. They will be able to compare paintings by different artists such as Pablo Picasso's self-portrait to Frida Khalo's self-portrait. They will identify work that is abstract or realistic and understand the difference between original art and reproductions.

**Applications to life:** Students will associate artists' careers with their artwork, for example, illustrator- picture books. They will distinguish between functional and non-functional art and discuss why people create works of art.

## **Music**

The music program combines the playing of both pitched and unpitched instruments to teach beat competence, rhythm, melodic patterns and basic note reading. Music theory and notation is taught to explain melody, harmony and accompaniment, counterpoint, canons, rounds, dynamics, and expression.

Music appreciation units are comprised of famous composers and their respective musical genres, world music, and popular music. Additional educational units cover conducting, instrumental families, and holiday music. Students are provided with social, historical, and cultural information pertaining to each unit.

By the end of the school year students should be able to

- Identify simple rhythmic notation (whole, half, quarter, eighth notes), simple time meter (4/4, 3/4, 2/4), and know the basic components of music notation (staff, G Clef, F Clef, time signature, bar lines, double bar lines)
- Understand and use musical terminology to describe tempo and dynamics – allegro, presto, largo, lento, piano, pianissimo, forte, fortissimo
- Read a simple C Major scale
- Perform a basic 1-octave piece using pitch in combination with note duration

- Understand the different roles of musicians – conductor, composer, performer
- “Answer” a rhythm and imitate a melodic phrase
- Sing a basic song in a 1-octave range
- Follow conductor hand signals

## **Physical Education**

Students at MJGDS have PE three times a week.

### *Movement Competency*

Students will be able to strike an object continuously both upward and downward. They will be able to dribble a ball with hands and feet in various speeds and directions around stationary objects. Children will demonstrate correct techniques for overhand and underhand throwing and catching. They will chase, flee and dodge to avoid or catch others while maneuvering around obstacles.

### *Cognitive Abilities*

Students will understand safety rules and procedures. They will describe warm-up and cool-down exercises and the importance of them. Children will be able to define offense and defense and apply teacher feedback to effect performance.

### *Lifetime Fitness*

Students will participate in moderate to vigorous physical activity on a daily basis. They will set and meet physical activity goals. Children will describe healthful benefits of physical activity. They will understand muscle strength and endurance as well as food groups.

### *Responsible Behavior and Values*

Students will have an acceptance of feelings resulting from challenges, successes and failures in physical activity. They will offer help to others when appropriate. Children will honestly report results and successfully resolve conflicts. They will begin to function as a member of a cooperative group.