

ELEMENTARY CURRICULUM HANDBOOK

www.herricks.org



GRADE
2



HERRICKS
PUBLIC
SCHOOLS

Revised 2023



CURRICULUM

The Herricks name is synonymous with quality, and the district is genuinely committed to meeting the needs of all students. Innovative techniques, combined with years of experience and expertise, are educational cornerstones of the district. Districtwide, the Herricks program is a comprehensive learning experience offering a number of alternatives as well as a wide range of methods within a core program of traditional classroom instruction. A strong network of support services is provided for all students. District policy encourages small class size and close interpersonal relationships among teachers and students. Each student is afforded the time and nurturing necessary to develop qualities of individuality and strength.

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English Language Arts



Reading

Students in second grade will experience a balance of literature and informational texts in the context of instruction designed to create opportunities for them to engage in a variety of topics. Discussion about texts will support language development and knowledge building. During Reading Workshop, students will take part in learning activities that include read alouds, shared readings, paired readings, play that incorporates literacy materials, talking and experimenting with written materials.

Students will be at varying stages of development as word readers and as text comprehenders. By the end of the school year, students in second grade should have good control of word reading skills and be developing reading comprehension strategies in order to read and understand appropriately complex literary and informational texts. Students will develop their skills and competencies (word reading, reading comprehension skills) through different instructional materials and methods. Second grade students will have opportunities to engage with texts that correlate to individual levels of phonics and word-reading skills. Teachers will also provide large-group, small-group and individual reading activities with materials that are content-rich and complex.

Students will also participate in interactive read-aloud discussions of more complex texts – those they couldn't read for meaning independently. Students will continue to refine their skills as they experience more challenging texts. Teachers will engage them with instruction that scaffolds students' ability to engage with the content of texts at or above grade-level through discussion and writing activities.



Writing

During Writing Workshop, second grade students will develop their writing skills in a variety of genres while engaging in the writing process. Students will work independently and collaboratively to plan, revise and strengthen their writing. Through these activities, students will produce texts while learning and developing the connections between their oral language and writing. Students in second grade will write for multiple purposes (e.g., to entertain, to explain and to persuade) while focusing on ways in which writers can adjust language to best communicate ideas, content and message to readers. Students will start to learn about and practice enacting the distinction between conversational and academic language.



Vocabulary and Word Work

Second graders continue their study in our Foundations program where they are taught to correlate letters to sounds; focus on beginning, middle and ending sounds; and blend and segment up to six sounds per syllable. Students will be taught six different syllable types, multiple vowel patterns, suffixes and inflectional endings to help achieve mastery of age-appropriate spelling words. Multisyllabic “trick” words, or the words lacking predictable spelling patterns, are taught systematically so that students will continue to build up their spelling and vocabulary. In time, and reinforced by their experiences with reading and writing, students will transition from approximations in spelling to conventional spelling.



Library

Students in grades K-2 will learn a variety of skills during their visits with our library media specialists. By the end of second grade, students will be able to locate specific books and resources in the library and on the school library's website. They will learn how to use the online catalog and databases, searching by topic and navigating with assistance. Moreover, students will learn how to choose books by interest and appreciate literature both for pleasure and information. Through research and inquiry, students will generate relevant questions about a research topic, use simple note-taking strategies and present information in a variety of ways. As digital citizens, students will learn about various types of media and how to differentiate between fact and opinion. They will engage in activities designed to improve their skills in exploring the information available on the internet while also learning how to travel safely on the World Wide Web.

Math



The Herricks Department of Mathematics promotes intellectual curiosity and cultural expression, values diversity and is committed to providing the skills and knowledge that will serve students throughout their lives. Our K-5 curriculum is reflective of the New York State Next Generation Mathematics Learning Standards. The Next Generation Learning Standards helps to define what students should understand and be able to do in their study of mathematics. They further specify the understanding, knowledge and skills that students should acquire from pre-K through commencement in 12th grade.

Students will be engaged in dialogue and learning experiences that allow them to develop a deep understanding of the foundational domains of mathematics: number sense, operations and algebraic thinking, geometry, and measurement and data. Mathematics learning in second grade is built around four domains.

In the **Number and Operations in Base Ten** domain, students:

- Extend their understanding of the Base Ten system. This includes ideas of counting in fives, tens and multiples of hundreds, tens and ones.
- Understand multidigit numbers (up to 1,000) written in Base Ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens or ones.

In the **Operations and Algebraic Thinking and Numbers and Operations in Base Ten** domains, students:

- Use their understanding of addition to develop fluency with addition and subtraction within 100.
- Solve problems within 1,000 by applying their understanding of models for addition and subtraction, and place value.
- Select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

In the **Measurement and Data** domain, students:

- Recognize the need for standard units of measure (centimeter and inch) and use rulers and other measurement tools with the understanding that linear measure involves an iteration of units.
- Recognize that the smaller the unit, the more iterations needed to cover a given length.

In the **Geometry** domain, students:

- Describe and classify shapes as polygons or nonpolygons.
- Investigate, describe and reason about decomposing and combining shapes to make other shapes.
- Draw, partition and analyze two-dimensional shapes to develop a foundation for understanding area, congruence, similarity and fractions in later grades.

[New York State Next Generation Mathematics Learning Standards](#)

[Standards for Mathematical Practice](#)

Social Studies



Social studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the school program, social studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems and sociology, as well as upon appropriate content from the humanities, mathematics and natural sciences.

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of social studies).

The **NYS Social Studies Framework** allows for:

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices.
- Students to be assessed on their understanding of key ideas and conceptual understandings as well as social studies practices.
- Students to be instructed across the K-12 spectrum by using a cohesive set of themes, key ideas and concepts.
- Districts and teachers to continue to have decision-making power about how to teach and illustrate key ideas and conceptual understandings to promote student understanding.

The focus in social studies in second grade is **My Community and Other United States Communities**. It is organized into five units of study:

- Individual Development and Cultural Identity.
- Civic Ideals and Practices.
- Geography, Humans and the Environment.
- Time, Continuity and Change.
- Economic Systems.

Students study their local community and learn about characteristics that define urban, suburban and rural communities. Democratic principles, including U.S. symbols and the role of the president and participation in government, are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

[K-12 Social Studies Framework New York State Education Department](#)

Science



In Herricks, we provide students with an Activity, Project, Problem-Based (APB) instructional approach for science. The APB approach engages students in active development of knowledge and skills that are then transferred as they solve open-ended problems. In addition to content knowledge, students are building problem-solving, critical thinking, collaboration, communication and self-directed learning skills.

Students learn science best through the scientific method and the engineering design process. These learning experiences help them develop an understanding of core ideas and gain hands-on experiences with science and engineering practices. This will help students build the conceptual understanding that prepares them for the 21st century.

Scientific Method:



Engineering Design Process:



In **second grade**, the curriculum focuses on:

- **Physical Science:** Project Lead the Way (PLTW) **Properties of Matter.**
 - Students investigate and classify different kinds of materials by their observable properties, including color, texture and heat conduction. They explore how engineers select materials which have properties best suited for an intended purpose.
- **Earth and Space Science:** PLTW **The Changing Earth.**
 - Students explore how the surface of Earth is always changing. They investigate the different forces that shape the surface of Earth and design solutions to limit the impact of erosion.
- **Life Science/Engineering and Technology:** **Plant and Animal Life Cycles.**
 - Students examine the different parts of a seed and a plant. Students raise their own plants from seeds and observe and record data on plant stages of growth. Students explore a variety of ways animals disperse seeds and pollinate plants.
- **Elementary Enrichment Unit:*** PLTW **Living Things: Diversity of Life.**
 - Students learn about biodiversity, the diversity of life in habitats. Students observe different habitats and the living things that grow in the different environments. Students use the design process to design a planter garden to grow in a specific environment.

*Enrichment units are for all students and will be included if time permits.

Health



The Herricks health curriculum utilizes core pieces of The Great Body Shop. This comprehensive health curriculum is sequential, developmentally appropriate, culturally sensitive and medically accurate. Each year builds upon the skills of the prior year, enabling the students to learn, practice and apply those skills. This skill-based approach includes big ideas that cover all aspects of physical, mental, social-emotional health and safety.

These **big ideas** include:

- **Injury Prevention and Personal Safety.**
 - Common hazards; how to get help during emergencies.
- **Nutrition.**
 - Importance of nutrients and good breakfast; classifying foods.
- **Functions of the Body.**
 - Brain parts and functions; effects of smoking; immune system.
- **Growth and Development and the Cycle of Family Life.**
 - How babies grow and change; facing family changes.
- **Disease and Illness Prevention.**
 - Define epidemic; communicable vs. noncommunicable diseases.
- **Substance Abuse Prevention.**
 - Effects of drugs on family and community.
- **Community Health and Safety.**
 - Community helpers, bully prevention, communication skills.
- **Self-Worth, Mental and Emotional Health.**
 - Coping with fear; developing positive character traits.
- **Environmental and Consumer Health.**
 - Environmental hazards, sun damage; skin safety and protection.
- **Physical Fitness.**
 - Benefits of exercise on the heart, muscles, bones; injury prevention.

[The Great Body Shop K-6 program guide](#)

Physical Education



The Herricks Elementary Physical Education program is aligned with the New York State Physical Education (NYS PE) Learning Standards. The Herricks program is not only designed for students to develop their gross motor skills, but also to practice good sportsmanship and to foster respect for others, the equipment and themselves.

The NYS PE Learning Standards are categorized by six anchor standards that support students in acquiring lifelong practices that promote community membership, healthy lifestyle and physical activity.

- **Standard 1.**
 - Students demonstrate competency in a variety of motor skills and movement patterns.
- **Standard 2.**
 - Students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3.**
 - Students demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4.**
 - Students exhibit responsible personal and social behavior that respects self and other.
- **Standard 5.**
 - Students recognize the value of physical activity for overall wellness, enjoyment, challenge and/or self-expression.
- **Standard 6.**
 - Students recognize career opportunities and manage personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Second grade physical education will reinforce and expand foundational concepts of body and space awareness through locomotor and nonlocomotor physical activities. Students will identify strategies that reinforce personal responsibility and positive decision-making skills during small- and large-group activities. Participation in challenging activities will develop skills and confidence, and identifying community resources will encourage involvement in physical activities.

Activities/Units:

- Basic Movement Exploration/Creative Movements.
- Basic Locomotor and Non Locomotor Movements.
- Hand-Eye Coordination Activities.
- Hand-Foot Coordination Activities.
- Balance Games/Activities.
- Playground /Gymnasium Safety.
- Low Organized Games and Modified Lead-up Games – Non-Competitive.
- Fitness.
- Basic Sport Skills.
- Recess Games.

Art



Students will deepen their awareness of their community and neighborhood in second grade. They will explore structures, animals and other aspects of their immediate world. In art, students will have a more comprehensive understanding of how spatial relations in their work can be manipulated by including foreground, middle ground and background details. A multidisciplinary approach incorporating several subjects will provide a deeper, more meaningful learning experience for students. Self-reflection and assessment will enable each artist to grow and develop self-confidence.

Artistic Objectives (as per the New York State Art Standards):

- **Creating.**
 - Students create projects with increased skills, tools and supplies.
 - Students experiment with various tools and materials to develop personal interest.
 - Students demonstrate safe procedures when using materials in the art room.
- **Performing.**
 - Students distinguish between different materials and techniques.
 - Students analyze how art is exhibited inside and outside of school.
- **Responding.**
 - Students use learned art vocabulary to express thoughts and questions.
 - Students respond with increased personal associations and aesthetics.
- **Connecting.**
 - Students connect projects and link concepts to personal experiences.
 - Students identify why artists create art.

[New York State Art Standards](#)

Music



Concepts introduced in earlier grades are further developed in second grade. Musical terminology and vocabulary are expanded through listening, movement, singing, instrument play and notation. Concepts of form and expression are introduced through various musical activities. Students learn about the instrument families within the orchestra and the timbre of various instruments.

Musical Objectives (as per the New York State Music Standards)

- **Creating.**
 - Students improvise.
 - Students create and play rhythm patterns, melodies, new verses and sound effects for stories and poems.
- **Performing.**
 - Students sing, move and play instruments.
- **Responding.**
 - Students tell or show with movement how music makes them feel.
 - Students learn and use simple music vocabulary corresponding to the music elements and concepts covered in class.
- **Connecting.**
 - Students listen to music, sing songs and share what the songs are about.

[New York State Music Standards](#)

Computer and Technology



The elementary computer curriculum emphasizes a hands-on approach for developing computer fluency and digital literacy. Students in kindergarten through fifth grade have access to computer technology through computer instruction. All students have access to 1:1 Chromebooks. All classrooms are equipped with document cameras and a large-screen interactive display for demonstrations. Various educational software titles are available to students in addition to filtered internet access throughout the school building. Students must understand and know how to use digital technologies to lead productive and successful lives upon graduation. Technology knowledge and skills are vital for full participation in 21st century life, work and citizenship.

Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies. Herricks has adopted the NYS K-12 Computer Science and Digital Fluency Standards. They are organized into five concepts:

- **Impacts of Computing.**
 - Understand the evolving impact of computers on society.
- **Computational Thinking.**
 - Create meaningful and efficient solutions, often in collaboration.
- **Networks and Systems Design.**
 - Understand hardware, software, networks and the internet.
- **Cybersecurity.**
 - Assess risks, build safeguards and respond to security breaches.
- **Digital Literacy.**
 - Create, communicate and have a positive digital footprint.

Each of these concepts is covered in second grade at an age-appropriate level.

As a sample, as part of the Computer Science and Digital Fluency Standards regarding Impacts of Computing, Grades 2-3:

“2-3.IC.1 Identify and analyze how computing technology has changed the way people live and work. (The focus should be on how advancements in computing technology have changed careers and lives.)”

The curriculum is aligned to the new standards and the intention is to follow and implement the newly adopted mandate. For more information, please see the link below for drilled-down and grade-specific information.

[New York State Computer Science and Digital Fluency Learning Standards](http://www.nysed.gov/curriculum-instruction/computer-science-and-digital-fluency-learning-standards)

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Language Immersion Program



Students who enter the Dual Language Immersion Program (DLIP) begin their day in English or Spanish then switch classrooms to receive instruction in the other language. While students are with their Spanish immersion teacher, they receive instruction in mathematics and science entirely in Spanish. English language arts instruction is delivered in English to ensure a high level of English literacy. Instruction in specials such as music, art, library and physical education is also delivered in English. Who delivers the content of the social studies block is decided by the grade-level English teacher and Spanish immersion teacher.

The DLIP is open to all district residents, but is housed at Denton Avenue Elementary School. It follows the same curriculum and uses the same materials as the traditional program. State and national assessments are in English.

[Herricks Dual Language Immersion Program](#)

English as a New Language



English as a New Language (ENL) teachers work with English Language Learners (ELLs) to make content comprehensible at the student's current level of English proficiency. Some classes are co-taught with content area teachers. This approach is beneficial to all students, ELLs and native English speakers. ELLs also learn in a stand-alone setting for more targeted support.

Whether classes are co-taught or stand-alone is determined at each building to best meet the needs of ELLs based on their level of English proficiency.

[Herricks English as a New Language Program](#)



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