

## Language Arts Curriculum Map-Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<p><b>S E P T E M B E R</b></p> <p>SK Units: 1- 1,2,3</p>	<p><b>Phonics and Structural Analysis</b></p> <p><b>Spelling</b></p> <p><b>Comprehension</b> For every text, children:  <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• answer questions</li> </ul> </p> <p><b>Fluency Skills</b> are modeled and then practiced using SUPER magazine, Book Club books, the Reader, and children’s own writing.</p> <p><b>Vocabulary</b> Words and concepts are discussed before, during, and after reading Reader stories, SUPER magazine, and Book Club books.</p> <p><b>Writing</b></p> <p><b>Study and Research Skills</b> <b>Speaking, Viewing, Listening and Media Literacy</b></p> <p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Range, Quality, and Complexity of Literature</b> Include: Stories, Drama, Poetry, Informational Texts (Literary Nonfiction and Historical, Scientific, and Technical Texts)</p>	<p>1-1 Short vowel review, <i>sh/sh/, ch, tch/ch/</i> 1-2 <i>th/th/, wh/hw/</i> 1-3 <i>le/bl/, ng/ng/ y/i/, /ē/; ay/ā/</i> Adjective ending -y</p> <p><u>Spelling Pattern Words:</u> with sh, ch; th, wh-; -le, -ng; &amp; Memory Words</p> <p><u>Informational:</u> Connect text to self or life, Compare and Contrast, Draw and support conclusions, Identify main idea and supporting details, Determine cause and effect</p> <p><u>Fiction:</u> Understand characters, Sequence events</p> <p>Read with natural phrasing Use typographical clues</p> <p>Understand homonyms and synonyms Examine word usage and effectiveness Understand words important to concept or text</p> <p>Understand idioms, figurative language, and onomatopoeia Use context clues</p> <p><b>Demonstrates understanding of word relationships and nuances in word meanings to develop word consciousness.</b></p> <p>Understand types and purposes of writing Use organizational structure Use effective word choice Write in a notebook</p> <p>Use alphabetical order Use a dictionary (Green “Words I Use As I Write” books Use references and resources Use graphic and semantic organizers Follow written directions</p> <p><b>Cooperate for productive group discussion</b> <b>Follow two-and three-step oral directions</b> <b>Distinguish, understand, and use different types of print, digital, and multimodal media</b></p> <p>Understand and use nouns, pronouns, possessives, Verbs, adjectives, and conjunctions Recognize types of sentences Use end punctuation and capitalization rules Recognize and use complete sentences</p>	<p><b>Formative:</b> Review daily work Teacher observation &amp; anecdotal notes Classroom discussion/participation Guided comprehension questions Guided oral reading Weekly Homework (Backpack pages) Check for Writing Process (Plan) in writing piece Products from independent activities Exit Slips Uses iPad for practicing skills, taking assessments</p> <p><b>Summative:</b> Beginning of the year test Memory/Sight word recognition test Beginning of the year fluency test Weekly spelling test RazKids reading assessments</p>

<p style="text-align: center;"><b>O C T O B E R</b></p> <p style="text-align: center;">SK Units : 1-4, 2-1,2</p>	<p><b>Phonics and Structural Analysis</b></p> <p><b>Spelling</b></p> <p><b>Comprehension</b> For every text, children:</p> <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• answer questions</li> </ul> <p><b>Fluency Skills</b> are modeled and then practiced using SUPER magazine, Book Club books, the Reader, and children’s own writing.</p> <p><b>Vocabulary</b> Words and concepts are discussed before, during, and after reading Reader stories, SUPER magazine, and Book Club books.</p> <p><b>Writing</b></p> <p><b>Study and Research Skills</b> <b>Speaking, Viewing, Listening and Media Literacy</b></p> <p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Range, Quality, and Complexity of Literature</b> <b>Include:</b> Stories, Drama, Poetry, Informational Texts (Literary Nonfiction and Historical, Scientific, and Technical Texts)</p>	<p>1-4 CVC, CV, CVCe, and CVVC patterns; Contractions with not, is, will, are 2-1 s, ss/s/; z, zz/z/ 2-2 ar/är/; or/ôr/; er, ir, ur, or, ear, ar/ër/ Plural -s, -es Noun ending -er Adjective endings -er and -est Rules for dropping final e, doubling final consonant, changing y to I Recognize syllables</p> <p><u>Spelling Pattern Words:</u> CV, CVCe, CVVC; with -ss, -zz; ar/är/; or/ôr/; or, ear, ar/ër/; &amp; Memory Words</p> <p><u>Informational:</u> Make and confirm predictions, Sequence events or steps, Determine important ideas</p> <p><u>Fiction:</u> Understand descriptive language, Summarize</p> <p>Observe punctuation Read with expression Read with appropriate stress Read with accuracy Read at an appropriate rate Use proper pitch and volume</p> <p>Understand homonyms Understand words important to concept or text Understand descriptive language, similes, and onomatopoeia Use context clues Classify and categorize words</p> <p>Use the writing process to write an autobiography</p> <p>Use alphabetical order Use references and resources Follow written directions Use graphic organizers</p> <p><b>With prompting and support, create an individual or shared multimedia work on <u>Kinds of Communities</u> to share information.</b></p> <p>Avoid run-on sentences Understand plurals Understand and use nouns; verbs; adverbs; comparative and superlative adjectives (-er, -est) Use end punctuation and capitalization rules Use correct word order in sentences</p>	<p><b>Formative:</b> Review daily work Teacher observation &amp; anecdotal notes Classroom discussion/participation Guided comprehension questions Guided oral reading Weekly Homework (Backpack pages) Check for Writing Process (Plan, Draft (Sloppy Copy), Revise, Edit) in writing piece Products from independent activities Exit slips Rubrics Uses Ipad for practicing skills, taking assessments, creating a presentation of learned information and presenting to class</p> <p><b>Summative:</b> Weekly spelling test Unit Progress Test (Covers phonics &amp; structural analysis, spelling, comprehension, vocabulary, study &amp; research skills, grammar, usage, mechanics, and expressive writing) Published Story NWEA MAP Testing</p>
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<p style="text-align: center;"><b>N O V E M B E R</b></p> <p style="text-align: center;">SK Units : 2-3,4 3-1,2</p>	<p><b>Phonics and Structural Analysis</b></p> <p><b>Spelling</b></p> <p><b>Comprehension</b> For every text, children:</p> <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• answer questions</li> </ul> <p><b>Fluency Skills</b> are modeled and then practiced using SUPER magazine, Book Club books, the Reader, and children’s own writing.</p> <p><b>Vocabulary</b> Words and concepts are discussed before, during, and after reading Reader stories, SUPER magazine, and Book Club books.</p> <p><b>Writing</b></p> <p><b>Study and Research Skills</b> <b>Speaking, Viewing, Listening and Media Literacy</b></p> <p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Range, Quality, and Complexity of Literature</b> Include: Stories, Drama, Poetry, Informational Texts (Literary Nonfiction and Historical, Scientific, and Technical Texts)</p>	<p>2-3 Verb endings -s, -ed, -ing, -es; 2-4 aw/ô/; all, aul, al/ôl/ 3-1 oi, oy/oi/ 3-2 a, e, o/Û/ ou, ow/ou/; ow/ô/ Pattern Words: with oy, oi; ow, ou/ou/ and ow/ô/  <u>Spelling Pattern Words:</u> aw, all, aul, a; or/ôr/; or, ear, ar/êr/; &amp; Memory Words</p> <p>Informational:</p> <ul style="list-style-type: none"> <li>• Generate questions to determine important ideas</li> <li>• Monitor comprehension and use fix-up tips</li> <li>• Recognize rhythm, rhyme, and repetition</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• Connect text to self or life</li> <li>• Distinguish between reality and fantasy</li> </ul> <ul style="list-style-type: none"> <li>• Observe punctuation</li> <li>• Read with expression</li> <li>• Read with appropriate stress</li> <li>• Read at an appropriate rate</li> <li>• Use proper pitch and volume</li> </ul> <p>Use effective word choice Focus on a central idea Use organizational structure Dictate or write figurative language Use the writing process to write poetry Evaluate own and others’ writing</p> <p>Use references and resources Use graphic organizers Interpret information from graphs, diagrams, and charts Take notes Follow written directions</p> <p>Use periods, commas, quotation marks, and capitalization rules, Understand and use adverbs</p>	<p><b>Formative:</b> Review daily work Teacher observation &amp; anecdotal notes Classroom discussion/participation Guided comprehension questions Guided oral reading Weekly Homework (Backpack pages) Check for Writing Process (Plan, Draft (Sloppy Copy), Revise, Edit) in writing piece Products from independent activities Exit slips Rubrics Uses iPad for practicing skills, taking assessments</p> <p><b>Summative:</b> Weekly spelling test Unit Progress Test (Covers phonics &amp; structural analysis, spelling, comprehension, vocabulary, study &amp; research skills, grammar, usage, mechanics, and expressive writing) Published Story</p>
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## Language Arts Curriculum Map-Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b> SK Units : 3-3,4	<p><b>Phonics and Structural Analysis</b></p> <p><b>Spelling</b></p> <p><b>Comprehension</b>            For every text, children:</p> <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• answer questions</li> </ul> <p><b>Fluency Skills</b> are modeled and then practiced using SUPER magazine, Book Club books, the Reader, and children’s own writing.</p> <p><b>Vocabulary</b> Words and concepts are discussed before, during, and after reading Reader stories, SUPER magazine, and Book Club books.</p> <p><b>Writing</b></p> <p><b>Study and Research Skills</b></p> <p><b>Speaking, Viewing, Listening and Media Literacy</b></p> <p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Range, Quality, and Complexity of Literature</b>            Include:            Stories, Drama, Poetry, Informational Texts (Literary Nonfiction and Historical, Scientific, and Technical Texts)</p>	<p>3-3 ew, ue, u/ø/ oo/oo/, /oo/; soft c and g            3-4 c/s/, g/j/ Trickers with tag-along e            Compound words</p> <p><u>Spelling Pattern Words:</u> oo/oo/, /oo/; soft c and g &amp; Memory Words</p> <p>Informational:</p> <ul style="list-style-type: none"> <li>• Draw and support conclusions</li> <li>• Compare and contrast</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• Understand setting</li> <li>• Determine cause and effect</li> </ul> <p>Understand synonyms, antonyms, homonyms, and sequence words            Understand descriptive and figurative language            Understand words important to concept or text            Examine word usage and effectiveness            Use context clues</p> <p>Use organizational structure            Focus on a central idea            Write for different purposes            Dictate or write questions of inquiry            Use the writing process to write a friendly letter</p> <p>Understand abbreviations            Use an editing checklist</p>	<p><b>Formative:</b>            Review daily work            Teacher observation &amp; anecdotal notes            Classroom discussion/participation            Guided comprehension questions            Guided oral reading            Weekly Homework (Backpack pages)            Check for Writing Process (Plan, Draft (Sloppy Copy), Revise, Edit) in writing piece            Products from independent activities            Exit slips            Rubrics            Uses iPad for practicing skills, taking assessments</p> <p><b>Summative:</b>            Weekly spelling test            Unit Progress Test (Covers phonics &amp; structural analysis, spelling, comprehension, vocabulary, study &amp; research skills, grammar, usage, mechanics, and expressive writing)            Published Letter</p>

<p style="text-align: center;"><b>J A N U A R Y</b></p> <p>SK Units 4- 1,2, 3,4</p>	<p><b>Phonics and Structural Analysis</b></p> <p><b>Spelling</b></p> <p><b>Comprehension</b> For every text, children:</p> <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• answer questions</li> </ul> <p><b>Fluency Skills</b> are modeled and then practiced using SUPER magazine, Book Club books, the Reader, and children’s own writing.</p> <p><b>Vocabulary</b> Words and concepts are discussed before, during, and after reading Reader stories, SUPER magazine, and Book Club books.</p> <p><b>Writing</b></p> <p><b>Study and Research Skills</b> <b>Speaking, Viewing, Listening and Media Literacy</b></p> <p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Range, Quality, and Complexity of Literature</b> Include: Stories, Drama, Poetry, Informational Texts (Literary Nonfiction and Historical, Scientific, and Technical Texts)</p>	<p>4-1 Silent consonants: kn, gn/n/; wr/r/; mb/m/; igh/ī/; stle, scle/s l/</p> <p>4-2 old/ōld/; ost/ōst/ ild/īld/; ind/īnd/</p> <p>4-3 ea/ě/ tion/sh n/ ph, gh/f/ ture/chèr/</p> <p>4-4 Prefixes un-, reSuffixes -ful, -less, Use syllables to read longer words</p> <p><u>Spelling Pattern Words:</u> with kn-, wr-, gn-; igh, -stle,-scle; -old, -ost, -ild, -ind, ea/ě/; -tion &amp; Memory Words</p> <p>Informational:</p> <ul style="list-style-type: none"> <li>• Draw and support conclusions</li> <li>• Compare and contrast</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• Understand setting</li> <li>• Determine cause and effect</li> </ul> <p>Observe punctuation Read with natural phrasing</p> <p>Understand homonyms and similes Use precise words Understand words important to concept or text Use context clues</p> <p>Use sequence words Write explanations with reasons and examples Evaluate own and others’ writing Use the writing process to write a book review</p> <p>Use a dictionary Use graphic organizers Use references and resources Record knowledge and demonstrate learning</p> <p>Understand and use past tense verbs Use end punctuation and capitalization rules</p>	<p><b>Formative:</b> Review daily work Teacher observation &amp; anecdotal notes Classroom discussion/participation Guided comprehension questions Guided oral reading Weekly Homework (Backpack pages) Check for Writing Process (Plan, Draft (Sloppy Copy), Revise, Edit) in writing piece Products from independent activities Exit slips Rubrics Uses iPad for practicing skills, taking assessments</p> <p><b>Summative:</b> Weekly spelling test Unit Progress Test (Covers phonics &amp; structural analysis, spelling, comprehension, vocabulary, study &amp; research skills, grammar, usage, mechanics, and expressive writing) Published Book Review</p> <p>Mid-Year Fluency Test End of Level 5 Assessment</p>
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<p style="text-align: center;"><b>F E B R U A R Y</b></p> <p style="text-align: center;">SK Units : 5- 1,2, 3,4 6-1</p>	<p><b>Phonics and Structural Analysis</b></p> <p><b>Spelling</b></p> <p><b>Comprehension</b> For every text, children:</p> <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• answer questions</li> </ul> <p><b>Fluency Skills</b> are modeled and then practiced using SUPER magazine, Book Club books, the Reader, and children’s own writing.</p> <p><b>Vocabulary</b> Words and concepts are discussed before, during, and after reading Reader stories, SUPER magazine, and Book Club books.</p> <p><b>Writing</b></p> <p><b>Study and Research Skills</b> <b>Speaking, Viewing, Listening and Media Literacy</b></p> <p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Range, Quality, and Complexity of Literature</b> Include: Stories, Drama, Poetry, Informational Texts (Literary Nonfiction and Historical, Scientific, and Technical Texts)</p>	<p>5-1 -ff, -ll, -ss a, e/ /-ey, -ay, ange, eigh/ā/ -ey, 5-2 -ine, -ease, -eeze, ie/ē/ 5-3 Suffixes -able, -ible Prefix un 5-4 Contractions formed with pronouns Contractions with will Compound words Use syllables to read longer words 6-1 al, au, augh, ough/ô/</p> <p><u>Spelling</u> Pattern Words: with -ff, -ll, -ss; a, e/ē/; -ey, ay, ange, eigh/ā/; -ey, -ine, -ease, -eeze, ie/ē/ &amp; Memory Words</p> <p><u>Informational:</u> Respond to text, Visualize, Determine cause and effect, Sequence events or steps</p> <p><u>Fiction:</u> Recognize plot: Beginning, middle, end Compare and contrast, Monitor comprehension and use fix-up tips</p> <p>Read at an appropriate rate Use proper pitch and volume Read with natural phrasing Read with appropriate emphasis Read with accuracy</p> <p>Use context clues Understand words important to text Understand idioms, similes, and figurative language Understand adjectives Understand synonyms Understand position words Appreciate descriptive language</p> <p>Write narrative texts Use the writing process to write a personal story Evaluate own and others’ writing</p> <p>Use a Venn diagram Use references and resources Use graphic organizers Follow written directions Interpret information from graphs, charts, and diagrams</p> <p>Understand past, present, and future tenses Understand and use conjunctions and, but, or Use complete sentences Use commas in dates and letters Understand and use nouns, verbs, adjectives, and adverbs</p>	<p><b>Formative:</b> Review daily work Teacher observation &amp; anecdotal notes Classroom discussion/participation Guided comprehension questions Guided oral reading Weekly Homework (Backpack pages) Check for Writing Process (Plan, Draft (Sloppy Copy), Revise, Edit) in writing piece Products from independent activities Exit slips Rubrics Uses iPad for practicing skills, taking assessments</p> <p><b>Summative:</b> Weekly spelling test Unit Progress Test (Covers phonics &amp; structural analysis, spelling, comprehension, vocabulary, study &amp; research skills, grammar, usage, mechanics, and expressive writing) Published Personal Story</p>
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## Language Arts Curriculum Map-Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<p><b>M</b> <b>A</b> <b>R</b> <b>C</b> <b>H</b></p> <p>SK Units : 6- 2,3,4</p>	<p><b>Phonics and Structural Analysis</b></p> <p><b>Spelling</b></p> <p><b>Comprehension</b> For every text, children:</p> <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• answer questions</li> </ul> <p><b>Fluency Skills</b> are modeled and then practiced using SUPER magazine, Book Club books, the Reader, and children’s own writing.</p> <p><b>Vocabulary</b> Words and concepts are discussed before, during, and after reading Reader stories, SUPER magazine, and Book Club books.</p> <p><b>Writing</b></p> <p><b>Study and Research Skills</b> <b>Speaking, Viewing, Listening and Media Literacy</b></p> <p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Range, Quality, and Complexity of Literature</b> Include: Stories, Drama, Poetry, Informational Texts (Literary Nonfiction and Historical, Scientific, and Technical Texts)</p>	<p>6-2 Open-syllable vowel pattern Words that start with w Prefixes mis- and dis 6-3 Rhyming words, Trickers with unusual word patterns 6-4 Compound words</p> <p><u>Spelling Pattern Words:</u> with al, au, augh, ough/ô/; open-syllable vowel pattern; initial w; compound words &amp; Memory Words</p> <p><u>Informational:</u> Compare and contrast texts or pictures, Connect text to self or experience, Summarize, Make and confirm predictions</p> <p><u>Fiction:</u> Draw and support conclusions, Recognize plot: Problem and solution, Generate questions, Summarize</p> <p>Read rhythmically Read with expression Read with natural phrasing Read with appropriate emphasis Read at an appropriate rate Use proper pitch and volume</p> <p>Understand words important to text Categorize words Understand antonyms Use context clues Recognize and use words that convey how a character feels Appreciate descriptive language</p> <p>Write a poem that rhymes</p> <p>Use graphic organizers Follow written directions Use references and resources Use a table of contents Interpret information from diagrams Understand regular and irregular verbs Understand regular and irregular plurals Use singular and plural pronouns</p>	<p><b>Formative:</b> Review daily work Teacher observation &amp; anecdotal notes Classroom discussion/participation Guided comprehension questions Guided oral reading Weekly Homework (Backpack pages) Check for Writing Process (Plan, Draft (Sloppy Copy), Revise, Edit) in writing piece Products from independent activities Exit slips Rubrics Uses iPad for practicing skills, taking assessments</p> <p><b>Summative:</b> Weekly spelling test Unit Progress Test (Covers phonics &amp; structural analysis, spelling, comprehension, vocabulary, study &amp; research skills, grammar, usage, mechanics, and expressive writing) Published Poem</p>

<p style="text-align: center;"><b>A P R I L</b></p> <p style="text-align: center;">SK Units : 7- 1,2,3</p>	<p><b>Phonics and Structural Analysis</b></p> <p><b>Spelling</b></p> <p><b>Comprehension</b> For every text, children:</p> <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• answer questions</li> </ul> <p><b>Fluency Skills</b> are modeled and then practiced using SUPER magazine, Book Club books, the Reader, and children’s own writing.</p> <p><b>Vocabulary</b> Words and concepts are discussed before, during, and after reading Reader stories, SUPER magazine, and Book Club books.</p> <p><b>Writing</b></p> <p><b>Study and Research Skills</b> <b>Speaking, Viewing, Listening and Media Literacy</b></p> <p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Range, Quality, and Complexity of Literature</b> Include: Stories, Drama, Poetry, Informational Texts (Literary Nonfiction and Historical, Scientific, and Technical Texts)</p>	<p>7-1 ai, ay, ey, eigh, a_e, -ange, -able/ā/ 7-2 ee, ea, ie, -e, -ey, -y, -eeze, -ease/ē/ 7-3 ie, igh, i_e, -ild, -ind, -y/ī/</p> <p><u>Spelling Pattern Words</u>: with ai, ay, ey, eigh, a_e, -ange, -able/ā/; ee, ea, ie, -e, -ey, -y, -eeze, -ease/ē/; ie, igh, i_e, -ild, -ind, -y/ī/; o_e, oa, ow, oe, -o, -old, -ost/ō/ &amp; Memory Words</p> <p>Informational:</p> <ul style="list-style-type: none"> <li>• Monitor comprehension and use fix-up tips</li> <li>• Generate questions to determine important ideas</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• Understand characters and setting</li> <li>• Visualize</li> <li>• Summarize</li> <li>• Use graphic organizers</li> </ul> <p>Read with natural phrasing Read at an appropriate rate Use proper pitch and volume</p> <p>Understand homonyms Understand words important to text Understand idioms and figurative language Use context clues Understand onomatopoeia Understand synonyms and antonyms</p> <p>Use the writing process to write an imagined story Evaluate own and others’ writing</p> <p>Use parts of a book to locate information Use multiple sources of information Take notes Use technology Use graphic organizers Interpret information from diagrams</p> <p>Understand and use paragraphs Understand and use editing marks Use capitalization rules for titles of texts Understand and use comparative and superlative adjectives</p>	<p><b>Formative:</b> Review daily work Teacher observation &amp; anecdotal notes Classroom discussion/participation Guided comprehension questions Guided oral reading Weekly Homework (Backpack pages) Check for Writing Process (Plan, Draft (Sloppy Copy), Revise, Edit) in writing piece Products from independent activities Exit slips Rubrics Uses iPad for practicing skills, taking assessments</p> <p><b>Summative:</b> Weekly spelling test Unit Progress Test (Covers phonics &amp; structural analysis, spelling, comprehension, vocabulary, study &amp; research skills, grammar, usage, mechanics, and expressive writing) Published Imaginary Story</p> <p>NWEA MAP Test</p>
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<p><b>M</b> <b>A</b> <b>Y</b></p> <p>SK Units : 7-4 8- 1,2, 3,4</p>	<p><b>Phonics and Structural Analysis</b></p> <p><b>Spelling</b></p> <p><b>Comprehension</b> For every text, children:</p> <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• answer questions</li> </ul> <p><b>Fluency Skills</b> are modeled and then practiced using SUPER magazine, Book Club books, the Reader, and children’s own writing.</p> <p><b>Vocabulary</b> Words and concepts are discussed before, during, and after reading Reader stories, SUPER magazine, and Book Club books.</p> <p><b>Writing</b></p> <p><b>Study and Research Skills</b> <b>Speaking, Viewing, Listening and Media Literacy</b></p> <p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Range, Quality, and Complexity of Literature</b> Include: Stories, Drama, Poetry, Informational Texts (Literary Nonfiction and Historical, Scientific, and Technical Texts)</p>	<p>7-4 o_e, oa, ow, oe, -o, -old, -ost/ō/ Tricker words Suffix -ness 8-1 ui, ew, ou, ue, oo, u_e/ø/ 8-2 air, ear, are, -airy, -erry, -ary/ār/ 8-3 or, oar, ar, our, oor, ore/ōr/ 8-4 er, or, ir, ur, ear, ure/ēr/ Suffixes -er, -or, -ous</p> <p><u>Spelling Pattern Words:</u> with ui, ew, ou, ue, oo, u_e/ø/; air, ear, are, -airy, -erry, -ary/ār/; or, oar, ar, our, oor, ore/ōr/; er, or, ir, ur, ear, ure/ēr/ &amp; Memory Words</p> <p><u>Informational:</u> Identify main idea and supporting details, Determine cause and effect, Draw and support conclusions</p> <p><u>Fiction:</u> Determine cause and effect, Identify a story’s lessons, Generate questions to distinguish between reality and fantasy, Monitor comprehension and use fix-up tips</p> <p>Read at an appropriate rate Read rhythmically Observe typographical clues Read accurately Read with appropriate stress</p> <p>Understand homonyms Understand proverbs Understand words important to text Understand words that describe characters Categorize feelings Noun endings -er, -or Write with a unique voice Use the writing process to write a research report Structure a piece of writing with a beginning, middle, and end</p> <p>Record knowledge of a topic Use multiple sources of information/media Take notes Use graphic organizers <b>With prompting and support, create an individual or shared multimedia work on Animal of choice to share information.</b></p> <p>Recognize complete and incomplete sentences Understand and form words with inflected endings and suffixes Use capitalization rules for days, months, and people’s titles</p>	<p><b>Formative:</b> Review daily work Teacher observation &amp; anecdotal notes Classroom discussion/participation Guided comprehension questions Guided oral reading Weekly Homework (Backpack pages) Check for Writing Process (Plan, Draft (Sloppy Copy), Revise, Edit) in writing piece Products from independent activities Exit slips Rubrics Uses iPad for practicing skills, taking assessments, researching topic of interest, creating a presentation of learned information and presenting to class</p> <p><b>Summative:</b> Weekly spelling test Unit Progress Test (Covers phonics &amp; structural analysis, spelling, comprehension, vocabulary, study &amp; research skills, grammar, usage, mechanics, and expressive writing) Published Research Report End of Year Fluency Test End of Level 6 Test</p>
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## Math Curriculum Map Grade 2

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>S E P T E M B E R</b>	<p><b>Number and Operation</b> -Compare and represent whole numbers up to 1000 with an emphasis on place value and equality. -Demonstrate mastery of addition and subtraction basic facts/ add and subtract one-and two-digit numbers in real-world and mathematical problems.</p> <p><b>Algebra</b> -Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems. -Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p><b>Geometry and Measurement</b> -Identify, describe and compare basic shapes according to their geometric attributes. -Understand length as a measureable attribute/ use tools to measure length. -Use time and money in real-world and mathematical situations.</p> <p><b>Data Analysis and Representation</b></p>	<p>Lessons 1-20</p> <p>-Addition Facts: Doubles with sums to 18, Add 0, 1, 2, 9, 10 -Read, write, identify numbers to 100 -Identify one more and one less than a number -Identify Addends/Sum -Identify even/odd numbers -Identify ordinal position to twelfth -Tell and show time to the hour -Identify time one hour ago and one hour from now -Number a clock face -Identify weekdays and days of the weekend -Identify the attributes of pattern blocks -Create and read a repeating pattern -Identify polygons -Identify fractional parts of a whole -Use problem solving strategy: Logical reasoning, acting out -Graphing data on a graph -Create and read a pictograph</p>	<p>Formative:</p> <p>-Math Meeting Participation -Lesson Practice Sheets -Homework (Lesson Practice Sheets side B) -Math Notebook "ThinkPad" -Exit slips -Teacher observation and anecdotal notes of discussions, lessons, use of manipulatives, use of math vocabulary, participation in games, learning centers, independent and whole group activities.</p> <p>Summative:</p> <p>-Cumulative Written Assessments every 5 lessons -(Beginning after lesson 10) -Oral Assessments</p>
<b>O C T O B E R</b>	<p><b>Number and Operation</b> -Compare and represent whole numbers up to 1000 with an emphasis on place value and equality. -Demonstrate mastery of addition and subtraction basic facts/ add and subtract one-and two-digit numbers in real-world and mathematical problems.</p> <p><b>Algebra</b> -Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems. -Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p><b>Geometry and Measurement</b> -Identify, describe and compare basic shapes according to their geometric attributes. -Understand length as a measureable attribute/ use tools to measure length. -Use time and money in real-world and mathematical situations.</p> <p><b>Data Analysis and Representation</b></p>	<p>Lessons 21-35</p> <p>-Addition Facts: Doubles plus 1, sums of 8, 9, 10 -Draw pictures/write number sentences for "Some, some more" and "Some, some went away" stories -Write addition and subtraction fact families -Tally -Count by 5's -Tell and show time to half hour -Estimate temperature and read thermometer to the nearest 10 degrees -Count dimes and pennies -Weigh objects using nonstandard units -Compare and order objects by weight -Identify horizontal, vertical, and oblique lines -Divide, shade one half of a shape -Divide a square 2 different ways -Identify if a fractional part of a whole is closer to 0, 1/2, or 1 -Divide a whole into halves, fourths, and eighths -Compare halves, fourths, and eighths -Write a unit fraction using fraction notation -Identify and sort geometric shapes by attribute, those that are alike in only one way -Use problem solving strategy: Drawing a picture, Look for a pattern -Create and read a bar graph</p>	<p>Formative:</p> <p>-Math Meeting Participation -Lesson Practice Sheets -Homework (Lesson Practice Sheets side B) -Math Notebook "ThinkPad" -Exit slips -Teacher observation and anecdotal notes of discussions, lessons, use of manipulatives, use of math vocabulary, participation in games, learning centers, independent and whole group activities.</p> <p>Summative:</p> <p>-Cumulative Written Assessments every 5 lessons -Oral Assessments -NWEA MAP Test</p>

<b>N O V E M B E R</b>	<p><b>Number and Operation</b> -Compare and represent whole numbers up to 1000 with an emphasis on place value and equality. -Demonstrate mastery of addition and subtraction basic facts/ add and subtract one-and two-digit numbers in real-world and mathematical problems.</p> <p><b>Algebra</b> -Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems. -Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p><b>Geometry and Measurement</b> -Identify, describe and compare basic shapes according to their geometric attributes. -Understand length as a measureable attribute/ use tools to measure length. -Use time and money in real-world and mathematical situations.</p> <p><b>Data Analysis and Representation</b></p>	<p>Lessons 36-50</p> <ul style="list-style-type: none"> <li>- Addition Facts: Add 10 to a multiple of 10 and to a two-digit number, sums of 11, 12, 13, 14</li> <li>-Find missing numbers on a piece of the hundred number chart</li> <li>-Order 2 digit numbers</li> <li>-Identify pairs, divide a set of objects in groups of 2</li> <li>-Identify tens and ones</li> <li>-Identify halves, fourths, and eighths of a whole</li> <li>-Name, compare fractional parts of a whole</li> <li>-Write fraction using fraction notation</li> <li>-Create and read a bar graph</li> <li>-Measure with one-inch color tiles</li> <li>-Measure to the nearest inch</li> <li>-Trade pennies for dimes</li> <li>-Count nickels</li> <li>-Identify capacity (Cup, <math>\frac{1}{2}</math> cup, tablespoon, teaspoon, and <math>\frac{1}{2}</math> teaspoon</li> <li>-Write date using digits</li> <li>-Use problem solving strategy: Make an organized list, Act it out</li> <li>-Create and read a bar graph and Venn Diagram</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>-Math Meeting Participation</li> <li>-Lesson Practice Sheets</li> <li>-Homework (Lesson Practice Sheets side B)</li> <li>-Math Notebook "ThinkPad"</li> <li>-Exit slips</li> <li>-Teacher observation and anecdotal notes of discussions, lessons, use of manipulatives, use of math vocabulary, participation in games, learning centers, independent and whole group activities</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>-Cumulative Written Assessments every 5 lessons</li> <li>-Oral Assessments</li> </ul>
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	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>D E C E M B E R</b>	<p><b>Number and Operation</b> -Compare and represent whole numbers up to 1000 with an emphasis on place value and equality. -Demonstrate mastery of addition and subtraction basic facts/ add and subtract one-and two-digit numbers in real-world and mathematical problems.</p> <p><b>Algebra</b> -Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems. -Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p><b>Geometry and Measurement</b> -Identify, describe and compare basic shapes according to their geometric attributes. -Understand length as a measureable attribute/ use tools to measure length. -Use time and money in real-world and mathematical situations.</p> <p><b>Data Analysis and Representation</b></p>	<p>Lessons 51-60</p> <ul style="list-style-type: none"> <li>-Addition Facts: Sums of 15, 16, 17, 18</li> <li>-Subtraction Facts: Subtract 0</li> <li>-Add two-digit numbers using dimes and pennies</li> <li>-Add three or more single-digit numbers</li> <li>-Identify Associative property of addition</li> <li>-Count dimes, nickels, pennies</li> <li>-Measure to the nearest foot</li> <li>-Draw line segments to the nearest inch</li> <li>-Draw and locate points on a number line</li> <li>-Identify a line of symmetry and create a symmetrical design</li> <li>-Make polygons on a geoboard and identify angles</li> <li>-Identify and create congruent shapes</li> <li>-Name a fractional part of a set</li> <li>-Use problem solving strategy: Draw a picture, look for a pattern</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>-Math Meeting Participation</li> <li>-Lesson Practice Sheets</li> <li>-Homework (Lesson Practice Sheets side B)</li> <li>-Math Notebook "ThinkPad"</li> <li>-Exit slips</li> <li>-Teacher observation and anecdotal notes of discussions, lessons, use of manipulatives, use of math vocabulary, participation in games, learning centers, independent and whole group activities</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>-Cumulative Written Assessments every 5 lessons</li> <li>-Oral Assessments</li> </ul>

<p style="text-align: center;"><b>J A N U A R Y</b></p>	<p><b>Number and Operation</b> -Compare and represent whole numbers up to 1000 with an emphasis on place value and equality. -Demonstrate mastery of addition and subtraction basic facts/ add and subtract one-and two-digit numbers in real-world and mathematical problems.</p> <p><b>Algebra</b> -Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems. -Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p><b>Geometry and Measurement</b> -Identify, describe and compare basic shapes according to their geometric attributes. -Understand length as a measureable attribute/ use tools to measure length. -Use time and money in real-world and mathematical situations.</p> <p><b>Data Analysis and Representation</b></p>	<p>Lessons 61-75</p> <p>-Subtraction Facts: Subtract 1, 2, 3 -Use mental math computation to subtract 10 from a two-digit number -Add two-digit numbers with regrouping using dimes and pennies -Use the addition algorithm -Add three two-digit numbers -Add two-digit numbers with a sum greater than 100 -Represent and order numbers using base ten blocks -Identify a.m./p.m., noon, midnight, dozen, half dozen -Read a thermometer to the nearest 2 degrees Fahrenheit -measure and draw line segments to the nearest half inch -Identify gallon, half-gallon, quart, liter containers -Estimate and find capacity of containers -Create and read a Venn Diagram -Use problem solving strategy: Guess and check -Identify and create overlapping geometric shapes</p>	<p>Formative:</p> <p>-Math Meeting Participation -Lesson Practice Sheets -Homework (Lesson Practice Sheets side B) -Math Notebook "ThinkPad" -Exit slips -Teacher observation and anecdotal notes of discussions, lessons, use of manipulatives, use of math vocabulary, participation in games, learning centers, independent and whole group activities</p> <p>Summative:</p> <p>-Cumulative Written Assessments every 5 lessons -Oral Assessments</p>
<p style="text-align: center;"><b>F E B R U A R Y</b></p>	<p><b>Number and Operation</b> -Compare and represent whole numbers up to 1000 with an emphasis on place value and equality. -Demonstrate mastery of addition and subtraction basic facts/ add and subtract one-and two-digit numbers in real-world and mathematical problems.</p> <p><b>Algebra</b> -Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems. -Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p><b>Geometry and Measurement</b> -Identify, describe and compare basic shapes according to their geometric attributes. -Understand length as a measureable attribute/ use tools to measure length. -Use time and money in real-world and mathematical situations.</p> <p><b>Data Analysis and Representation</b></p>	<p>Lessons 76-90</p> <p>-Subtraction Facts: Subtract 4, 5, 6 -Identify place value of a digit in a three-digit number -Write a three-digit number for a model or picture -Represent three-digit numbers pictorially -Write a number in expanded form -Order three-digit numbers -Identify the median of a set of numbers -Add three two-digit numbers with a sum great than 100 -Subtract two-digit numbers using dimes and pennies -Subtract two-digit numbers -Use comparison symbols (&gt;, &lt;, =) -Tell and show time to five-minute intervals -Write money amounts using dollar sign and cent symbols -Write a fraction to show part of a set -Cut a geometric shape apart and make a new shape -Cover designs in with Tangram pieces -Cover same design in different ways using Tangrams -Use problem solving strategy: Draw a picture, guess and check -Read and draw a pictograph with a scale of 2</p>	<p>Formative:</p> <p>-Math Meeting Participation -Lesson Practice Sheets -Homework (Lesson Practice Sheets side B) -Math Notebook "ThinkPad" -Exit slips -Teacher observation and anecdotal notes of discussions, lessons, use of manipulatives, use of math vocabulary, participation in games, learning centers, independent and whole group activities</p> <p>Summative:</p> <p>-Cumulative Written Assessments every 5 lessons -Oral Assessments</p>

## Math Curriculum Map Grade 2

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>M A R C H</b>	<p><b>Number and Operation</b> -Compare and represent whole numbers up to 1000 with an emphasis on place value and equality. -Demonstrate mastery of addition and subtraction basic facts/ add and subtract one-and two-digit numbers in real-world and mathematical problems.</p> <p><b>Algebra</b> -Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems. -Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p><b>Geometry and Measurement</b> -Identify, describe and compare basic shapes according to their geometric attributes. -Understand length as a measureable attribute/ use tools to measure length. -Use time and money in real-world and mathematical situations.</p> <p><b>Data Analysis and Representation</b></p>	<p>Lessons 91-100</p> <p>-Subtraction Facts: Subtract 7, 8 -Write number sentences to show equal groups -Multiply by 10 -Round to the nearest ten -Estimate and count large collections -Find one half of a set with even and odd number of objects -Estimate a sum -Count quarters -Measure using feet and inches -Find area of shapes using pattern blocks -Use problem solving strategy: Make a table, look for a pattern</p>	<p>Formative:</p> <p>-Math Meeting Participation -Lesson Practice Sheets -Homework (Lesson Practice Sheets side B) -Math Notebook "ThinkPad" -Exit slips -Teacher observation and anecdotal notes of discussions, lessons, use of manipulatives, use of math vocabulary, participation in games, learning centers, independent and whole group activities</p> <p>Summative:</p> <p>-Cumulative Written Assessments every 5 lessons -Oral Assessments</p>
<b>A P R I L</b>	<p><b>Number and Operation</b> -Compare and represent whole numbers up to 1000 with an emphasis on place value and equality. -Demonstrate mastery of addition and subtraction basic facts/ add and subtract one-and two-digit numbers in real-world and mathematical problems.</p> <p><b>Algebra</b> -Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems. -Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p><b>Geometry and Measurement</b> -Identify, describe and compare basic shapes according to their geometric attributes. -Understand length as a measureable attribute/ use tools to measure length. -Use time and money in real-world and mathematical situations.</p> <p><b>Data Analysis and Representation</b></p>	<p>Lessons 101-115</p> <p>-Subtraction Facts: Subtract 9 -Multiply by 1, 100, 5, 2 -Draw pictures and write multiplication number sentences to show equal groups -Represent and write mixed numbers -Add three-digit numbers and money amounts -Estimate sums -Count, and show money amounts for quarters, dimes, nickels, and pennies -Identify activities that take 1 hour, 1 minute, and 1 second -Tell and show time to the minute -Select an appropriate tool for measuring length -Identify Metric units of length -Measure and draw line segments using centimeters -Identify parallel lines and line segments -Identify right angles -Identify, describe, and compare Geometric Solids (Cone, Cube, Sphere, Cylinder, Rectangular Prism, and Pyramid) -Find perimeter -Estimate, and find area using one-inch color tiles -Write observations from a graph -Create and read a bar graph with a scale of 2 -Use problem solving strategy: Make an organized list</p>	<p>Formative:</p> <p>-Math Meeting Participation -Lesson Practice Sheets -Homework (Lesson Practice Sheets side B) -Math Notebook "ThinkPad" -Exit slips -Teacher observation and anecdotal notes of discussions, lessons, use of manipulatives, use of math vocabulary, participation in games, learning centers, independent and whole group activities</p> <p>Summative:</p> <p>-Cumulative Written Assessments every 5 lessons -Oral Assessments -NWEA MAP Test</p>

<p style="text-align: center;"><b>M A Y</b></p>	<p><b>Number and Operation</b>          -Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.          -Demonstrate mastery of addition and subtraction basic facts/ add and subtract one-and two-digit numbers in real-world and mathematical problems.</p> <p><b>Algebra</b>          -Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems.          -Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p><b>Geometry and Measurement</b>          -Identify, describe and compare basic shapes according to their geometric attributes.          -Understand length as a measureable attribute/ use tools to measure length.          -Use time and money in real-world and mathematical situations.</p> <p><b>Data Analysis and Representation</b></p>	<p>Lessons 116-130</p> <ul style="list-style-type: none"> <li>-Multiply by 3, 4, 0 facts</li> <li>-Divide a set of objects into equal groups</li> <li>-Divide by 2</li> <li>-Identify multiples of 2,3,4, and 5</li> <li>-Subtract three-digit numbers and money amounts</li> <li>-Estimate differences</li> <li>-Act out, draw pictures for, and write number sentences for "Equal-groups" story problems</li> <li>-Identify intersecting and perpendicular lines</li> <li>-Make and label an array</li> <li>-Tell and show time to the quarter hour</li> <li>-Show and count back change for \$1.00</li> <li>-Identify and show transformations: Translations, rotations, and reflections</li> <li>-Use problem solving strategy: Make a table</li> <li>-Choose a survey question and choices</li> <li>-Represent data using a graph</li> <li>-Describe the likelihood of an event</li> <li>-Predict the outcome of a probability experiment</li> <li>-Locate and graph points on a coordinate graph</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>-Math Meeting Participation</li> <li>-Lesson Practice Sheets</li> <li>-Homework (Lesson Practice Sheets side B)</li> <li>-Math Notebook "ThinkPad"</li> <li>-Exit slips</li> <li>-Teacher observation and anecdotal notes of discussions, lessons, use of manipulatives, use of math vocabulary, participation in games, learning centers, independent and whole group activities</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>-Cumulative Written Assessments every 5 lessons</li> <li>-Oral Assessments</li> </ul>
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## Science Curriculum Map-Grade 2

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>S E P T E M B E R</b>	Not formally taught September-December, but skills are integrated throughout the curriculum.		
<b>O C T O B E R</b>			
<b>N O V E M B E R</b>			



## Science Curriculum Map-Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>			
<b>J A N U A R Y</b>	<p><b>Inquiry</b> (A set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena)</p> <p><b>Earth and Space</b> Earth-Sun-Moon System</p>	<p>-Observation, Infer, Predict, Communicate, Measure, Put things in order, Compare, Classify, Investigate, Make models, Draw conclusions</p> <p>-Explain what causes day and night</p> <p>-Describe the sun</p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>-Teacher observation and anecdotal notes</li> <li>-Student participation in discussions, in asking questions, (KWL chart) and in activities</li> <li>-Review of workbook pages</li> <li>-Quick Lab: Model the earth's rotation</li> <li>-Draw and label a picture of earth revolving around the sun</li> <li>-Review Workbook pages</li> <li>-Make star mobile that includes facts about the sun</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>-Lesson test</li> </ul>
<b>F E B R U A R Y</b>	<p><b>Earth and Space</b> Earth-Sun-Moon System</p>	<p>-Identify the phases of the Moon and explain why the Moon seems to change shape</p> <p>-Describe features of the Moon</p> <p>-Describe our solar system</p> <p>-Describe our inner and outer planets</p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>-Teacher observation and anecdotal notes</li> <li>-Student participation in discussions and activities</li> <li>-Review of workbook pages</li> <li>-Model the moon phases using Oreo cookies</li> <li>-Research and report of a planet of their choice</li> <li>-Act out the play: Our Solar System</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>-Chapter test</li> </ul>

## Science Curriculum Map-Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<b>Life Science</b> -Plants	<ul style="list-style-type: none"> <li>-Identify living and nonliving things</li> <li>-Identify needs of a plant</li> <li>-Identify parts of a flower</li> <li>-Describe seeds and their origins</li> </ul>	Formative: <ul style="list-style-type: none"> <li>-Teacher observation and anecdotal notes</li> <li>-Student participation in discussions and activities</li> <li>-Review of workbook pages</li> <li>-Search for seeds at home. Bring to school and classify</li> <li>-Lab- Dissect lima bean, observe parts that help plants grow, discuss observations</li> <li>-Label and identify parts of a flower</li> </ul>
<b>A P R I L</b>	<b>Life Science</b> -Plants  <b>Engineering Design</b> (The process of identifying a problem and devising a product or process to solve the problem)	<ul style="list-style-type: none"> <li>-Observe the life cycle of a plant (Sunflower and bean)</li> <li>-Identify the stages in a plant's life cycle</li> <li>-Recognize that plants look and act like their parent plant</li> <li>-Describe ways plants change to meet their needs</li> <li>-Understand plants and animals are living things and have their own life cycle</li> <li>-Respect the Earth, understand we can help by reuse, reduce, recycle materials.</li> <li>- Identify appropriate problems, Design a solution, Implement the solution,</li> <li>-Evaluate/communicate the solution</li> </ul>	Formative: <ul style="list-style-type: none"> <li>-Teacher observation and anecdotal notes</li> <li>-Student participation in discussions and activities</li> <li>-Review of workbook pages</li> <li>-Lab-Plant seed and keep an ongoing journal of its growth</li> <li>-Observe butterfly life cycle and compare/contrast plant life cycle.</li> <li>-Observe eagle life cycle and compare/contrast to plant and butterfly life cycle.</li> <li>-Design process of making a shelter for a Peep using jelly beans/toothpicks.</li> </ul> Summative: <ul style="list-style-type: none"> <li>-Chapter test</li> </ul>
<b>M A Y</b>	<b>Physical Science</b> -Matter -Motion	<ul style="list-style-type: none"> <li>-Describe objects in terms of color, size, shape, weight, texture, flexibility, strength and the types of materials in the object.</li> <li>-Observe, record, and recognize that water can be a solid or a liquid and can change from one state to another.</li> <li>-Describe an object's change in position relative to other objects or a background.</li> <li>-Describe that objects move in a variety of ways.</li> <li>-Describe how push and pull forces can make objects move.</li> </ul>	Formative: <ul style="list-style-type: none"> <li>-Teacher observation and anecdotal notes</li> <li>-Student participation in discussions and activities</li> <li>-Review of workbook pages</li> </ul> Summative: <ul style="list-style-type: none"> <li>-Chapter test</li> </ul>

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## Social Studies Curriculum Map Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	Citizenship and Government  Economics  Geography  History	-Explain the importance of rules. -Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home. -Give examples of Bus Safety rules. -Explain the importance of obeying rules.	Formative: -Teacher observation of student participation in discussions and in cooperative small group activities. -Student completed self-assessment for contributing to group work. -Exit slips -Review of projects -Scholastic News Magazine activities  Summative: -Bus Safety Test
<b>O C T O B E R</b>	Citizenship and Government  Economics  Geography  History	-Create maps to illustrate detailed spatial information about settings from stories or real-life places. -Describe the information found on the maps. -Locate key features on a map or globe (Landforms, cities, states, country, continent) -Use cardinal directions to describe the relationship between the two features. -Design a community that has places people can live, work, and play.	Formative: -Teacher observation of student participation in discussions and in cooperative small group activities. -Student completed self-assessment for contributing to group work. -Exit slips -Review of projects -Evaluate Interactive Student Notebook -Scholastic News Magazine activities  Summative: -Chapter Test
<b>N O V E M B E R</b>	Citizenship and Government  Economics  Geography  History	-Use maps, map key, map grid, and compass rose to identify and locate major landmarks or major physical features of the U.S. (Mississippi River, Statue of Liberty...)  -Demonstrate voting skills -Identify rules that keep a voting process fair -Explain why voting is important. -Compare and contrast daily life for the Minnesota Ojibwe people in different times.	Formative: -Teacher observation of student participation in discussions and in cooperative small group activities. -Student completed self-assessment for contributing to group work. -Exit slips -Review of projects -Evaluate Interactive Student Notebook -Scholastic News Magazine activities

			Summative: -Chapter Test
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## Social Studies Curriculum Map Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	Citizenship and Government  Economics  Geography  History	-Identify and locate geographical features on a physical map. -Label a map of North America with physical features and country names.  -Describe how the culture of a community reflects the history, daily life or belief of its people. (Holiday traditions from around the world)	Formative: -Teacher observation of student participation in discussions and in cooperative small group activities. -Student completed self-assessment for contributing to group work. -Exit slips -Review of projects -Evaluate Interactive Student Notebook -Scholastic News Magazine activities  Summative: -Chapter Test
<b>J A N U A R Y</b>	Citizenship and Government  Economics  Geography  History	-Distinguish between things that are from nature and those made by people. -Classify materials that come from nature as natural resources -Explain causes and effects of land, water and air pollution. -Give examples of goods, services -Assemble a toy using assembly-line techniques -Complete a flowchart showing how goods move from factories to stores.	Formative: -Teacher observation of student participation in discussions and in cooperative small group activities. -Student completed self-assessment for contributing to group work. -Exit slips -Review of projects -Evaluate Interactive Student Notebook -Scholastic News Magazine activities  Summative: -Chapter Test
<b>F E B R U A R Y</b>	Not formally taught February-May, but skills are integrated throughout the curriculum.		

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**Social Studies Curriculum Map Grade 2**

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>M A R C H</b>			
<b>A P R I L</b>			
<b>M A Y</b>			

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## Religion Curriculum Map- Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<ul style="list-style-type: none"> <li>• God's Creation</li> <li>• Mass Involvement</li> <li>• Prayer</li> <li>• Discipleship</li> <li>• Stewardship-Time, Talent, Treasure</li> <li>• Sacrament of Baptism</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate God's gifts, especially His Son, Jesus</li> <li>• Become familiar with order of the Mass and responses</li> <li>• Define a Christian as a follower of Jesus</li> <li>• Participate in school, church and community service projects</li> <li>• Identify Baptism as a sacrament that welcomes us into the church</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and participation</li> <li>• Daily Prayer</li> <li>• Create Wanted: Disciples of Jesus posters</li> <li>• Act-out Bible stories</li> <li>• Mass/Adoration participation</li> <li>• Participation in the Rosary</li> </ul>
<b>O C T O B E R</b>	<ul style="list-style-type: none"> <li>• Preparation for the Sacrament of Reconciliation</li> <li>• Ten Commandments</li> <li>• Stewardship-Time, Talent, Treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Know Jesus died so our sins could be forgiven</li> <li>• Explain the two great commandments: Love God and love your neighbor as yourself</li> <li>• Know Bible stories of Jesus' forgiveness toward others and that Jesus will forgive us when we are sorry</li> <li>• Participate in school, church and community service projects</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and participation</li> <li>• Color Welcome Cards for newly baptized parishioners (babies)</li> <li>• Design CD's/Cover Case for God's Commandments with a sentence describing how student can follow that commandment</li> <li>• Role-play loving and selfish choices in real life situations</li> <li>• Act-out Bible stories</li> <li>• Class discussion/participation</li> <li>• Daily prayer (Prayer of Sorrow)</li> <li>• Mass/Adoration participation</li> <li>• Participation in the Rosary</li> </ul>
<b>N O V E M B E R</b>	<ul style="list-style-type: none"> <li>• Preparation for the Sacrament of Reconciliation</li> <li>• Stewardship-Time, Talent, Treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of the meaning of sin, mistake, accident, temptation, and penance</li> <li>• Ask the Holy Spirit to help us examine our conscious and become a better friend</li> <li>• Make a special gift of art for nursing home residents</li> <li>• Participate in school, church and community service projects</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and participation</li> <li>• Complete project/activities relating to Reconciliation</li> <li>• Role-play</li> <li>• Mass/Adoration participation</li> <li>• Participation in the Rosary</li> <li>• Visit with, and join the Ramsey County Nursing Home residents for Mass</li> </ul>



## Religion Curriculum Map-Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	<ul style="list-style-type: none"> <li>• Advent</li> <li>• Christmas</li> <li>• Stewardship-Time, Talent, Treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Understand simple meaning of Advent wreath</li> <li>• Explore Christmas traditions of the Catholic Church and those of our own family</li> <li>• Read Bible stories about the people of Advent (Isaiah, John the Baptist, Mary)</li> <li>• Participate in school, church and community service projects</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and participation</li> <li>• Design/Complete Advent Booklet with a variety of activities that relate Advent to their daily life</li> <li>• Participate in daily Advent Calendar and prayer</li> <li>• Mass/Adoration participation</li> <li>• Participation in the Rosary</li> </ul>
<b>J A N U A R Y</b>	<ul style="list-style-type: none"> <li>• Prepare for and Celebrate Reconciliation</li> <li>• Stewardship-Time, Talent, Treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in school, church, and community service projects</li> </ul> <p>Through the Sacrament of Reconciliation:</p> <ul style="list-style-type: none"> <li>• Understand Jesus forgives us through the Priest when we confess and show sorrow for our sins</li> <li>• Experience God’s love, healing, and forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and participation</li> <li>• Role play scenarios of sin, mistake, accident, temptation</li> <li>• Complete project/activities relating to Reconciliation</li> <li>• Act-out Bible stories of forgiveness</li> <li>• Make booklet with the steps of Reconciliation</li> <li>• Participation in the Sacrament of Reconciliation</li> <li>• Mass/Adoration participation</li> <li>• Participation in the Rosary</li> </ul>
<b>F E B R U A R Y</b>	<ul style="list-style-type: none"> <li>• Preparation for the Sacrament of the Eucharist</li> <li>• Lent</li> <li>• Stewardship-Time, Talent, Treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Mass is given to us by Jesus at the Last Supper</li> <li>• Know the Mass is a celebration of the Eucharist</li> <li>• Participate in Stations of the Cross, Morning Prayer, school, church, and community service projects (Corporal Works of Mercy)</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and participation</li> <li>• Retell, dramatize Bible stories, complete projects relating to the Eucharist (i.e. Last Supper, making the host/chalice out of clay)</li> <li>• Participation in a variety of activities that relate Lent to their daily life</li> <li>• Mass/Adoration/Stations of the Cross participation</li> </ul>

## Religion Curriculum Map-Grade 2

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<ul style="list-style-type: none"> <li>• Preparation for the Sacrament of the Eucharist</li> <li>• Mass Involvement</li> <li>• Parts of the Mass</li> <li>• Stewardship-Time, Talent, Treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the Bible has two main sections: Old and New Testament</li> <li>• Retell, act-out Bible stories that focus on the Eucharist</li> <li>• Further their understanding of Liturgy of the Word/Liturgy of the Eucharist parts of the Mass</li> <li>• Identify signs and symbols of the Mass</li> <li>• Explain ways to concretely participate in the Mass</li> <li>• Participate in school, church and community service projects</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and participation</li> <li>• Complete project/activities relating to the Eucharist</li> <li>• Act out/retell Bible stories relating to the Eucharist (The Last Supper) and what part of the Mass we remember this</li> <li>• Mass/Adoration participation</li> <li>• Participation in Sacrament of Reconciliation during Lent</li> </ul>
<b>A P R I L</b>	<ul style="list-style-type: none"> <li>• Preparation for the Sacrament of the Eucharist</li> <li>• Easter</li> <li>• Stewardship-Time, Talent, Treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the bread and wine become the Body and Blood of Christ during the Eucharist</li> <li>• Read Bible stories of Holy Week and the Resurrection of Jesus</li> <li>• Explain the role of Jesus in Palm Sunday, Holy Thursday, Good Friday, Holy Saturday, and Easter Sunday</li> <li>• Jesus died for us so our sins could be forgiven, and resurrected again so we can have eternal life with him in heaven</li> <li>• Participate in school, church and community service projects</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and participation</li> <li>• Mass/Adoration participation</li> <li>• Participation in the Rosary</li> </ul>
<b>M A Y</b>	<ul style="list-style-type: none"> <li>• Prepare for and Celebrate the Sacrament of the Eucharist</li> <li>• Stewardship-Time, Talent, Treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure for receiving the Holy Communion</li> <li>• Fully participating in Mass by receiving the Body and Blood of Christ</li> <li>• Live the Mass by loving and serving the Lord, and others</li> <li>• Make a special gift of art for nursing home residents</li> <li>• Participate in school, church and community service projects</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the Sacrament of the Eucharist</li> <li>• Class discussion and participation</li> <li>• Mass participation-May Crowning of Mary</li> <li>• Adoration participation</li> <li>• Participation in the Rosary</li> <li>• Visit with, and join the Ramsey County Nursing Home residents for Mass</li> </ul>

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