

Second Grade Curriculum Document

English Language Arts

LTTG: Students will be able to independently use strategies and draw meaning from various sources to acquire knowledge and communicate it effectively in real-world situations. (Ex. Discuss, debate, compose, produce, support with credible evidence, interview, critique, paraphrase, and summarize.)

Big Idea	Learning to Read
Enduring Understandings	The student will understand: Applying phonics skills will help them be a better reader. Letters and sounds go together to make words. Phonemic awareness is necessary for reading. (Rhyming words, sight words, sound substitutions, word parts, syllabication, and print awareness.)
Essential Questions	What role does reading play in our lives? How can applying phonics skills make us better readers?
Power Standards	ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.

Big Idea	Reading for Understanding
Enduring Understandings	The student will understand: We get information from the pictures and words in a story. The different elements that stories contain and their impact on the importance to a story.
Essential Questions	How do we think while reading in order to understand? What is the author trying to say? How can comparing the characters and elements of a story to those in a story I have read before help me better understand my new story? How can using text features help me understand what I read?
Power Standards	ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELACC2RL3: Describe how characters in a story respond to major events and challenges. ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Big Idea	Reading for Understanding
Enduring Understandings	The student will understand: Good readers use strategies to help them understand what they read. The different elements that stories contain and their impact on the importance to a story.
Essential Questions	What strategies can I use to help me understand what I read? How can we find the meaning of unknown words?

	<p>How can being a fluent reader help me understand what I am reading?</p> <p>What clues can I look for in a sentences to help me understand what I am reading?</p>
Power Standards	<p>ELACC2RI10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELACC2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>ELACC2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>ELACC2RI10: By the end of the year, read and comprehend informational texts (social studies, science) in the grades 2-3 text complexity band pro</p> <p>ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>d. Recognize and read grade-appropriate irregularly spelled words.</p> <p>ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [support standard]</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [support standard]</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>

Big Idea	Learning to Write
Enduring Understandings	<p>The student will understand:</p> <p>Conventions are important when writing. (end punctuation, capitalization, capital I, complete sentences, correct spacing, correct spelling for previously taught phonics rules.)</p>
Essential Questions	<p>What are the conventions that are important to writing?</p> <p>How can revising sentences help me understand the writing process?</p>
Power Standards	<p>ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce and expand complete simple and compound sentences</p> <p>g. Creates documents with legible handwriting.</p>

	<p>ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
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Big Idea	Effective writing is a process.
Enduring Understandings	The student will understand: Writing is a way for people to share their ideas, thoughts, and feelings.
Essential Questions	How does using a topic sentence, supporting details, and a conclusion sentence help me become a better writer? How does creating a graphic organizer help me connect my thoughts to my writing?
Power Standards	ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include pre-writing.
	ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

Big Idea	Writing in a Variety of Formats
Enduring Understandings	The student will understand: Effective writers organize their ideas and write text based on their audience.
Essential Questions	How does my audience determine what I write? How do I organize my thoughts differently for the type of text I am writing?
Power Standards	ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	ELACC2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Big Idea	Learning to Communicate
Enduring Understandings	The student will understand: Speaking and listening are essential in good communication. How to participate in a collaborate conversation.
Essential Questions	What role does speaking and listening play in our lives? How can we elaborate our conversations?
Power Standards	ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Idea	Communication requires collaboration and discussion.
Enduring Understandings	The student will understand: Asking and answering questions are essential for communication. How to participate in a collaborative conversation.
Essential Questions	What does a productive conversation look like? How does being a good listener help me be a better communicator? What are the rules for productive conversations? How can my drawings help me explain what I am thinking or feeling?
Power Standards	ELACC2SL1: Participate in collaborative conversations about 2 nd grade topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions.
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- ELACC2SL2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.
- ELACC2SL3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- ELAGSE2SL5:** Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
- ELACC2SL6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math

LTTG: Independently apply a deep understanding of number sense and mathematical concepts and skills to solve varied real-life problems. Demonstrate perseverance to find and justify reasonable solutions.

Big Idea	Representing in Base Ten
Enduring Understandings	<p>The student will understand:</p> <p>Quantities can be counted and represented in various ways.</p> <p>A digit's place in a number affects its value.</p> <p>Number patterns can be used to count sets and count sequentially.</p>
Essential Questions	<p>How can a number be represented in various ways?</p> <p>How can you prove your answer?</p> <p>What are some mental math strategies I can use to solve problem?</p> <p>Why does a digit's place in a number affect its value?</p> <p>How does our understanding of place value help us become real-life problem solvers?</p> <p>How can number patterns help us understand numerical relationships?</p>
Power Standards	<p><u>MCC2.NBT.1</u> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p><u>MCC2.NBT.2</u> Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><u>CCGPS.1.NBT.3</u> Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.</p> <p><u>MCC2.NBT.4</u> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p><u>MCC2.NBT.5</u> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>MCC2.NBT.7</u> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><u>MCC2.NBT.8</u> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>

Big Idea	Concrete or real world situations can be represented by numbers, models, and equations and solved using operations.
Enduring Understandings	<p>The student will understand:</p> <p>Use properties and models to understand the relationship between numbers in order to solve problems.</p> <p>There are different strategies we can use to solve a problem.</p> <p>The importance of knowing basic facts from memory.</p>
Essential Questions	<p>Why is it important to have different strategies to solve problems?</p> <p>How do you choose a strategy to solve a problem?</p> <p>Can you explain different ways to solve the same problem?</p>
Power Standards	<p><u>MCC2.OA.1</u> Use addition and subtraction within 100 to solve 1 and 2 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using a symbol for the unknown number to represent the problem.</p>

	<p><u>MCC2.OA.2</u> Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p><u>MCC2.NBT.5</u> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>MCC2.MD.5</u> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p>
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Big Idea	Measurement
Enduring Understandings	<p>The student will understand:</p> <p>Objects and time can be measured.</p> <p>Measurement can be used to determine and compare the length of objects and the passage of time.</p>
Essential Questions	<p>Can you select the appropriate tool for measurement?</p> <p>How would you compare and contrast the length of objects?</p> <p>What would happen if we could not tell time?</p>
Power Standards	<p><u>MCC2.MD.1</u> Measure the length of an object by selecting and using appropriate tools such as rulers, yard sticks, and measuring tapes.</p> <p><u>MCC2.MD.4</u> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><u>MCC2.MD.5</u> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><u>MCC2.MD.7</u> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><u>MCC2.MD.8</u> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p><u>MGSE2. MD. 9</u> Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.</p> <p><u>MGSE2.MD.10</u> Draw a picture graph and a bar graph (with single unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>

Big Idea	Analyzing Geometrical Attributes
Enduring Understandings	<p>The student will understand:</p> <p>Two and three-dimensional shapes can be described, classified, and analyzed by their attributes.</p> <p>Figures in the real world are made of plane and solid shapes and have different attributes.</p>
Essential Questions	<p>How can shapes be identified and sorted by their attributes?</p>
Power Standards	<p><u>MCC2.G.1</u> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><u>MCC2.G.3</u> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>

Science

LTTG: Students will be able to independently observe and question their surroundings as well as creatively and effectively solve problems by being persistent, communicating, and evaluating their results as well as those of other scientists.

Big Idea	Changes in Our World
Enduring Understandings	The student will understand: All living things grow and change.
Essential Questions	How do different living things change throughout their life cycles? How can changes in the environment affect living things? What effects can occur due to changes and interactions in our environment?
Power Standards	GSE S2E3 Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment. GSE S2L1 Obtain, evaluate, and communicate information about the life cycles of different living organisms. a. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog, or classroom pet, a bird such as a chicken, an amphibian such as a frog, and in insect such as a butterfly. b. Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. d. Develop models to illustrate the unique and diverse life cycles of organisms other than humans.

Big Idea	Organization of Matter
Enduring Understandings	The student will understand: All matter has properties and can change.
Essential Questions	How can physical properties be used to describe the changes and forms of matter?
Power Standards	GSE S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. a. Ask questions to describe and classify different substances according to their physical properties. b. Construct an explanation for how structures made from small pieces (linking cubes, building blocks, Legos) can be disassembled and the rearranged to make new and different structures. c. Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed, and some changes are irreversible.

Big Idea	Science and Engineering Practices
Enduring Understandings	The student will understand: Scientists use their senses to investigate and to solve problems. There are rules to follow when conducting experiments to keep the scientist safe. Scientists use tools to solve problems.
Essential Questions	How do I obtain, evaluate and communicate information? How can I ask and define problems? How can I be a safe scientist? How can I use science to solve problems?
Power Standards	*SE1 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. *SE2 Students will be familiar with the character of scientific knowledge and how it is achieved. *SE3. Students will understand important features of the process of scientific inquiry.

*School Created

Social Studies

LTTG: Students will be able to independently use their learning to: analyze historical events to identify how they impact present and future events; participate effectively in a democratic society; develop an appreciation and understanding of cultural differences, including global awareness, identify their place in this world; and read and evaluate text in which they can apply knowledge to communicate a meaningful message.

Big Idea	Change
Enduring Understandings	The student will understand: Throughout history people have created conditions for change.
Essential Questions	How can studying history help us better understand our world? How has our country changed over time? How has our country stayed the same?
Power Standards	<p><u>GSE SS2H1</u> Read about and describe the life of historical figures in Georgia history.</p> <p>a. Identify contributions made by these figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia).</p> <p>b. Sequoyah (development of Cherokee alphabet)</p> <p>d. Martin Luther King, Jr. (civil rights)</p> <p>e. Juliette Gordon Low (leadership)</p> <p>g. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, transportation, communication, recreation, etc.)</p> <p><u>GSE SS2H2</u> Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</p> <p>a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.</p> <p><u>GSE SS2G2</u> Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee.</p> <p>b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.</p> <p><u>GSE SS2CG3</u> Describe how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>

Big Idea	Government
Enduring Understandings	The student will understand: Citizens have rights, duties, and responsibilities. Government exists to ensure the freedom and well-being of citizens and communities. The government creates laws that keep people safe.
Essential Questions	Why are rules and laws important? What are the characteristics of a good citizen? What is the role of the president? Governor?
Power Standards	<p><u>GSE SS2CG2</u> Identify the following elected officials of the executive branch and where they work:</p> <p>a. President (leader of the nation) and Washington, D.C.—White House.</p> <p>b. Governor(leader of our state) and Atlanta, GA—State Capitol Building.</p>

Big Idea	Economic Decision-Making
Enduring Understandings	The student will understand: People make choices based on their wants and needs. Sometimes it is better to save money than to spend it.
Essential Questions	Why can’t people have everything they want? How do we use money? Why is it sometimes better to save money than to spend it?
Power Standards	<p><u>SS2E1</u> Explain that people have to make choices about goods and services because of scarcity.</p> <p><u>SS2E3</u> Explain that people usually use money to obtain the goods and services they want and money makes trade easier than barter.</p>