



WESTSIDE
ATLANTA CHARTER SCHOOL

QTR 4: March 12-May 22	GRADE: 2 nd Grade	YEAR: 2017-2018
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Curriculum Map

Language Arts			
Date	Standard	Assessment	Additional Info.
Week 1 (3/12)	<u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		-Students will work on creating their own narrative story.
Week 2 (3/19)	<u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense		-Students will work on creating their own narrative story.

	of closure.		
Week 3 (3/26)	<u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		-Students will work on creating their own narrative story.
Week 4 (4/9)	<u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		-Students will work on creating their own narrative story.
Week 5 (4/16)	<u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		-Students will work on creating their own narrative story.
Week 6 (4/23)	<u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which	STORY PROJECT	Students share published stories

	<p>they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>		
<p>Week 7 (4/30)</p>	<p>CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>		<p>-Students will be writing an informational writing based off of what we are studying in Social Studies.</p>
<p>Week 8 (5/7)</p>	<p>CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>		<p>-Students will be writing an informational writing based off of what we are studying in Social Studies.</p>
<p>Week 9 (5/14)</p>	<p>CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>		<p>-Students will be writing an informational writing based off of what we are studying in Social Studies.</p>

Reading			
Date	Standard	Assessment	Additional Info.
Week 1 (3/12)	<u>CCSS.ELA-LITERACY.RL.2.4</u> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		Read and write poetry
Week 2 (3/19)	<u>CCSS.ELA-LITERACY.RL.2.1</u> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Weekly comprehension check	Charlotte's Web Ch. 1-3
Week 3 (3/26)	<u>CCSS.ELA-LITERACY.RL.2.1</u> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Weekly comprehension check	Charlotte's Web Ch. 4-8
Week 4 (4/9)	<u>CCSS.ELA-LITERACY.RL.2.3</u> Describe how characters in a story respond to major events and challenges.	Weekly comprehension check	Charlotte's Web Ch. 9-13

Week 5 (4/16)	CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Weekly comprehension check	Charlotte's Web Ch. 14-18
Week 6 (4/23)	CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	End of Book Test	Charlotte's Web Ch. 19-22
Week 7 (4/30)	CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		<u>Studies Weekly MY STATE (Social Studies Standards)</u>
Week 8 (5/7)	CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		<u>Studies Weekly MY STATE (Social Studies Standards)</u>
Week 9 (5/14)	CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		<u>Studies Weekly MY STATE (Social Studies Standards)</u>

Math			
Date	Standard	Assessment	Additional Info.
Week 1 (3/12)	<u>CCSS.MATH.CONTENT.2.MD.A.1</u> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		-Students will measure in inches, feet, and yards.
Week 2 (3/19)	<u>CCSS.MATH.CONTENT.2.MD.A.2</u> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		-Students will measure objects in both centimeters and inches.
Week 3 (3/26)	<u>CCSS.MATH.CONTENT.2.MD.B.5</u> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units,	Measurement Unit Assessment	-Students will solve word problems involving lengths with units.

	e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		
Week 4 (4/9)	<u>CCSS.MATH.CONTENT.2.G.A.1</u> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		-Students will identify and draw: triangles, quadrilaterals, pentagons, hexagons, and cubes.
Week 5 (4/16)	<u>CCSS.MATH.CONTENT.2.G.A.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.	Shape Mid-Assessment	-Students will divide shapes into equal shares (partition) of halves, thirds, and fourths.
Week 6 (4/23)	<u>CCSS.MATH.CONTENT.2.G.A.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		-Students will divide shapes into equal shares (partition) of halves, thirds, and fourths.

	halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		
Week 7 (4/30)	<u>CCSS.MATH.CONTENT.2.MD.C.7</u> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		- Students will read and write time of digital and analog clocks using a.m. and p.m.
Week 8 (5/7)	<u>CCSS.MATH.CONTENT.2.MD.C.7</u> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Partition and Time Unit Assessment	- Students will read and write time of digital and analog clocks using a.m. and p.m.
Week 9 (5/14)	<u>CCSS.MATH.CONTENT.2.OA.A.1</u> Use addition and subtraction within 100 to solve one- and two-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 drawings and equations with a symbol for the unknown number to represent the problem. ¹		-Students will solve two step word problems.

Science			
Date	Standard	Assessment	Additional Info.
Week 1 (3/12)	S2L1. Obtain, evaluate, and communicate information		<u>Plant Life Cycles</u>

	about the life cycles of different living organisms.		
Week 2 (3/19)	S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.		<u>Plant Life Cycles</u>
Week 3 (3/26)	S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.		<u>Animal Life Cycles</u>
Week 4 (4/9)	S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.		<u>Animal Life Cycles</u>
Week 5 (4/16)	S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.		<u>Animal Life Cycles</u>
Week 6 (4/23)	SOCIAL STUDIES		
Week 7 (4/30)	SOCIAL STUDIES		
Week 8 (5/7)	SOCIAL STUDIES		
Week 9 (5/14)	SOCIAL STUDIES		

Social Studies			
Date	Standard	Assessment	Additional Info.
Week 6 (4/23)	SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today		-Students will describe the different features of the Creek and Cherokee.
Week 7 (4/30)	SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today		-Students will describe the different features of the Creek and Cherokee.
Week 8 (5/7)	SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface. a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. b. Locate on a physical map		-Students will research and learn about the different features of the 5 different Georgia regions.

	the major rivers: Savannah, Flint, and Chattahoochee.		
Week 9 (5/14)	SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface. a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.		-Students will research and learn about the different features of the 5 different Georgia regions.