



WESTSIDE
ATLANTA CHARTER SCHOOL

QTR 2: Oct. 16 - Dec. 21	GRADE: 2 nd Grade	YEAR: 2018-2019
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Curriculum Map

Language Arts				
Date	Standard	Assessment	Extension	Additional Info.
Week 1 (10/16)	<p><u>CCSS.ELA-LITERACY.L.2.1.E</u> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><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.</p>	Informal quick checks on student knowledge of adjectives.	NA	<p>What is an adjective. Identifying and using them in a sentence.</p> <p>What is a Narrative Writing? example pieces of writing.</p>

<p>Week 2 (10/23)</p>	<p><u>CCSS.ELA-LITERACY.L.2.1.F</u> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><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.</p>	<p>Informal quick checks on student knowledge of adverbs.</p> <p>Conferencing with students, discussing their writing piece.</p>	<p>NA</p>	<p>What is an adverb. Identifying and using them in a sentence.</p> <p>Modeling narrative writing. Student start narrative writing piece.</p>
<p>Week 3 (10/30)</p>	<p><u>CCSS.ELA-LITERACY.L.2.1.C</u> Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p><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</p>	<p>Informal quick checks on student knowledge of reflexive pronouns.</p> <p>Formal assessment on student's narrative writing piece.</p>	<p>NA</p>	<p>Identifying and using reflexive pronouns in our reading and writing. Ex: myself, herself, itself.</p> <p>Students narrative writing story.</p>

	signal event order, and provide a sense of closure.			
Week 4 (11/6)	<p><u>CCSS.ELA-LITERACY.L.2.1.C</u> Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p><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.</p>	<p>Formal Assessment on reflexive pronouns.</p> <p>Conferencing with students, discussing their writing piece.</p>	NA	<p>Students use the correct pronoun when referring back to a noun. Identifying and using reflexive pronouns in our reading and writing. Ex: myself, herself, itself.</p> <p>Students start narrative writing piece.</p>
Week 5 (11/13)	<p><u>CCSS.ELA-LITERACY.L.2.2.C</u> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><u>CCSS.ELA-LITERACY.W.2.3</u></p>	Informal quick checks on student knowledge of contractions.	<p>NA</p> <p>Students will write a narrative</p>	Identifying and using the correct contraction when reading and writing. Ex: wasn't = was not, he's = he is.

	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.	Formal Assessment on student's narrative writing piece..	that has a sequence of events, with changing characters, settings, uses dialogue.(i.e writing a series or a story with multiple chapters.)	Students will continue with narrative writing piece.
Week 6 (11/27)	<p><u>CCSS.ELA-LITERACY.L.2.2.C</u> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><u>CCSS.ELA-LITERACY.W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Formal Assessment on student understanding of contractions.</p> <p>Conferencing with students, discussing their writing piece.</p>	NA	<p>Identifying and using the correct contraction when reading and writing. Ex: wasn't = was not, he's = he is.</p> <p>Model opinion writing, and show student examples of writing.</p>

<p>Week 7 (12/4)</p>	<p><u>CCSS.ELA-LITERACY.L.2.1.B</u> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p><u>CCSS.ELA-LITERACY.W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Informal quick checks on student knowledge of irregular plural nouns.</p> <p>Conferencing with students, discussing their writing piece.</p>	<p>Students will be given irregular plural words and asked to make them singular again</p> <p>NA</p>	<p>irregular plural nouns- children, teeth, mice, fish.</p> <p>Students start formal opinion writing piece.</p>
<p>Week 8 (12/11)</p>	<p><u>CCSS.ELA-LITERACY.L.2.1.B</u> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p><u>CCSS.ELA-LITERACY.W.2.1</u> Write opinion pieces in which they introduce the topic or</p>	<p>Formal Assessment on student understanding of irregular plural nouns.</p> <p>Formal Assessment on student's opinion piece.</p>	<p>NA</p> <p>Students will write a well organized opinion piece</p>	<p>irregular plural nouns- children, teeth, mice, fish.</p> <p>Students continue writing their opinion writing piece.</p>

	book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.		and will edit their peers and others writing, by explaining why they are making those corrections.	
Week 9 (12/18)	CCSS.ELA-LITERACY.L.2.2.B Use commas in greetings and closings of letters.	Students will write a letter, demonstrating their ability to correctly place commas.	Students will write letters to another persuading them to do something for them	Example of correct commas in a letter: Dear _____, Sincerely,

Reading				
Date	Standard	Assessment	Extension	Additional Info.
Week 1 (10/16)	2.RL.1- Ask and answer questions about the text. 2.RL.9 Compare and contrast two or more versions of the same story by different authors or	Daily guided reading observations , checklists, Fountas and Pinnell Formal Assessment comparing and	Students will write a story that has dialogue, problem, solution, setting, that uses a real life person that they have learned about. (historical writing)	<u>Cinderella</u> <u>The Rough</u> <u>Face Girl</u> <u>Yeh-Shen</u>

	from different cultures.	contrasting the two versions of Cinderella. (RL.9)		
Week 2 (10/23)	2.RL.1- Ask and answer questions about the text. 2.RL.3- Describe how characters in a story respond to major events and challenges.	Daily guided reading observations , checklists, Fountas and Pinnell Formal Assessment (RL.3)		<u>Crankenstein</u> Send home Governor project
Week 3 (10/30)	RI.2 - Identify the main topic of a multi paragraph text.	Daily guided reading observations , checklists, Fountas and Pinnell RL.7 Assessment	N.A	<u>Informational on Government</u>
Week 4 (11/6)	2.RL.1- Ask and answer questions about the text. 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Daily guided reading observations , checklists, Fountas and Pinnell Formal Assessment on RL.2	Students will create a fable that uses dialogue, supporting details, problem and solution Students will create new characters	<u>Aesop's Fables Found on RAZ</u> <u>or Stone Soup</u>

	2.RL.3- Describe how characters in a story respond to major events and challenges.		based on stories that they have read in their own writing.	
Week 5 (11/13)	RL 2.3: Describe how characters in a story respond to major events and challenges	Daily guided reading observations , checklists, Fountas and Pinnell Formal Assessment on RI.2	NA	<u>Turk and Runt</u> Start Economics project
Week 6 (11/27)	2.RI.1- Ask and answer such questions as <i>who, what, where, when, why</i> and how to demonstrate understanding of key details in a text. 2.RI.6- Identify the main purpose of a text, including what the author wants to answer, explain or describe.	Daily guided reading observations , checklists, Fountas and Pinnell Formal assessment (RI.6.)	Students will write a story that has dialogue, problem, solution, setting, that uses a real life person that they have learned about. (historical writing)	Suffixes: Superlatives (er/ est) <u>The Legend of the Poinsettia</u>
Week 7 (12/4)	2.RI.7 - Explain how specific images contribute to clarify a text.	Daily guided reading observations , checklists, Fountas and Pinnell	Students will draw images of their choice and will use adjectives to describe and clarify the image	Close reads focused on the standard. One whole class, one small group, and one independent

		Formal Assessment on RI.7		(Assessment).
Week 8 (12/11)	2.RL.1- Ask and answer questions about the text. 2.RL.6- determine the difference in point of view of characters.	Daily guided reading observations , checklists, Fountas and Pinnell Formal Assessment of point of view (RL.6)	Students will write a story that has dialogue, problem, solution, setting, using a variety of points of view	<u>How to Catch Santa</u>
Week 9 (12/18)	2.RL.1- Ask and answer questions about the text.		Students will write a story that has dialogue, problem, solution, setting, using a variety of points of view	<u>Assorted Christmas books - story mapping</u>

Math				
Date	Standard	Assessment	Extension	Additional Info.
10/15- 10/19	2 OA1 use addition and subtraction within 100 to solve one and two step word problems 2 NTB5 fluently add and subtract within 100 2 NBT 8 mentally add 10 or 100 to a given number 100-900 2 NBT 9 Explain why	Informal assessments		Module 4: Addition and Subtraction within 200 with Word Problems to 100 Topic A: Sums and differences within 100 Lessons 1-5

	addition and subtraction strategies work, using place value and operations			(5 days)
10/22- 10/26	2NBT 7 add and subtract within 1,000 2 NBT 9 Explain why addition and subtraction strategies work, using place value and operations	Teacher made addition and subtraction assessment		Module 4: Topic B: Strategies for composing ten Lessons 6-10 (5 Days)
10/29-11/5	2 OA1 use addition and subtraction within 100 to solve one and two step word problems 2NBT 7 add and subtract within 1,000 2 NBT 9 Explain why addition and subtraction strategies work, using place value and operations	Mid-module assessment		Module 4 Topic C: Strategies for Decomposing a Ten Lessons 11-16
11/6-11/13	2NBT6 adding up to four two digit numbers 2NBT 7 add and subtract within 1,000 2 NBT 8 mentally add 10 or 100 to a given number 100-900 2 NBT 9 Explain why addition and subtraction strategies work, using place value and operations			Module 4: Topic D: Strategies for Composing Tens and Hundreds Lessons 17-22 (6days)

<p>11/14- 11/16 11/26-11/27 Continued after Thanksgiving</p>	<p>2NBT 7 add and subtract within 1,000 2 NBT 9 Explain why addition and subtraction strategies work, using place value and operations</p>	<p>Assessment on adding and subtracting within 1000</p>		<p>Module 4: Topic E: Strategies for Composing Tens and Hundreds</p> <p>Lessons 23-28</p>
<p>11/19-11/23</p>	<p>THANKSGIVING BREAK</p>			
<p>11/27-11/30</p>	<p>2 OA1 use addition and subtraction within 100 to solve one and two step word problems 2NBT 7 add and subtract within 1,000 2 NBT 9 Explain why addition and subtraction strategies work, using place value and operations</p>	<p>Module Assessment (assessment given the following week)</p>		<p>Module 4: Topic F: Student Explanations of Written Methods</p> <p>Lessons 29-31 (3 days)</p>
<p>12/3-12/11</p>	<p>2NBT 7 add and subtract within 1,000 2 NBT 8 mentally add 10 or 100 to a given number 100-900 2 NBT 9 Explain why addition and subtraction strategies work, using place value and operations</p>			<p>Begin Module 5(will not finish) Add/Sub within 1,000 Topic A: Strategies for add/sub within 1000</p> <p>Lessons 1-7 (7 days)</p>

12/12-12/19	2NBT 7 add and subtract within 1,000 2 NBT 9 Explain why addition and subtraction strategies work, using place value and operations	Mid Module Assessment		Module 5 Topic B: Strategies for composing tens and hundreds Lessons: 8-11 (5days)
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Science			
Date	Standard	Assessment	Additional Info.
	NO SCIENCE STANDARDS THIS QUARTER		

Social Studies			
Date	Standard	Assessment	Additional Info.
Week 1 (10/16)	SS2CG1 The student will define the concept of government and the need for rules and laws.		

<p>Week 2 (10/23)</p>	<p>SS2CG2 The student will identify the roles of the following elected officials: a. President (leader of our nation) b. Governor (leader of our state) c. Mayor (leader of a city)</p>	<p>Campaign Project</p>	<p>Students will run for governor.</p>
<p>Week 3 (10/30)</p>	<p>SS2CG2 The student will identify the roles of the following elected officials: a. President (leader of our nation) b. Governor (leader of our state) c. Mayor (leader of a city)</p>	<p>Government quiz!</p>	
<p>Week 4 (11/6)</p>	<p>SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and by locating them on appropriate maps.</p>		
<p>Week 5 (11/13)</p>	<p>SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first served; personal characteristics; and others).</p>	<p>Economics Holiday Project</p>	<p>Students will sell create and sell an item. They will set up their own business.</p>

	SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.		
Week 6 (11/27)	SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first served; personal characteristics; and others). SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.		
Week 7 (12/4)	SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.	Economics quiz!	
Week 8 (12/11)	SS2E4 The student will describe the costs and benefits of personal spending and saving choices.		

Week 9 (12/18)	Review of SS2E1-E4 - Economic standards.		
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