



**WESTSIDE**  
ATLANTA CHARTER SCHOOL

QTR 3: Jan.8 - Mar.9	GRADE: 2 <sup>nd</sup> Grade	YEAR: 2018-19
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Curriculum Map

Language Arts			
Date	Standard	Assessment	Additional Info.
Week 1 (1/8)	<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.		Past tense of irregular verbs, EX: Sit to sat, tell to told, hide to hid
Week 2 (1/15)	<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.		
Week 3 (1/22)	<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.	<b><u>Formal Assessment</u></b> <b><u>Opinion Writing</u></b>	
Week 4 (1/29)	<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.		
Week 5 (2/5)	<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.		
Week 6 (2/12)	<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.		
Week 7 (2/19)	<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.		
Week 8 (2/26)	<u>CCSS.ELA-LITERACY.W.2.1</u> Write opinion pieces in which they introduce the		

	<p>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>Week 9 (3/5)</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><b><u>Formal Assessment</u></b> <b><u>Opinion Writing</u></b></p>	

Reading			
Date	Standard	Assessment	Additional Info.
Week 1 (1/8)	<u>CCSS.ELA-LITERACY.RI.2.3</u> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Daily guided reading observations , checklists, Fountas and Pinnell  <u>Formal Assessment RI.3</u>	<u>Henry's Freedom Box / MLK</u>
Week 2 (1/15)	<u>CCSS.ELA-LITERACY.RI.2.5</u> 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.	Daily guided reading observations , checklists, Fountas and Pinnell	<u>Snow Day</u>  States of Matter/Make a book (text features)
Week 3 (1/22)	<u>CCSS.ELA-LITERACY.RI.2.5</u> 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.	Daily guided reading observations , checklists, Fountas and Pinnell  <u>Formal Assessment RI.5</u>	<u>Snow Day</u>  States of Matter/Make a book (text features)
Week 4 (1/29)	<u>CCSS.ELA-LITERACY.RI.2.4</u> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	Daily guided reading observations , checklists, Fountas and Pinnell  <u>Formal Assessment RI.4</u>	<u>Snow Day</u>  States of Matter/Make a book (text features)

<p>Week 5 (2/5)</p>	<p><u>CCSS.ELA-LITERACY.RL.2.5</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RETELLING)</p>	<p>Daily guided reading observations , checklists, Fountas and Pinnell</p> <p><u>Formal Assessment RL.5 (retelling)</u></p>	<p><u>Catching the Moon/Jackie Robinson</u></p>
<p>Week 6 (2/12)</p>	<p><u>CCSS.ELA-LITERACY.RL.2.6</u> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Daily guided reading observations , checklists, Fountas and Pinnell</p> <p><u>Formal Assessment RL.6</u></p>	<p><u>Somebody Love You Mr. Hatch</u></p>
<p>Week 7 (2/19)</p>	<p><u>CCSS.ELA-LITERACY.RL.2.6</u> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Daily guided reading observations , checklists, Fountas and Pinnell</p>	<p><u>Looking at Lincoln/President's Day/Jimmy Carter</u></p>
<p>Week 8 (2/26)</p>	<p><u>CCSS.ELA-LITERACY.RI.2.7</u> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Daily guided reading observations , checklists, Fountas and Pinnell</p>	<p><u>Comparing Life Cycles</u></p>
<p>Week 9 (3/5)</p>	<p><u>CCSS.ELA-LITERACY.RI.2.8</u> Describe how reasons support specific points the author makes in a text.</p> <p><u>CCSS.ELA-LITERACY.RI.2.9</u> Compare and contrast the</p>	<p>Daily guided reading observations , checklists, Fountas and Pinnell</p> <p><u>Formal Assessment RI. 8,9</u></p>	<p><u>Comparing Life Cycles</u></p>

	most important points presented by two texts on the same topic.		
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Math			
Date	Standard	Assessment	Additional Info.
Week 1 (1/8)	<u>CCSS.MATH.CONTENT.2.NBT.B.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.	--Teacher does daily informal check with students at her table --Ticket out the door  <b>Mid-Module Assessment</b>	Addition with regrouping up to 1000.  composing tens and hundreds
Week 2 (1/15)	<u>CCSS.MATH.CONTENT.2.NBT.B.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	--Teacher does daily informal check with students at her table --Ticket out the door	Eureka Module 4  Addition with regrouping up to 1000.  composing tens and hundreds

	written method.		
Week 3 (1/22)	<u>CCSS.MATH.CONTENT.2.NBT.B.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.	--Teacher does daily informal check with students at her table --Ticket out the door	Eureka Module 4  Addition with regrouping up to 1000.  composing tens and hundreds
Week 4 (1/29)	<u>CCSS.MATH.CONTENT.2.NBT.B.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.	--Teacher does daily informal check with students at her table --Ticket out the door	Eureka Module 4  3 digit subtraction with regrouping.  decomposing tens and hundreds
Week 5 (2/5)	<u>CCSS.MATH.CONTENT.2.NBT.B.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 a sum of two equal addends.	<b>End of Module Assessment</b>	Eureka Module 4  3 digit subtraction with regrouping.  decomposing tens and hundreds

<p>Week 6 (2/12)</p>	<p><u>CCSS.MATH.CONTENT.2.NBT.B.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</p>	<p>--Teacher does daily informal check with students at her table --Ticket out the door</p>	<p>Module 5  Strategies to add and subtract within 1,000</p>
<p>Week 7 (2/19)</p>	<p><u>CCSS.MATH.CONTENT.2.NBT.B.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</p>	<p>--Teacher does daily informal check with students at her table --Ticket out the door</p> <p><b>Mid-Module Assessment</b></p>	<p>Module 5  Composing tens and hundreds within 1000</p>
<p>Week 8 (2/26)</p>	<p><u>CCSS.MATH.CONTENT.2.NBT.B.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</p>	<p>--Teacher does daily informal check with students at her table --Ticket out the door</p>	<p>Module 5  Decomposing tens and hundreds within 1000</p>
<p>Week 9 (3/5)</p>	<p><u>CCSS.MATH.CONTENT.2.NBT.B.7</u> Add and subtract within 1000, using concrete</p>	<p>--Teacher does daily informal check with students at her table</p>	<p>Module 5</p>

	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	--Ticket out the door  <b>End of Module Assessment</b>	Adding and subtracting to 1000.
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Science			
Date	Standard	Assessment	Additional Info.
Week 1 (1/8)	S2P1. Students will investigate the properties of matter and changes that occur in objects. a. Identify the three common states of matter as solid, liquid, or gas. b. Investigate changes in objects by tearing, dissolving, melting, squeezing, etc		
Week 2 (1/15)	S2P1. Students will investigate the properties of matter and changes that occur in objects. a. Identify the three common states of matter as solid, liquid, or gas. b. Investigate changes in objects by tearing, dissolving, melting, squeezing, etc		
Week 3 (1/22)	S2P1. Students will investigate the properties	<u>Formal Assessment on Matter</u>	

	of matter and changes that occur in objects. a. Identify the three common states of matter as solid, liquid, or gas. b. Investigate changes in objects by tearing, dissolving, melting, squeezing, etc		
Week 4 (1/29)	S2P2. Students will identify sources of energy and how the energy is used.		Light Energy
Week 5 (2/5)	S2P2. Students will identify sources of energy and how the energy is used.		Heat Energy
Week 6 (2/12)	S2P3. Students will demonstrate changes in speed and direction using pushes and pulls.	<u>Formal Assessment on Energy</u>	Energy in Motion
Week 7 (2/19)	S2L1. Students will investigate the life cycles of different living organisms. a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. Relate seasonal changes to observations of how a tree changes throughout a school year. c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. d. Identify fungi (mushroom) as living organisms.		

<p>Week 8 (2/26)</p>	<p>S2L1. Students will investigate the life cycles of different living organisms.  a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. Relate seasonal changes to observations of how a tree changes throughout a school year. c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. d. Identify fungi (mushroom) as living organisms.</p>		
<p>Week 9 (3/5)</p>	<p>S2L1. Students will investigate the life cycles of different living organisms.  a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. Relate seasonal changes to observations of how a tree changes throughout a school year. c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. d. Identify fungi (mushroom) as living organisms.</p>	<p><u>Formal Assessment on Life Cycles</u></p>	

Social Studies			
Date	Standard	Assessment	Additional Info.
Week 1 (1/8)	SS2H1 Describe the lives and contributions of historical figures in Georgia history. d. Martin Luther King, Jr. (civil rights)	Quick check!	
Week 2 (1/15)	SCIENCE WEEK		
Week 3 (1/22)	SCIENCE WEEK		

<p>Week 4 (1/29)</p>	<p>SCIENCE WEEK</p>		
<p>Week 5 (2/5)</p>	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights)</p>	<p>Quick check!</p>	
<p>Week 6 2/12)</p>	<p>SCIENCE WEEK</p>		
<p>Week 7 (2/19)</p>	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. f. Jimmy Carter (leadership and human rights)</p>	<p>Quick check!</p>	
<p>Week 8 (2/26)</p>	<p>SCIENCE WEEK</p>		
<p>Week 9 (3/5)</p>	<p>SCIENCE WEEK</p>		

