



WESTSIDE
ATLANTA CHARTER SCHOOL

QTR 3: Jan.8 - Mar.9	GRADE: 2 nd Grade	YEAR: 2019-2020
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Curriculum Map

Language Arts			
Date	Standard	Assessment	Additional Info.
Week 1 (1/6)	CCSS.ELA-LITERACY.W.2.3 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.		
Week 2 (1/13)	CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Week 3 (1/21)	CCSS.ELA-LITERACY.W.2.3 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.		
Week 4 (1/27)	CCSS.ELA-LITERACY.W.2.3 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.	<u>Formal Assessment</u> <u>Personal Narrative</u> <u>Writing</u> <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>	
Week 5 (2/3)	CCSS.ELA-LITERACY.W.2.3 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.		
Week 6 (2/10)	CCSS.ELA-LITERACY.W.2.3 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.		
Week 7 (2/18)	CCSS.ELA-LITERACY.W.2.3 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.		
Week 8 (2/24)	CCSS.ELA-LITERACY.W.2.3 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.		
Week 9 (3/2)	CCSS.ELA-LITERACY.W.2.3 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.	<u>Formal Assessment</u> <u>Personal Narrative</u> <u>Writing</u> <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>	
Week 10	CCSS.ELA-LITERACY.W.2.3		

(3/9)	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.		
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Reading			
Date	Standard	Assessment	Additional Info.
Week 1 (1/6)	<p><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.</p> <p>CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>Daily guided reading observations , checklists, Fountas and Pinnell</p> <p><u>Formal Assessment</u> <u>RI.3, RL.3</u></p>	<p><u>Henry's Freedom Box</u></p> <p>Character Response & Historical Connection Grade</p>
Week 2 (1/13)	<p><u>CCSS.ELA-LITERACY.RI.2.6</u> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><u>Formal Assessment</u> <u>RI.6</u></p>	<p>MLK informational My Brother Martin</p> <p>Main Purpose Grade</p>

<p>Week 3 (1/21)</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</u> <u>RL.5 (retelling)</u></p>	<p><u>Jackie Robinson</u></p> <p><i>Salt in His Shoes</i> (Michael Jordan)</p> <p>Retelling Grade</p>
<p>Week 4 (1/27)</p>	<p><u>CCSS.ELA-LITERACY.RI.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>Formal Assessment</u> <u>RI.6</u></p>	<p><u>Looking at Lincoln/President's Day/Jimmy Carter</u></p> <p>Main Purpose Grade</p>
<p>Week 5 (2/3)</p>	<p><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.</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><u>States of Matter</u> <u>Text Features</u></p>

<p>Week 6 (2/10)</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</u> <u>RL.6</u></p>	<p><u>Somebody Love</u> <u>You Mr. Hatch</u></p> <p>Point of View Grade</p> <p>(States of Matter Text Feature Book during centers)</p> <p>Text Features Grade</p>
<p>Week 7 (2/18)</p>	<p><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.</p>		<p>Learn how to make ice cream</p> <p>Research health and prices</p> <p>Ice Cream survey research homework</p> <p>Ice Cream Informational Passage Text Feature Grade</p>
<p>Week 8 (2/24)</p>	<p><u>CCSS.ELA-LITERACY.RI.2.8</u> Describe how reasons support specific points the author makes in a text.</p>		<p>Research</p> <p>Convince Delana <u>Party Committees</u></p> <ul style="list-style-type: none"> -Invitations -Logistics (RSVPs) -Lobbyist -Final Recipe /Shopping List

Week 9 (3/2)	CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.		Plan the ice cream party <u>Party Committees</u> -Invitations -Logistics (RSVPs) -Lobbyist -Final -Recipe/Shopping List -calculate cost and needed materials
Week 10 (3/9)	CCSS.ELA-LITERACY.RI.2.6 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	<u>Ice Cream Party!!</u>

Math			
Date	Standard	Assessment	Additional Info.
Week 1 (1/6)	CCSS.MATH.CONTENT.2.NB.T.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of	--Teacher does daily informal check with students at her table --Ticket out the door Mid-Module Assessment	Addition with regrouping up to 1000. composing tens and hundreds

	operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.		
Week 2 (1/13)	<u>CCSS.MATH.CONTENT.2.NB T.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 3 (1/21)	<u>CCSS.MATH.CONTENT.2.NB T.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 (1/27)	<u>CCSS.MATH.CONTENT.2.NB T.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	End of Module Assessment	Eureka Module 4 3 digit subtraction with regrouping. decomposing tens and hundreds

	relationship between addition and subtraction; relate the strategy to a written method.		
Week 5 (2/3)	<u>CCSS.MATH.CONTENT.2.NB T.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.	--Teacher does daily informal check with students at her table --Ticket out the door	Module 5 Strategies to add and subtract within 1,000
Week 6 (2/10)	<u>CCSS.MATH.CONTENT.2.NB T.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 Mid-Module Assessment	Module 5 Strategies to add and subtract within 1,000
Week 7 (2/18)	<u>CCSS.MATH.CONTENT.2.NB T.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	--Teacher does daily informal check with students at her table --Ticket out the door End of Module Assessment	Module 5 Arrays

	relationship between addition and subtraction; relate the strategy to a written method		
Week 8 (2/24)	<p>CCSS.MATH.CONTENT.2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>CCSS.MATH.CONTENT.2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>--Teacher does daily informal check with students at her table</p> <p>--Ticket out the door</p>	<p>Module 6</p> <p>Arrays`</p>
Week 9 (3/2)	<p>CCSS.MATH.CONTENT.2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>CCSS.MATH.CONTENT.2.OA.</p>		<p>Module 6</p> <p>Arrays</p>

	<p>C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>		
Week 10 (3/9)	<p>CCSS.MATH.CONTENT.2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>CCSS.MATH.CONTENT.2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	End of Module Assessment	Module 6

Science			
Date	Standard	Assessment	Additional Info.
Week 1	SOCIAL STUDIES WEEK		

(1/6)			
Week 2 (1/13)	SOCIALS STUDIES WEEK		
Week 3 (1/21)	SOCIAL STUDIES WEEK		
Week 4 (1/27)	SOCIAL STUDIES WEEK		
Week 5 (2/3)	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 6 (2/10)	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 7 (2/18)	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 8 (2/24)	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 9 (3/2)	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	<u>Formal Assessment on States of Matter</u>	
Week 10 (3/9)	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		

Social Studies			
Date	Standard	Assessment	Additional Info.
Week 1 (1/6)	SS2H1 Describe the lives and contributions of historical figures in Georgia history. d. Martin Luther King, Jr. (civil rights)	Quick check!	
Week 2 (1/13)	SS2H1 Describe the lives and contributions of historical figures in Georgia history. d. Martin Luther King, Jr. (civil rights)		
Week 3 (1/21)	SS2H1 Describe the lives and contributions of historical figures in Georgia history. (Jackie Robinson)		

Week 4 (1/27)	SS2H1 Describe the lives and contributions of historical figures in Georgia history. f. Jimmy Carter (leadership and human rights)		
Week 5 (2/3)	SCIENCE WEEK		
Week 6 2/10)	SCIENCE WEEK		
Week 7 (2/18)	SCIENCE WEEK		
Week 8 (2/24)	SCIENCE WEEK		
Week 9 (3/2)	SCIENCE WEEK		
Week 10 (3/9)			