

<b>YAAG 2019-2020</b> <b>2<sup>nd</sup> Grade</b>	<b>Quarter 1</b> <b>Aug. 26-Nov.1</b> <b>(47 Days)</b>	<b>Quarter 2</b> <b>Nov. 6- Jan. 24</b> <b>(43 days)</b>	<b>Quarter 3</b> <b>Jan.28- Mar.27</b> <b>(43 days)</b>	<b>Quarter 4</b> <b>Mar.31- June</b> <b>12 (47 days)</b>
	Aug. 30, Sept. 2 – Labor Day: No School Oct. 14, Nov. 4 and 5 – In-service/Workdays	Nov. 11 – Veterans’ Day: No School Nov. 27-29 – Thanksgiving Break Dec. 23-Jan 3 – Winter Break Jan 20 – Martin Luther King Birthday: No School Jan. 27 – In-service/Workday	Feb. 17 – Presidents’ Day: No School March 30 – In-service/Workday	April 6-10 – Spring Break April 13 – In-service/Workday May 25 – Memorial Day: No School June 15 – Workday

<b>Writing</b>	<b>Narrative Writing</b>	<b>Opinion Writing</b>	<b>Informational Writing</b>	<b>Descriptive Writing</b>
<p>Composing - focus on a clear, central idea, provide elaboration, organization, and unity Written Expression - sentence variation, selected information, word choice, voice, and tone Usage/Mechanics - grammar, punctuation, and usage</p> <p>Writing objectives will be integrated with the content areas and are expected to be mastered and applied in the remaining quarters regardless of the focus for each quarter.</p>	<p>Written expression and composition:</p> <p>2.10 - The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.,</p> <ol style="list-style-type: none"> <li>Understand writing as a process.</li> <li>Identify audience and purpose.</li> <li>Use prewriting strategies to generate ideas before writing.</li> <li>Use strategies for organization according to the type of writing.</li> <li>Organize writing to include a beginning, middle, and end.</li> <li>Expand writing to include descriptive detail.</li> <li>Revise writing for clarity.</li> </ol> <p>Usage and Mechanics:</p> <p>2.11 - The student will edit writing for capitalization, punctuation, spelling and Standard English.,</p> <ol style="list-style-type: none"> <li>Recognize and use complete sentences.</li> <li>Use and punctuate declarative, interrogative, and exclamatory sentences.</li> <li>Capitalize all proper nouns and the word</li> <li>Use singular and plural nouns and pronouns.</li> <li>Use knowledge of simple abbreviations.</li> <li>Use correct spelling for commonly used sight words, including compound words and regular plurals</li> <li>Use commas in salutation and closing of a letter.</li> </ol> <p>End of the quarter narrative writing prompt: November 1st</p>	<p>Written expression and composition:</p> <p>2.10 - The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.,</p> <ol style="list-style-type: none"> <li>Understand writing as a process.</li> <li>Identify audience and purpose.</li> <li>Use prewriting strategies to generate ideas before writing.</li> <li>Use strategies for organization according to the type of writing.</li> <li>Write facts about a subject to support a main idea.</li> <li>Write to express an opinion and provide a reason for support.</li> <li>Revise writing for clarity.</li> </ol> <p>Usage and Mechanics:</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.</p> <ol style="list-style-type: none"> <li>Recognize and use complete sentences.</li> <li>Use and punctuate declarative, interrogative, and exclamatory sentences.</li> <li>Capitalize all proper nouns and the word I.</li> <li>Use apostrophes in contractions and possessives.</li> <li>Use contractions and singular possessives.</li> <li>Use knowledge of simple abbreviations.</li> <li>Use correct spelling for commonly used sight words, including compound words and regular plurals.</li> <li>Use commas in the salutation and closing of a letter.</li> <li>Use past and present verbs.</li> </ol> <p>End of the quarter opinion writing prompt: January 24th</p>	<p>Written expression and composition</p> <p>2.10 - The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.,</p> <ol style="list-style-type: none"> <li>Understand writing as a process.</li> <li>Identify audience and purpose.</li> <li>Use strategies for organization according to the type of writing.</li> <li>Write facts about a subject to support a main idea.</li> <li>Revise writing for clarity.</li> </ol> <p>Usage and Mechanics</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.</p> <ol style="list-style-type: none"> <li>Recognize and use complete sentences.</li> <li>Use and punctuate declarative, interrogative, and exclamatory sentences.</li> <li>Capitalize all proper nouns and the word I.</li> </ol> <p>End of the quarter informational writing prompt: March 27th</p>	<p>Handwriting</p> <p>2.9 The student will maintain legible printing and begin to make the transition to cursive.</p> <ol style="list-style-type: none"> <li>Begin to write capital and lowercase letters of the alphabet.</li> <li>Begin to sign his/her first and last names.</li> </ol> <p>Written expression and composition</p> <p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ol style="list-style-type: none"> <li>Understand writing as a process.</li> <li>Identify audience and purpose.</li> <li>Use prewriting strategies to generate ideas before writing.</li> <li>Use strategies for organization according to the type of writing.</li> <li>Organize writing to include a beginning, middle, and end.</li> <li>Write facts about a subject to support a main idea.</li> <li>Expand writing to include descriptive detail.</li> <li>Revise writing for clarity.</li> </ol> <p>Usage and Mechanics</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.</p> <ol style="list-style-type: none"> <li>Recognize and use complete sentences.</li> <li>Use and punctuate declarative, interrogative, and exclamatory sentences.</li> <li>Capitalize all proper nouns and the word I.</li> <li>Use apostrophes in contractions and possessives.</li> <li>Use contractions and singular possessives.</li> </ol>

				<p>h) Use correct spelling for commonly used sight words, including compound words and regular plurals. j) Use past and present verbs. k) Use adjectives correctly.</p> <p><b>End of the quarter descriptive writing prompt: June 12th</b></p>
<p><b>Communication and Multimodal Literacies</b></p> <p>Oral Language objectives will be integrated with the content areas and are expected to be mastered and applied in the remaining quarters regardless of the focus for each quarter.</p>	<p>2.1 The student will use oral communication skills. a) Listen and speak using appropriate discussion rules. b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond. c) Speak audibly with appropriate voice level, phrasing, and intonation. e) Use increasingly complex sentence structures in oral communication. h) Ask and answer questions to seek help, get information, or clarify information. j) Restate and follow multi-step directions. l) Work respectfully with others and show value for individual contributions.</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills. a) Create oral stories to share with others. b) Create and participate in oral dramatic activities. c) Participate in a variety of oral language activities including choral speaking and recitation.</p>	<p>2.1 The student will use oral communication skills. a) Listen and speak using appropriate discussion rules. b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond. c) Speak audibly with appropriate voice level, phrasing, and intonation. d) Share information orally with appropriate facts and details. e) Use increasingly complex sentence structures in oral communication. f) Begin to self-correct errors in language use. g. Participate as a contributor and leader in collaborative and partner discussions. i. Retell information shared by others. l) Work respectfully with others and show value for individual contributions.</p> <p>2.2 - The student will demonstrate an understanding of oral early literacy skills., b. Create and participate in oral dramatic activities.</p>	<p>2.1 - The student will use oral communication skills. a) Listen and speak using appropriate discussion rules. b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond. d. Share information orally with appropriate facts and relevant details. h) Ask and answer questions to seek help, get information, or clarify information. i) Retell information shared by others. k) Give multi-step directions. l) Work respectfully with others and show value for individual contributions.</p>	<p>2.1 The student will use oral communication skills. a) Listen and speak using appropriate discussion rules. b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond. d) Share stories or information orally with appropriate facts and relevant details. g) Participate as a contributor and leader in collaborative and partner discussions. h) Ask and answer questions to seek help, get information, or clarify information. l) Work respectfully with others and show value for individual contributions. m) Create a simple presentation using multimodal tools.</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills. c) Participate in a variety of oral language activities, including choral speaking and recitation.</p>

<p><b>Reading</b></p> <p>Reading objectives will be integrated with the content areas and are expected to be mastered and applied in the remaining quarters regardless of the focus for each quarter.</p>	<p><b>QUIZ: September 24th</b> <b>IA TEST: October 29th</b></p> <p>Phonological Awareness:</p> <p>2.3 - The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness., a. Count phonemes within one-syllable words. b. Blend sounds to make one-syllable words. c. Segment one-syllable words into phonemes. d. Add or delete phonemes to make words. e. Blend and segment multisyllabic words at the syllable level.</p> <p>Phonics:</p> <p>2.4 - The student will use phonetic strategies when reading and spelling., a. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</p>	<p><b>QUIZ: December 18th</b> <b>IA TEST: January 21st</b></p> <p>Phonological Awareness:</p> <p>2.3 - The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness., e. Blend and segment multisyllabic words at the syllable level.</p> <p>Phonics:</p> <p>2.4 - The student will use phonetic strategies when reading and spelling., a. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. b. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. d. Apply decoding strategies to confirm or correct while reading.</p> <p>Vocabulary:</p>	<p><b>QUIZ: February 11th</b> <b>IA TEST: March 20th</b></p> <p>Phonological Awareness:</p> <p>2.3 - The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. e. Blend and segment multisyllabic words at the syllable level.</p> <p>Phonics:</p> <p>2.4 - The student will use phonetic strategies when reading and spelling., b. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. c. Decode regular multisyllabic words. d. Apply decoding strategies to confirm or correct while reading.</p> <p>Vocabulary:</p>	<p><b>QUIZ: April 24th</b> <b>IA TEST: May 27th</b></p> <p>Phonological Awareness:</p> <p>2.3 - The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. e. Blend and segment multisyllabic words at the syllable level.</p> <p>Phonics:</p> <p>2.4 The student will use phonetic strategies when reading and spelling. c) Decode regular multisyllabic words. d) Apply decoding strategies to confirm or correct while reading.</p> <p>Vocabulary</p> <p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use information and context clues in the story to read words.</p>
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	<p>b. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. d. Apply decoding strategies to confirm or correct while reading.</p> <p>Vocabulary:</p> <p>2.5 - The student will use semantic clues and syntax to expand vocabulary when reading., a. Use information and context clues in the story to read words. b. Use knowledge of sentence structure to determine the meaning of unknown words.</p> <p>2.6 - The student will expand vocabulary and use of word meanings., d. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. f. Use vocabulary from other content areas.</p> <p>Comprehension/Fluency:</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts. a) Make and confirm predictions. b) Connect previous experiences to new texts. c) Ask and answer questions using the text for support. d) Describe characters, setting, and plot events in fiction and poetry. e) Identify the conflict and resolution. f) Identify the theme. g) Summarize stories and events with beginning, middle, and end in the correct sequence. i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts. a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps. c) Use prior and background knowledge as context for new learning. d) Set purpose for reading. e) Ask and answer questions using the text as support. h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.</p>	<p>2.5 - The student will use semantic clues and syntax to expand vocabulary when reading., a. Use information and context clues in the story to read words. b. Use knowledge of sentence structure to determine the meaning of unknown words.</p> <p>2.6 - The student will expand vocabulary and use of word meanings., d. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.</p> <p>Comprehension/Fluency:</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts. a) Make and confirm predictions. b) Connect previous experiences to new texts. c) Ask and answer questions using the text for support. d) Describe characters, setting, and plot events in fiction and poetry. e) Identify the conflict and resolution. f) Identify the theme. g) Summarize stories and events with beginning, middle, and end in the correct sequence. h) Draw conclusions based on the text. i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p>	<p>2.5 - The student will use semantic clues and syntax to expand vocabulary when reading., a. Use information and context clues in the story to read words. b. Use knowledge of sentence structure to determine the meaning of unknown words.</p> <p>2.6 - The student will expand vocabulary and use of word meanings., b. Use knowledge of prefixes and suffixes. d. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. e. Use word-reference materials including dictionaries, glossaries and indices. f. Use vocabulary from other content areas.</p> <p>Comprehension/Fluency:</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts. a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps. b) Make and confirm predictions. c) Use prior and background knowledge as context for new learning. d) Set purpose for reading. e) Ask and answer questions using the text as support. f) Identify the main idea. g) Draw conclusions based on text. h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.</p>	<p>b) Use knowledge of sentence structure to determine the meaning of unknown words. 2.6 The student will expand vocabulary and use of word meanings. a) Use knowledge of homophones. c) Use knowledge of antonyms and synonyms. d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. e) Use word-reference materials including dictionaries, glossaries, and indices. f) Use vocabulary from other content areas.</p> <p>Comprehension/Fluency</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts. a) Make and confirm predictions. b) Connect previous experiences to new texts. c) Ask and answer questions using the text for support. d) Describe characters, setting, and plot events in fiction and poetry. e) Identify the conflict and resolution f) Identify the theme. h) Draw conclusions based on the text i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts. a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps. b) Make and confirm predictions. c) Use prior and background knowledge as context for new learning. d) Set purpose for reading. e) Ask and answer questions using the text as support.</p>
<p><b>Research</b></p> <p>Research objectives will be integrated with the content areas and are expected to</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p>

be mastered and applied in the remaining quarters regardless of the focus for each quarter.	<p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, people, or media as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Organize information in writing or a visual display.</p> <p>f) Describe difference between plagiarism and using own words.</p>	<p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, people, or media as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Organize information in writing or a visual display.</p> <p>f) Describe difference between plagiarism and using own words.</p>	<p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, people, or media as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Organize information in writing or a visual display.</p> <p>f) Describe difference between plagiarism and using own words.</p>	<p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, people, or media as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Organize information in writing or a visual display.</p> <p>f) Describe difference between plagiarism and using own words.</p>
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<b>Math</b>	<p><b>Number Sense &amp; Computation I (August 26<sup>th</sup>- October 2<sup>nd</sup> (26 days)</b></p> <p><b>2.3 a)</b> count and identify the ordinal positions first through twentieth, using an ordered set of objects;</p> <p><b>b)</b> write the ordinal numbers 1st through 20th. (<b>Review 1<sup>st</sup>-10<sup>th</sup></b>)</p> <p><b>2.10 a)</b> determine past and future days of the week;</p> <p><b>b)</b> identify specific days and dates on a given calendar. (<b>Review days of the week and months of the year</b>)</p> <p><b>2.5 a)</b> recognize and use the relationships between addition and subtraction to solve single step practical problems, with whole numbers to 20;</p> <p><b>b)</b> demonstrate fluency with addition and subtraction within 20. (<b>add/sub within 10</b>)</p> <p><b>2.6 b)</b> determine sums and differences, using various methods</p> <p><b>c)</b> create and solve single-step and two-step practical problems involving addition and subtraction. (<b>within 20: Join/Separate Result Unknown • Join/Separate Change Unknown</b>)</p> <p>(<b>2.1 a)</b> read, write, and identify the place and value of each digit in a three-digit numeral, with and without models; (<b>explore 3-digit, review ones/tens</b>)</p> <p><b>b)</b> identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999; (<b>10 more up to 120</b>)</p> <p>(<b>c)</b> compare and order whole numbers between 0 and 999; (<b>0-120</b>)</p> <p><b>2.7 a)</b> count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; (<b>Collections of like coins to \$1.00 - Review</b>)</p> <p><b>b)</b> use the cent symbol, dollar symbol, and decimal point to write a value of money.</p>	<p><b>Number Sense and Computation 3 &amp; Calendar (November 6<sup>th</sup>- December 13<sup>th</sup>) 24 Days</b></p> <p>(<b>2.3ab</b>) Write ordinal numbers 1<sup>st</sup> through 20<sup>th</sup></p> <p><b>2.10 a)</b> determine past and future days of the week;</p> <p><b>b)</b> identify specific days and dates on a given calendar.</p> <p>(<b>2.1 a)</b> read, write, and identify the place and value of each digit in a three-digit numeral, with and without models; (<b>standard, word, and expanded</b>)</p> <p>(<b>c)</b> compare and order whole numbers between 0 and 999;</p> <p><b>2.5 a)</b> recognize and use the relationships between addition and subtraction to solve single step practical problems, with whole numbers to 20;</p> <p><b>b)</b> demonstrate fluency with addition and subtraction within 20.</p> <p><b>2.6 b)</b> determine sums and differences, using various methods</p> <p><b>c)</b> create and solve single-step and two-step practical problems involving addition and subtraction. (<b>Join/Seperate: Start Unknown</b>)</p> <p><b>2.7 a)</b> count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less;</p> <p><b>b)</b> use the cent symbol, dollar symbol, and decimal point to write a value of money.</p> <p><b>2.17</b> The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol. (Combinations to 20)</p> <p style="text-align: center;"><b>IA TEST: December 13</b></p>	<p><b>Unit 5: Number Sense and Computation 5 &amp; Patterns (January 21- February 14) 18 Days</b></p> <p><b>2.16</b> The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers. (<b>repeating and growing</b>)</p> <p><b>2.2 a)</b> count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10;</p> <p><b>b)</b> count backward by tens from 120; and</p> <p><b>c)</b> use objects to determine whether a number is even or odd.</p> <p><b>2.6 b)</b> determine sums and differences, using various methods</p> <p><b>c)</b> create and solve single-step and two-step practical problems involving addition and subtraction.</p> <p>• <b>Compare: Difference Unknown, Bigger Unknown, and Smaller Unknown •</b> Using numbers 0 - 10</p> <p><b>2.1 b)</b> identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999; (<b>10 more and 100 more up to 999</b>)</p> <p><b>2.2</b> The student will <b>c)</b> use objects to determine whether a number is even or odd.</p> <p><b>2.5 b)</b> demonstrate fluency with addition and subtraction within 20.</p> <p style="text-align: center;"><b>IA TEST: February 13th</b></p>	<p><b>Unit 8: Fraction and Calendar (March 31-April 29<sup>th</sup>)</b></p> <p><b>2.4</b> The student will <b>a)</b> name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths;</p> <p><b>b)</b> represent fractional parts with models and with symbols;</p> <p><b>c)</b> compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.</p> <p><b>2.7 a)</b> count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; (<b>\$1.75</b>)</p> <p><b>b)</b> use the cent symbol, dollar symbol, and decimal point to write a value of money.</p> <p><b>2.10 a)</b> determine past and future days of the week;</p> <p><b>b)</b> identify specific days and dates on a given calendar.</p> <p style="text-align: center;"><b>IA TEST: April 29th</b></p>
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	<p><b>IA TEST: October 2nd</b></p> <p><b>Number Sense and Computation 2 &amp; Telling Time (October 3<sup>rd</sup>-November 1)</b></p> <p>(2.1 a) read, write, and identify the place and value of each digit in a three-digit numeral, with and without models; <b>(review to two digits)</b> (c) compare and order whole numbers between 0 and 999; <b>d)</b> round two-digit numbers to the nearest ten.</p> <p>2.2 The student will <b>a)</b> count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10; <b>b)</b> count backward by tens from 120; and <b>c)</b> use objects to determine whether a number is even or odd. <b>2.5 a)</b> recognize and use the relationships between addition and subtraction to solve single step practical problems, with whole numbers to 20; <b>b)</b> demonstrate fluency with addition and subtraction within 20. <b>2.6 b)</b> determine sums and differences, using various methods <b>c)</b> create and solve single-step and two-step practical problems involving addition and subtraction. <b>(Part-Part-Whole, Whole Unknown and One Part Unknown)</b></p> <p>2.9 The student will tell time and write time to the nearest five minutes, using analog and digital clocks. <b>(To the hour and half hour)</b></p> <p>2.7 a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; <b>b)</b> use the cent symbol, dollar symbol, and decimal point to write a value of money. <b>(Count collection of mixed coins to 50cents)</b></p> <p><b>IA TEST: November 1st</b></p>	<p><b>Number Sense &amp; Computation 4 &amp; Measuring Length</b> <b>(December 16<sup>th</sup>- January 17<sup>th</sup>)</b></p> <p>2.8 The student will estimate and measure <b>a)</b> length to the nearest inch;</p> <p>2.1 b) identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999; <b>(10 Less up to 120)</b></p> <p>(c) compare and order whole numbers between 0 and 999; <b>d)</b> round two-digit numbers to the nearest ten.</p> <p>2.5 b) demonstrate fluency with addition and subtraction within 20.</p> <p>2.6 a) estimate sums and differences; <b>c)</b> create and solve single-step and two-step practical problems involving addition and subtraction. <b>(Part-Part Whole, Both Parts Unknown)</b></p> <p>2.7 a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; <b>b)</b> use the cent symbol, dollar symbol, and decimal point to write a value of money. <b>(\$0.75)</b></p> <p><b>IA TEST : January 16th</b></p>	<p><b>Unit 6: Data and Probability, Telling Time (February 18- March 6)</b></p> <p>2.15 The student will a) collect, organize, and represent data in pictographs and bar graphs; and b) read and interpret data represented in pictographs and bar graphs.</p> <p>2.14 The student will use data from probability experiments to predict outcomes when the experiment is repeated.</p> <p>2.6 c) create and solve single-step and two-step practical problems involving addition and subtraction. <b>(Compare: Difference Unknown, Bigger Unknown, Smaller Unknown)</b></p> <p>2.7 a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; <b>(\$1.00)</b> <b>b)</b> use the cent symbol, dollar symbol, and decimal point to write a value of money.</p> <p>2.9 The student will tell time and write time to the nearest five minutes, using analog and digital clocks. <b>(Quarter Hour)</b></p> <p><b>IA TEST: March 6th</b></p>	<p><b>Unit 9: Number Sense and Computation 7 &amp; Measurement (April 30<sup>th</sup>- May 29<sup>th</sup>)</b></p> <p>2.6 a) estimate sums and differences; <b>b)</b> determine sums and differences, using various methods <b>c)</b> create and solve single-step and two-step practical problems involving addition and subtraction.</p> <p>2.5 b) demonstrate fluency with addition and subtraction within 20.</p> <p>2.17 The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol. <b>(Including with money)</b></p> <p>2.11 The student will read temperature to the nearest 10 degrees.</p> <p>2.9 The student will tell time and write time to the nearest five minutes, using analog and digital clocks.</p> <p>2.7 a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; <b>b)</b> use the cent symbol, dollar symbol, and decimal point to write a value of money.</p> <p>2.8 The student will estimate and measure <b>b)</b> weight to the nearest pound.</p> <p><b>IA TEST: May 22nd</b></p>
			<p><b>Unit 7: Number Sense and Computation 6 (March 9- March 27)</b></p> <p>(2.1 a) read, write, and identify the place and value of each digit in a three-digit numeral, with and without models; <b>b)</b> identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999; <b>(10 less and 100 less)</b> <b>(c)</b> compare and order whole numbers between 0 and 999; <b>d)</b> round two-digit numbers to the nearest ten.</p>	<p><b>Unit 10: Geometry (June 1-June 11)</b></p> <p>2.13 The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).</p> <p>2.12 The student will a) draw a line of symmetry in a figure; and b) identify and create figures with at least one line of symmetry.</p>

			<p><b>2.5 a)</b> recognize and use the relationships between addition and subtraction to solve single step practical problems, with whole numbers to 20;  <b>b)</b> demonstrate fluency with addition and subtraction within 20.</p> <p><b>2.6</b>  <b>a)</b> estimate sums and differences;  <b>b)</b> determine sums and differences, using various methods  <b>c)</b> create and solve single-step and two-step practical problems involving addition and subtraction.</p> <p><b>2.7 a)</b> count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; (<b>\$1.25</b>)  <b>b)</b> use the cent symbol, dollar symbol, and decimal point to write a value of money.</p> <p>2.17 The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.</p> <p style="text-align: right;"><b>IA TEST : March 27th</b></p>	<b>IA TEST: June 5th</b>
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<b>Science</b>	<p style="text-align: center;"><b>Unit 1: Types of Weather</b></p> <p>2.6 The student will investigate and understand basic types, changes, and patterns of weather.  a) identification of common storms and other weather phenomena;  b) the uses and importance of measuring, recording, and interpreting weather data; and  c) the uses and importance of tracking weather data over time.</p> <p><input type="checkbox"/> SOL 2.1: Science &amp; Engineering Practices (infused)</p> <p style="text-align: center;"><b>IA TEST: October 1st</b></p>	<p style="text-align: center;"><b>Unit 2: Weather Patterns and Seasonal Changes continued...</b></p> <p>2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings.  a) effects of weather and seasonal changes on the growth and behavior of living things;</p> <p><input type="checkbox"/> SOL 2.1: Science &amp; Engineering Practices (infused)</p> <p style="text-align: center;"><b>IA TEST: November 21st</b></p>	<p style="text-align: center;"><b>Unit 5: Animal Habitats</b></p> <p>2.5 The student will investigate and understand that living things are part of a system. Key concepts include  a) living organisms are interdependent with their living and nonliving surroundings;  b) an animal's habitat includes adequate food, water, shelter or cover, and space;  c) habitats change over time due to many influences; and  d) fossils provide information about living systems that were on Earth years ago.</p> <p><input type="checkbox"/> SOL 2.1: Science &amp; Engineering Practices (infused)</p> <p style="text-align: center;"><b>IA TEST: February 26th</b></p>	<p style="text-align: center;"><b>Plant and Animal Life Cycles</b></p> <p>2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow. Key concepts include  a) animal life cycles; and  b) plant life cycles.</p> <p><input type="checkbox"/> SOL 2.1: Science &amp; Engineering Practices (infused)</p> <p style="text-align: center;"><b>IA TEST: May 1st</b></p>
	<p style="text-align: center;"><b>Unit 2: Weather Patterns and Seasonal Changes</b></p> <p>2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings.  a) effects of weather and seasonal changes on the growth and behavior of living things;</p>	<p style="text-align: center;"><b>Unit 4: Solids, Liquids, and Gases</b></p> <p>2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include  a) identification of distinguishing characteristics of solids, liquids, and gases; b) measurement of the mass and volume of solids and liquids; and  c) changes in phases of matter with the addition or removal of energy.</p>	<p style="text-align: center;"><b>Unit 6: Plants as a Natural Resource</b></p> <p>2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include  a) important plant products are identified and classified;</p>	<p style="text-align: center;"><b>Unit 3: Force and Motion</b></p> <p>2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include  a) magnetism, iron, magnetic/nonmagnetic, poles, attract/repel; and  b) important applications of magnetism.</p>

	<input type="checkbox"/> SOL 2.1: Science & Engineering Practices (infused)	<input type="checkbox"/> SOL 2.1: Science & Engineering Practices (infused)  <b>IA TEST: January 23rd</b>	b) the availability of plant products affects the development of a geographic area; c) plants provide oxygen, homes, and food for many animals; and d) plants can help reduce erosion.  2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. b) weathering and erosion of land surfaces.  <input type="checkbox"/> SOL 2.1: Science & Engineering Practices (infused)  <b>IA TEST: March 24th</b>	<input type="checkbox"/> SOL 2.1: Science & Engineering Practices (infused)  <b>IA TEST: May 29th</b>
	<b>Science Investigation, Reasoning, and Logic Skills</b> will be integrated throughout the year. 2.1a Make observations and predictions and form questions 2.1b Differentiated observations from personal interpretations 2.1c Repeat observations to ensure accuracy 2.1d Use two or more properties to classify items 2.1e Measure length, volume, mass, and temperature 2.1f Measure time 2.1g Identify conditions that influence change and make inferences 2.1h Collect and record data in graphs 2.1i Analyze data in graphs and recognize unusual data 2.1j Draw conclusions 2.1k Communicate observations and data 2.1l Design and construct simple physical models 2.1m Use current applications			

<b>Social Studies</b>				
	<b>Good Citizens:</b>  Explain the responsibilities of a good citizen, with emphasis on  2.11a Respecting and protecting the rights and property of others  2.11b taking part in the voting process when making classroom decisions	<b>Civics</b> Understand the people of the US ... 2.12a make contributions to their communities 2.12b vote in elections 2.12c are united as Americans by common principles 2.12d have the individual right of life, liberty, and the pursuit of happiness as well as equality under the law.  <b>Test: December 3rd</b>	<b>Major Holidays:</b> 2.5 Describe why US citizens celebrate major holidays, including A) Martin L. King Day B) George Washington Day (President's Day) C) Memorial Day D) Independence Day (4 <sup>th</sup> of July) E) Labor Day F) Columbus Day G) Veterans Day H) Thanksgiving	<b>Innovations in Communication and Transportation cont...</b> 2.2 Demonstrate knowledge of the US by describing important developments and innovations in the US history, including developments and innovations related to communication and transportation  <b>Test: April 3rd</b>

	<p>2.11c describing actions that can improve the school and community</p> <p>2.11d demonstrating self-discipline and self-reliance</p> <p>2.11e practicing honesty and trustworthiness</p> <p>2.11f describing the purpose of rules and laws</p> <p><b>Test: September 27th</b></p> <p><b><u>American Symbols:</u></b></p> <p>Understand the symbols and traditional practices that honor and foster patriotism in the US</p> <p>2.13a explaining the meaning behind symbols such as the American Flag, bald eagle, Washington Monument, and Statue of Liberty</p> <p>2.13b learning the words and meaning of the Pledge of Allegiance</p> <p><b>Test: October 25th</b></p>	<p><b><u>Famous Americans:</u></b></p> <p>2.4 Describe how the contributions of selected individuals changed the lives of Americans, with emphasis on</p> <p>A) Christopher Columbus  B) Benjamin Franklin  C) Abraham Lincoln  D) George Washington Carver  E) Helen Keller  F) Thurgood Marshall  G) Rosa Parks  H) Jackie Robinson  I) Cesar Chavez  J) Martin L. King, Jr.</p> <p><b>Test: January 29th</b></p>	<p><b>Test: February 21st</b></p> <p><b><u>Geography:</u></b></p> <p>Develop map skills by using globes and maps of the world and the US to locate</p> <p>2.6a the seven continents  2.6b the equator, Prime Meridian, and the four hemispheres  2.6c major rivers, mountain ranges, lakes, and other physical features in the US</p> <p><b>Test: March 17th</b></p> <p><b><u>Innovations in Communication and Transportation</u></b></p> <p>2.2 Demonstrate knowledge of the US by describing important developments and innovations in the US history, including developments and innovations related to communication and transportation (continue into 4<sup>th</sup> quarter)</p>	<p><b><u>Economics:</u></b></p> <p>2.8 Describe natural (water, soil, wood, and coal), human (people at work), and capital (machines, tools, and buildings) resources</p> <p>2.9 Distinguish between the use of barter and the use of money in the exchange of goods and services</p> <p>2.10 Explain that scarcity (limited resources) require people to make choices about producing and consuming goods and services</p> <p><b>Test: May 5th</b></p> <p><b><u>American Indians:</u></b></p> <p>2.7 Locate and describe the relationship between the environment and culture for the Powhatan, Lakota, and Pueblo Indians</p> <p>2.3 Compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on</p> <p>A) Powhatan of the Eastern Woodlands  B) Lakota of the Plains  C) Pueblo peoples of the Southwest</p> <p><b>Test: June 3rd</b></p>
<p><b><u>Skills:</u></b> (on going throughout the year)</p> <p>2.1 Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <p>A) identifying artifacts and primary and secondary sources to understand events in American history  B) using basic map skills to locate places on maps and globes to support an understanding of American history  C) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Americans history  D) asking appropriate questions to solve problems  E) compare and contrast people, places, and events in American history  F) recognizing direct cause-and-effect relationships  G) making connections between past and present  H) using a decision-making model to make informed decisions  I) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities  J) defending positions orally and in writing, using content vocabulary</p>				

PE	Aug/Sept.	October	November	December	January
	Rules & Safety Use of space & Self control	Locomotor skills (throughout the year)* Motor Development Movement management Manipulative skills for throwing underhand & overhand	Locomotor skills Manipulative skills for throwing underhand & overhand	locomotor skills Manipulative skills for throwing & catching Movement Speed variations & dynamic movement concepts	Locomotor skills Non-Locomotor skills Balancing Demonstrate speed variations, working cooperatively, safe use of equipment
	February	March	April	May	June
	Locomotor skills Non-Locomotor skills Throwing & Kicking while moving Safe use of space & equipment Spatial awareness (personal & general) in static & dynamic movement situations	Locomotor skills Perform teacher lead dance Rhythmic patterns in personal & general space Heart health Mature form for consecutive jumps w/a self turn rope	Locomotor & non-locomotor skills Throwing and catching, throwing to a target USDA Food groups water & energy Safety rules for activities Identify major muscles Importance of hydration	Locomotor skills approaching mature form Manipulatives approaching mature form Consecutive jumps Working cooperatively & demonstrating safe equipment use Identify major bones	Locomotor skills approaching mature form Demonstrate approaching mature form overhand throw, jumping backwards w/ self turn rope Identify activities to promote fitness Identify & Demonstrate safety rules

Library	Aug/Sept.	October	November	December	January
	Library Orientation & Makerspace Orientation  Proper Library Manners and Behavior (What does RESPECT look like?)	<u>Makerspace:</u> Symbols Research Mobiles  Looking at Nonfiction Text Structure (Table of Contents, Index, Glossary)  A-B-C Order	<u>Research:</u> Animals/Habitats - adaptations and diversity  Pre/ During Research Strategies-Answer Research Questions  Note-Taking and Continue w/Nonfiction Text Strategies (Glossary, TOC, Index)	<u>Fiction:</u> Read a content related fiction story and then follow up with a sequencing activity (Prepare for Hour of Code)  HOUR OF CODE  <u>Dictionary Skills</u>	<u>Research:</u> Using atlases and globes to learn about geography, map skills and continents.  <u>Makerspace:</u> Think about information writing and documenting the steps to a project.

	Citizenship Centers	<u>Research:</u> Weather/Storms		Alphabetical order, guide words, center activitie	
	February	March	April	May	June
	<u>Research:</u> Famous Americans  <u>Makerspace:</u> Famous American Suitcases (artifacts)  *Using biographies to research-nonfiction text features	MAR  <u>Research:</u> Plants  Introduce encyclopedias ad online resources for research (*Using Worldbook Online)	<u>Research:</u> Native Americans  Primary Sources: Native Americans – contributions  *Using eBooks for research  *Looking at graphs, charts and tables to research	<u>Research:</u> Magnets  Continued concentration on nonfiction text structures  Using combined research into a simple electronic report (Prezi)	PWC Summer Reading Program  Share Summer Reading Resources (DOGO, Scholastic, etc)