

Second Grade Pacing Guide for Parents, 2016-2017 – Traditional

| | Month | English Language Arts | Math | Science | Social Studies | | |
|-------------------------|------------------|--|--|---|---|--|--|
| FIRST NINE WEEKS | August | Unit 1: Seasonal Weather RL.2.1/RI.2.1: Determine what the text says - inference/ evidence RL.2.5/RI.2.5: Analyze the structure of the text RL.2.7/RI.2.7: Integrate and evaluate content in diverse media W.2.1: Write opinion pieces and supply support W.2.3: Write narratives W.2.5: Develop and strengthen writing (plan/revise/edit) W.2.6: Use digital tools to produce and publish writing SL.2.1a-c: Conversation and collaboration SL.2.4: Present information L.2.1a-d: Conventions of standard English grammar and usage (collective nouns, irregular plural nouns, reflexive pronouns, irregular verbs) L.2.2e: Conventions of standard English – mechanics L.2.3a: Knowledge of language function L.2.5a,b: Word relationships (figurative language) RF.2.3a,f: Phonics and word recognition RF.2.4a-c: Fluency | Unit 1: Solve Problems Involving Addition and Subtraction 2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.OA.1: 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. 2.MB.10: Draw picture and bar graphs to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. 2.OA.2: Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two one-digit numbers. 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | Science Safety Students will identify and apply basic science classroom safety rules and procedures. | Unit 1: Can We All Just Get Along? 2.E.1: Understand basic economic concepts. <ul style="list-style-type: none"> • 2.E.1.6: Summarize the role of financial institutions relative to savings. 2.C&G.1: Understand the purpose of governments. <ul style="list-style-type: none"> • 2.C&G.1.1: Explain government services and their value to the community (libraries, schools, parks, etc.). 2.C&G.2: Understand the roles and responsibilities of citizens. <ul style="list-style-type: none"> • 2.C&G.2.2: Explain why it is important for citizens to participate in their community. 2.C.1: Understand how various cultures influence communities. <ul style="list-style-type: none"> • 2.C.1.1: Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.). • 2.C.1.3: Exemplify respect and appropriate social skills needed for working with diverse groups. | | |
| | September | | | Unit 2: The American 1800s RL.2.2/RI.2.2: Central ideas/themes/summary RL.2.3/RI.2.3: Analyze text structure (individuals/events/ ideas) RL.2.4/RI.2.4: Interpret words and phrases (word choice) RL.2.6/RI.2.6: Point of view/purpose W.2.1: Write opinion pieces and supply support W.2.2: Write to inform/explain W.2.5: Develop and strengthen writing (plan/revise/edit) W.2.6: Produce and publish writing SL.2.2: Integrate and evaluate information in diverse media SL.2.3: Speaker's point of view L.2.1e-f: Conventions of standard English-grammar | | 2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.OA.1: 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. | Forces and Motion 2.P.1.1: Illustrate how sound is produced by vibrating objects and columns of air. |
| | October | | | | | | 2.P.1.2: Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords. |
| | | Matter: Properties and Change 2.P.2.1: Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling. | | | | | |
| | | | 2.P.2.2: Compare the amount (volume and weight) of water in a container before and after freezing. | | | | |

| SECOND NINE WEEKS | Month | English Language Arts | Math | Science | Social Studies | |
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| | November | Unit 2: The American 1800's | <p>L.2.2a-e: Conventions of standard English-mechanics L.2.4a,e: Determine/clarify meaning of words L.2.6: Range of vocabulary (academic/domain-specific) RF.2.3b,e,f: Phonics and word recognition RF.2.4a-c: Fluency</p> | <p>2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measurement tapes. 2.MD.2: 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. 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> | <p>2.P.2.3: Compare what happens to water left in an open container over time as to water left in a closed container.</p> | <p>2.H.1: Understand how various sources provide information about the past.</p> <ul style="list-style-type: none"> 2.H.1.1: Use timelines to show sequencing of events. 2.H.1.3: Compare various interpretations of the same time period using evidence such as photographs and interviews. <p>2.C&G.1: Understand the purpose of governments.</p> <ul style="list-style-type: none"> 2.C&G.1.2: Explain how governments establish order, provide security, and create laws to manage conflict. <p>2.C&G.2: Understand the roles and responsibilities of citizens.</p> <ul style="list-style-type: none"> 2.C&G.2.1: Exemplify characteristics of good citizenship through historical figures and everyday citizens. <p>2.C.1: Understand how various cultures influence communities.</p> <ul style="list-style-type: none"> 2.C.1.2: Recognize the key historical figures and events that are associated with various cultural traditions. |
| | | | <p>RL.2.2/RI.2.2: Central ideas/themes/summary RL.2.3/RI.2.3: Analyze text structure (individuals/events/ ideas) RL.2.5/RI.2.5: Analyze the structure of the text</p> | | | |
| | <p>December</p> | Unit 3: Surprising Friends | <p>W.2.1: Write opinion pieces and supply support W.2.3: Write narratives W.2.5: Develop and strengthen writing (plan/revise/edit) W.2.6: Produce and publish writing SL.2.3: Speaker's point of view L.2.3: Knowledge of language function L.2.4: Determine/clarify meaning of words L.2.2a,b,d: Conventions of standard English-mechanics L.2.3a: Knowledge of language function RF.2.3b,c,e,f: Phonics and word recognition RF.2.4a-c: Fluency</p> | <p>2.E.1.2: Summarize weather conditions using qualitative and quantitative measures to describe temperature, wind direction, wind speed, and precipitation.</p> | | |
| January | <p>Unit 3: Describing and Analyzing Shapes</p> | | <p>2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.3: 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.</p> | | | |

| THIRD NINE WEEKS | Month | English Language Arts | | Math | | Science | | Social Studies | |
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| | January | Unit 4: Freedom | <p>RL.2.1/RI.2.1: Determine what the text says – inference/ evidence RL.2.6/RI.2.6: Point of view/ purpose RL.2.8/RI.2.8: Delineate and evaluate arguments/evidence W.2.1: Write arguments/opinion W.2.2: Write to inform/explain W.2.7: Research projects W.2.8: Gather relevant information/synthesize SL.2.2: Integrate and evaluate information in diverse media SL.2.4: Present information L.2.5a,b: Word relationships (figurative language) RF.2.3c,e,f: Phonics and word recognition RF.2.4a,c: Fluency</p> | Unit 4: Extending Understanding of Base Ten | <p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. 2.NBT.2: Count within 1,000; skip-count by 5s, 10s, and 100s. 2.NBT.3: Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. 2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> | Earth Systems, Structures, and Processes | <p>2.E.1.3: Compare weather patterns that occur over time and relate observable patterns to time of day and time of year.</p> | Unit 3: Show Me the Money! | <p>2.H.1: Understand how various sources provide information about the past.</p> <ul style="list-style-type: none"> 2.H.1.2: Identify contributions of historical figures (community, state, nation, and world) through various genres. <p>2.G.1: Use geographic representations, terms, and technology to process information from a spatial perspective.</p> <ul style="list-style-type: none"> 2.G.1.1: Interpret maps of the school and community that contain symbols, legends, and cardinal directions. <p>2.G.2: Understand the effects of humans interacting with their environment.</p> <ul style="list-style-type: none"> 2.G.2.1: Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs. <p>2.E.1: Understand basic economic concepts.</p> <ul style="list-style-type: none"> 2.E.1.1: Give examples of ways in which businesses in the community meet the needs and wants of consumers. 2.E.1.2: Explain the roles and impact producers and consumers have on the economy. 2.E.1.3: Summarize the concept of supply and demand. |
| | February | | | | | | | | |
| | March | | | | | | Unit 5: International Folktales | | |
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| FOURTH NINE WEEKS | Month | English Language Arts | Math | Science | Social Studies |
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| | April | <p>Unit 5: International Folktales</p> <p>L.2.1e: Conventions of standard English-grammar L.2.4a-e: Determine/clarify meaning of words L.2.6: Range of vocabulary (academic/domain-specific) RF.2.3d,e,f: Phonics and Word Recognition RF.2.4a-c: Fluency</p> | <p>Unit 5: Application of Operations and Algebraic Thinking</p> <p>2.OA.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. 2.OA.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. 2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> | <p>Structures and Functions of Living Organisms</p> <p>2.L.1.2: Compare life cycles of other animals such as, but not limited to, mealworms, ladybugs, crickets, guppies, or frogs.</p> | <p>Unit 4: Are We There Yet?</p> <p>2.G.1: Use geographic representations, terms, and technology to process information from a spatial perspective.</p> <ul style="list-style-type: none"> 2.G.1.2: Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.). <p>2.G.2: Understand the effects of humans interacting with their environment.</p> <ul style="list-style-type: none"> 2.G.2.2: Explain how people positively and negatively affect the environment. <p>2.E.1: Understand basic economic concepts.</p> <ul style="list-style-type: none"> 2.E.1.4: Explain why people and countries around the world trade for goods and services. 2.E.1.5: Explain how money is used for saving, spending, borrowing, and giving. <p>2.C.1: Understand how various cultures influence communities.</p> <ul style="list-style-type: none"> 2.C.1.1: Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.). |
| | May | <p>Unit 6: Healthy Body Systems</p> <p>RL.2.5/RI.2.5: Analyze the structure of the text RL.2.7: Use from illustrations and words in text to demonstrate understanding of its characters, setting, or plot. RI.2.8: Describe how reasons support specific points the author makes in a text. RL.2.9/RI.2.9: Draw evidence (write to sources) W.2.2: Write to inform/explain W.2.3: Write narratives W.2.7: Research projects W.2.8: Gather relevant information/synthesize SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. L.2.6: Range of vocabulary (academic/domain-specific) RF.2.3c,d,f: Phonics and word recognition RF.2.4a-c: Fluency</p> | | | |
| June | | | | | |