

# Amplify Core Knowledge Language Arts 2nd Edition

## Grade 2 Curriculum Map

### Knowledge Domain 1: Fairy Tales and Tall Tales

|  |   |  |   |  |   |                                 |                 |
|--|---|--|---|--|---|---------------------------------|-----------------|
| <b>Unit Summary</b><br>Students are introduced to three classic fairy tales: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” They consider characteristic elements of fairy tales and consider problems faced by the characters as well as lessons each story conveys. Students then turn to the American frontier and tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. They learn about the characteristics of tall tales, such as exaggeration and larger-than-life characters. |   |  |   | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of Fairy Tales and Tall Tales genres</li> <li>• Set a purpose for listening and understand the concept of exaggeration</li> <li>• Distinguish details of idioms and multiple meaning words</li> <li>• Identify regular and irregular plurals</li> <li>• Compare and contrast two tall tales using a graphic organizer</li> <li>• Experiment with narrative writing by rewriting a classic tale</li> <li>• Domain Assessment</li> </ul> |   |                                 |                 |
| <b>Unit Length:</b><br>8 Days  |   |  |   | <b>Anchor Text:</b> <i>Fairy Tales and Tall Tales</i><br>(Read-Aloud)<br><b>Text Type:</b> Literary<br><b>Lexile:</b> 780L   |   |                                 |                 |
| <b>Standards Instructed</b>  |   |  |   | <b>Standards Assessed</b>  |   |                                 |                 |
| <b>Reading</b>   | <b>Writing</b>  | <b>Speaking &amp; Listening</b>                    | <b>Language</b>   | <b>Reading</b>   | <b>Writing</b>                                      | <b>Speaking &amp; Listening</b> | <b>Language</b> |
| 2.RL.KID.1<br>2.RL.KID.2<br>2.RL.KID.3<br>2.RL.CS.6<br>2.RL.IKI.7<br>2.RL.IKI.9<br>2.RL.RRTC.10  | 2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.RBPK.7<br>2.W.RBPK.8 | 2.SL.CC.1<br>2.SL.CC.2<br>2.SL.PKI.4<br>2.SL.PKI.6 | 2.FL.SC.6<br>2.FL.VA.7a<br>2.FL.VA.7ai<br>2.FL.VA.7aii<br>2.FL.VA.7b<br>2.FL.VA.7bi<br>2.FL.VA.7c | 2.RL.KID.2<br>2.RL.KID.3<br>2.RL.CS.5<br>2.RL.IKI.9  | 2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c |                                 |                 |

# Grade 2 Curriculum Map

## Knowledge Domain 2: Early Asian Civilizations

| <b>Unit Summary</b><br><p>Students are introduced to the continent of Asia and its two most populous countries, India and China. Students learn about early India, the importance of the Indus and Ganges Rivers, and the basics of their culture. Students then explore early Chinese civilization and its lasting contributions, including paper, silk, and the Great Wall of China. In addition, students are introduced to related folktales and poetry, including “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” and “The Magic Paintbrush.”</p> |   |   |   | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Identify key components of a civilization</li> <li>• Identify trickster tales and folktales as a type of fiction</li> <li>• Effectively write and use regular and irregular past tense verbs</li> <li>• Successfully plan, draft, and publish an informational book about China</li> <li>• Summarize a text in “Somebody Wanted But So Then” format</li> <li>• Domain Assessment</li> </ul> |   |                      |          |
|--|---|---|---|--|---|----------------------|----------|
| <b>Unit Length:</b> 14 Days<br><b>Anchor Text:</b> <i>Early Asian Civilizations</i> (Read-Aloud)<br><b>Text Type:</b> Informational/Literary<br><b>Lexile:</b> 970L  |   |   |   | <b>Big Ideas</b> <ul style="list-style-type: none"> <li>• India and China, the two most populous countries in Asia, were able to form because of mighty rivers.</li> <li>• Hinduism and Buddhism, two religions in India, were major forces that shaped early Indian civilization.</li> <li>• The early Chinese civilization provided many contributions to the world, including paper, silk, and the Great Wall of China.</li> </ul>  |   |                      |          |
| Standards Instructed   |   |   |   | Standards Assessed   |   |                      |          |
| Reading  | Writing   | Speaking & Listening  | Language  | Reading  | Writing   | Speaking & Listening | Language |
| 2.RL.KID.1<br>2.RL.KID.2<br>2.RL.KID.3<br>2.RL.CS.6<br>2.RL.IKI.7<br>2.RL.RRTC.10<br>2.RI.KID.1<br>2.RI.KID.2<br>2.RI.KID.3<br>2.RI.IKI.7<br>2.RI.IKI.9<br>2.RI.RRTC.10  | 2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.PDW.5<br>2.W.RBPK.7<br>2.W.RBPK.8 | 2.SL.CC.1<br>2.SL.CC.2<br>2.SL.CC.3<br>2.SL.PKI.4<br>2.SL.PKI.6 | 2.FL.SC.6<br>2.FL.SC.6b<br>2.FL.SC.6d<br>2.FL.VA.7a<br>2.FL.VA.7a <sup>ii</sup><br>2.FL.VA.7a <sup>iii</sup><br>2.FL.VA.7b<br>2.FL.VA.7b <sup>i</sup><br>2.FL.VA.7b <sup>ii</sup><br>2.FL.VA.7c | 2.RL.KID.2<br>2.RI.KID.1<br>2.RI.KID.2<br>2.RI.KID.3<br>2.RI.IKI.9   | 2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.PDW.5<br>2.W.RBPK.7<br>2.W.RBPK.8 | 2.SL.CC.2            |          |

# Grade 2 Curriculum Map

## Knowledge Domain 3: The Ancient Greek Civilization

|  |  |   |  |  |   |                                 |                 |
|--|--|---|--|--|---|---------------------------------|-----------------|
| <b>Unit Summary</b><br><p>Students explore the civilization of ancient Greece, which lives on in many ways—in our language, government, art and architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, Greek democracy, the gods and goddesses of the ancient Greeks, and the philosophers Socrates, Plato, and Aristotle.</p> |  |   |  | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Make predictions about what will happen in a text</li> <li>• Draft a short opinion piece and a short fictional narrative</li> <li>• Compare and contrast the way of life of two Greek city-states</li> <li>• Determine the importance of various leaders and events of Ancient Greece</li> <li>• Domain Assessment</li> </ul>       |   |                                 |                 |
| <b>Unit Length:</b> 12 Days<br><b>Anchor Text:</b> <i>The Ancient Greek Civilization</i> (Read-Aloud)<br><b>Text Type:</b> Informational/Literary<br><b>Lexile:</b> 1050L  |  |   |  | <b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Ancient Greek civilization contributed to many areas of our lives today.</li> <li>• Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own and other governments.</li> <li>• Great philosophers, gods and goddesses, the Olympic games, significant battles, and the conquests of Alexander the Great all added to the importance of the ancient Greeks.</li> </ul> |   |                                 |                 |
| <b>Standards Instructed</b>  |  |   |  | <b>Standards Assessed</b>  |   |                                 |                 |
| <b>Reading</b>   | <b>Writing</b>   | <b>Speaking &amp; Listening</b>                                 | <b>Language</b>  | <b>Reading</b>   | <b>Writing</b>  | <b>Speaking &amp; Listening</b> | <b>Language</b> |
| 2.RL.KID.1<br>2.RL.KID.2<br>2.RL.KID.3<br>2.RL.CS.5<br>2.RL.CS.6<br>2.RL.IKI.7<br>2.RL.RRTC.10<br>2.RI.KID.1<br>2.RI.KID.2<br>2.RI.KID.3<br>2.RI.CS.4<br>2.RI.CS.5<br>2.RI.IKI.7<br>2.RI.IKI.8<br>2.RI.IKI.9<br>2.RI.RRTC.10   | 2.W.TTP.1<br>2.W.TTP.1a<br>2.W.TTP.1b<br>2.W.TTP.1c<br>2.W.TTP.1d<br>2.W.TTP.1e<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.PDW.5<br>2.W.PDW.6<br>2.W.RBPK.7<br>2.W.RBPK.8 | 2.SL.CC.1<br>2.SL.CC.2<br>2.SL.CC.3<br>2.SL.PKI.4<br>2.SL.PKI.6 | 2.FL.SC.6<br>2.FL.SC.6<br>2.FL.VA.7a<br>2.FL.VA.7ai<br>2.FL.VA.7aii<br>2.FL.VA.7b<br>2.FL.VA.7bi<br>2.FL.VA.7bii<br>2.FL.VA.7c | 2.RL.KID.1   | 2.W.TTP.1<br>2.W.TTP.1a<br>2.W.TTP.1b<br>2.W.TTP.1c<br>2.W.TTP.1d<br>2.W.TTP.1e<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.PDW.5<br>2.W.RBPK.7<br>2.W.RBPK.8 | 2.SL.CC.2<br>2.SL.PKI.4         |                 |

# Grade 2 Curriculum Map

## Knowledge Domain 4: Greek Myths

|   |   |  |   |   |   |                                 |                 |
|---|---|--|---|---|---|---------------------------------|-----------------|
| <b>Unit Summary</b><br><p>Building on the Ancient Greek Civilization domain, students explore several well-known Greek myths and mythical characters, including Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students learn about common characteristics of myths and examine story elements in the myths.</p> |   |  |   | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Identify Greek myths as a type of fiction</li> <li>Identify common characteristics of Greek myths</li> <li>Demonstrate understanding of key vocabulary</li> <li>Sequence story events and make predictions</li> <li>Plan, draft and edit a fictional narrative in the style of a Greek myth</li> <li>Collect and synthesize information with graphic organizers</li> <li>Domain Assessment</li> </ul> |   |                                 |                 |
| <b>Unit Length:</b><br><b>10 Days</b>   |   |  |   | <b>Anchor Text:</b> <i>Greek Myths</i> (Read-Aloud)<br><b>Text Type:</b> Literary<br><b>Lexile:</b> 920L  |   |                                 |                 |
| <b>Standards Instructed</b>   |   |  |   | <b>Standards Assessed</b>   |   |                                 |                 |
| <b>Reading</b>  | <b>Writing</b>  | <b>Speaking &amp; Listening</b>                                  | <b>Language</b>   | <b>Reading</b>  | <b>Writing</b>  | <b>Speaking &amp; Listening</b> | <b>Language</b> |
| 2.RL.KID.1<br>2.RL.KID.2<br>2.RL.KID.3<br>2.RL.CS.5<br>2.RL.CS.6<br>2.RL.IKI.7<br>2.RL.IKI.9<br>2.RL.RRTC.10  | 2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.PDW.5<br>2.W.PDW.6<br>2.W.RBPK.8 | 2.SL.CC.1<br>2.SL.CC.2<br>2.SL.PKI.4<br>2.SL.PKI.5<br>2.SL.PKI.6 | 2.FL.SC.6<br>2.FL.SC.6e<br>2.FL.SC.6<br>2.FL.VA.7a<br>2.FL.VA.7ai<br>2.FL.VA.7aii<br>2.FL.VA.7aiii<br>2.FL.VA.7b<br>2.FL.VA.7bi<br>2.FL.VA.7c | 2.RL.KID.2<br>2.RL.KID.3<br>2.RL.CS.6   | 2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.PDW.5<br>2.W.PDW.6<br>2.W.RBPK.8 | 2.SL.PKI.4                      |                 |

# Grade 2 Curriculum Map

## Knowledge Domain 5: The War of 1812

|   |  |  |  |   |  |                                 |                 |
|---|--|--|--|---|--|---------------------------------|-----------------|
| <b>Unit Summary</b><br><p>Students are introduced to major figures and events in the War of 1812, sometimes called America’s second war for independence. Students learn about James and Dolley Madison, “Old Ironsides,” “The Star-Spangled Banner,” the Battle of New Orleans, and more, all of which build a foundation for more in-depth study in later grades.</p> |  |  |  | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Plan, write, and present a persuasive speech</li> <li>• Create a Picture Gallery of important people and events connected with the War of 1812</li> <li>• Deepen comprehension and cite evidence from the text</li> <li>• Domain Assessment</li> </ul> |  |                                 |                 |
| <b>Unit Length:</b><br><b>8 Days</b>  |  |  |  | <b>Anchor Text:</b> <i>The War of 1812</i><br>(Read-Aloud)<br><b>Text Type:</b> Informational<br><b>Lexile:</b> 820L  |  |                                 |                 |
| <b>Standards Instructed</b>   |  |  |  | <b>Standards Assessed</b>   |  |                                 |                 |
| <b>Reading</b>  | <b>Writing</b>   | <b>Speaking &amp; Listening</b>                    | <b>Language</b>  | <b>Reading</b>  | <b>Writing</b>   | <b>Speaking &amp; Listening</b> | <b>Language</b> |
| 2.RI.KID.1<br>2.RI.KID.2<br>2.RI.KID.3<br>2.RI.CS.4<br>2.RI.IK1.7<br>2.RI.IK1.9<br>2.RI.RRTC.10   | 2.W.TTP.1<br>2.W.TTP.1a<br>2.W.TTP.1b<br>2.W.TTP.1c<br>2.W.TTP.1d<br>2.W.TTP.1e<br>2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c<br>2.W.RBPK.7<br>2.W.RBPK.8 | 2.SL.CC.1<br>2.SL.CC.2<br>2.SL.PKI.4<br>2.SL.PKI.6 | 2.FL.SC.6<br>2.FL.VA.7a<br>2.FL.VA.7ai<br>2.FL.VA.7aiii<br>2.FL.VA.7b<br>2.FL.VA.7bi<br>2.FL.VA.7c | 2.RI.KID.1<br>2.RI.KID.2<br>2.RI.KID.3<br>2.RI.IK1.9  | 2.W.TTP.1<br>2.W.TTP.1a<br>2.W.TTP.1b<br>2.W.TTP.1c<br>2.W.TTP.1d<br>2.W.TTP.1e<br>2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c | 2.SL.PKI.4                      |                 |

# Grade 2 Curriculum Map

## Knowledge Domain 6: Cycles in Nature

| <b>Unit Summary</b><br><p>Students are introduced to natural cycles that make life on Earth possible. Students will learn about seasonal cycles, plant and animal life cycles, and the water cycle. Students will also enjoy poems by Emily Dickinson and Robert Louis Stevenson.</p> |   |   |   | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Collect and synthesize information using note-taking tools</li> <li>• Participate in a shared research project by recording observations on scientific phenomena</li> <li>• Write an informational paragraph summarizing the life cycle of a frog</li> <li>• Domain Assessment</li> </ul> |  |                      |              |
|---|---|---|---|--|--|----------------------|--------------|
| <b>Unit Length:</b> 9 Days<br><b>Anchor Text:</b> <i>Cycles in Nature</i> (Read-Aloud)<br><b>Text Type:</b> Informational<br><b>Lexile:</b> 940L  |   |   |   | <b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Nature has many natural cycles that make life on Earth possible.</li> <li>• Seasonal cycles, flowering plants and trees, animal life cycles, and the water cycle are a few examples of natural cycles.</li> <li>• Natural cycles are interconnected, and a change in one cycle often affects the cycles of many.</li> </ul>                                      |  |                      |              |
| Standards Instructed  |   |   |   | Standards Assessed   |  |                      |              |
| Reading   | Writing   | Speaking & Listening  | Language  | Reading  | Writing  | Speaking & Listening | Language     |
| 2.RL.KID.1<br>2.RL.CS.4<br>2.RL.RRTC.10<br>2.RI.KID.1<br>2.RI.KID.2<br>2.RI.KID.3<br>2.RI.CS.4<br>2.RI.CS.6<br>2.RI.IKI.7<br>2.RI.IKI.8<br>2.RI.IKI.9<br>2.RI.RRTC.10   | 2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.PDW.5<br>2.W.RBPK.7<br>2.W.RBPK.8 | 2.SL.CC.1<br>2.SL.CC.2<br>2.SL.CC.3<br>2.SL.PKI.4<br>2.SL.PKI.6 | 2.FL.SC.6<br>2.FL.VA.7a<br>2.FL.VA.7aiv<br>2.FL.VA.7b<br>2.FL.VA.7bii<br>2.FL.VA.7c | 2.RI.KID.3<br>2.RI.CS.6  | 2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c |                      | 2.FL.VA.7aiv |

# Grade 2 Curriculum Map

## Knowledge Domain 7: Westward Expansion

| <b>Unit Summary</b><br><p>Students are introduced to an important period in the history of the United States—the time of westward expansion during the 1800s. Students explore why pioneers were willing to endure the hardships to move westward, and learn about innovations in transportation and communication, including the steamboat, the Transcontinental Railroad, and the Pony Express. Students also come to understand the hardships and tragedies that Native Americans endured because of westward expansion.</p> |   |  |   | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Write an informational text in the format of a Westward Expansion Quilt</li> <li>• Deepen comprehension and cite evidence from a text</li> <li>• Identify the main topic of a text and compare and contrast two texts about the Erie Canal</li> <li>• Domain Assessment</li> </ul> |   |                      |          |
|---|---|--|---|---|---|----------------------|----------|
| <b>Unit Length:</b> 9 Days<br><b>Anchor Text:</b> <i>Westward Expansion</i> (Read-Aloud)<br><b>Text Type:</b> Informational<br><b>Lexile:</b> 910L  |   |  |   | <b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Pioneers were willing and eager to endure hardships to move westward during the 1800s.</li> <li>• Many important innovations in both transportation and communication occurred during that time period.</li> <li>• Native Americans endured both intended and unintended hardships and tragedies as a result of westward expansion.</li> </ul>            |   |                      |          |
| Standards Instructed  |   |  |   | Standards Assessed  |   |                      |          |
| Reading   | Writing   | Speaking & Listening   | Language  | Reading   | Writing   | Speaking & Listening | Language |
| 2.RI.KID.1<br>2.RI.KID.2<br>2.RI.KID.3<br>2.RI.CS.4<br>2.RI.CS.6<br>2.RI.IKI.7<br>2.RI.RRTC.10  | 2.W.TTP.1<br>2.W.TTP.1a<br>2.W.TTP.1b<br>2.W.TTP.1c<br>2.W.TTP.1d<br>2.W.TTP.1e<br>2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.RBPK.8 | 2.SL.CC.1<br>2.SL.CC.2<br>2.SL.PKI.4<br>2.SL.PKI.5<br>2.SL.PKI.6 | 2.FL.SC.6<br>2.FL.VA.7a<br>2.FL.VA.7ai<br>2.FL.VA.7aii<br>2.FL.VA.7b<br>2.FL.VA.7bi<br>2.FL.VA.7c | 2.RI.KID.3  | 2.W.TTP.1<br>2.W.TTP.1a<br>2.W.TTP.1b<br>2.W.TTP.1c<br>2.W.TTP.1d<br>2.W.TTP.1e<br>2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c | 2.SL.PKI.4           |          |

# Grade 2 Curriculum Map

## Knowledge Domain 8: Insects

| <p><b>Unit Summary</b></p> <p>Students learn about the characteristics of insects, the largest group of animals on Earth. Students explore insect life cycles and social insects such as bees and ants. They consider helpful and harmful aspects of insects. This domain lays the foundation for more in-depth study in later grades of life cycles and animal classification.</p> |  |   |   | <p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Plan, draft, and revise an informational narrative</li> <li>• Research, collect, synthesize, and record information in a journal</li> <li>• Deepen comprehension and cite evidence from a text</li> <li>• Domain Assessment</li> </ul>  |  |                      |          |
|---|--|---|---|---|--|----------------------|----------|
| <p><b>Unit Length:</b> 8 Days</p> <p><b>Anchor Text:</b> <i>Insects</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 940L</p>  |  |   |   | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Insects are the largest group of animals on Earth.</li> <li>• Insects have identifiable characteristics and life cycles, are categorized as either solitary or social, and can be viewed as both helpful and harmful.</li> <li>• Insects are important to the process of pollination and also to the production of honey, some cosmetics, and even medicines.</li> </ul> |  |                      |          |
| Standards Instructed  |  |   |   | Standards Assessed  |  |                      |          |
| Reading   | Writing  | Speaking & Listening  | Language  | Reading   | Writing  | Speaking & Listening | Language |
| 2.RI.KID.1<br>2.RI.KID.2<br>2.RI.KID.3<br>2.RI.CS.4<br>2.RI.CS.5<br>2.RI.CS.6<br>2.RI.IKI.7<br>2.RI.IKI.8<br>2.RI.IKI.9<br>2.RI.RRTC.10   | 2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.PDW.5<br>2.W.PDW.6<br>2.W.RBPK.7<br>2.W.RBPK.8 | 2.SL.CC.1<br>2.SL.CC.2<br>2.SL.CC.3<br>2.SL.PKI.4<br>2.SL.PKI.6 | 2.FL.SC.6<br>2.FL.SC.6e<br>2.FL.SC.6<br>2.FL.VA.7a<br>2.FL.VA.7ai<br>2.FL.VA.7aiii<br>2.FL.VA.7b<br>2.FL.VA.7bi<br>2.FL.VA.7c |   | 2.W.TP.2<br>2.W.TP.2a<br>2.W.TP.2b<br>2.W.TP.2c<br>2.W.TTP.3<br>2.W.TTP.3a<br>2.W.TTP.3b<br>2.W.TTP.3c<br>2.W.RBPK.7 |                      |          |



# Grade 2 Curriculum Map

## Knowledge Domain 9: The U.S. Civil War

|  |   |  |   |  |   |  |                        |
|--|---|--|---|--|---|--|------------------------|
| <p><b>Unit Summary</b></p> <p>This domain lays the foundation for more in-depth study in later grades of a critical period in American history. Students learn about the controversy between the North and the South over slavery. Students also become familiar with the achievements of key historical figures during this time, including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee.</p> |   |  |   | <p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast oppositional concepts using a T-chart</li> <li>• Demonstrate understanding of key vocabulary</li> <li>• Identify and record relevant information to a Civil War Timeline and Civil War Journal</li> <li>• Deepen comprehension and cite evidence from a text</li> <li>• Domain Assessment</li> </ul> |   |  |                        |
| <p><b>Unit Length:</b> 11 Days</p>   |   |  |   | <p><b>Anchor Text:</b> <i>The U.S. Civil War</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 1060L</p>   |   |  |                        |
| <p><b>Standards Instructed</b></p>   |   |  |   | <p><b>Standards Assessed</b></p>   |   |  |                        |
| <p><b>Reading</b></p>  | <p><b>Writing</b></p>   | <p><b>Speaking &amp; Listening</b></p>                       | <p><b>Language</b></p>  | <p><b>Reading</b></p>  | <p><b>Writing</b></p>   | <p><b>Speaking &amp; Listening</b></p> | <p><b>Language</b></p> |
| <p>2.RI.KID.1<br/>2.RI.KID.2<br/>2.RI.KID.3<br/>2.RI.CS.4<br/>2.RI.CS.6<br/>2.RI.IKI.7<br/>2.RI.IKI.8<br/>2.RI.IKI.9<br/>2.RI.RRTC.10</p>  | <p>2.W.TTP.3<br/>2.W.TTP.3a<br/>2.W.TTP.3b<br/>2.W.TTP.3c</p> | <p>2.SL.CC.1<br/>2.SL.CC.2<br/>2.SL.PKI.4<br/>2.SL.PKI.6</p> | <p>2.FL.SC.6<br/>2.FL.VA.7a<br/>2.FL.VA.7ai<br/>2.FL.VA.7aiii<br/>2.FL.VA.7b<br/>2.FL.VA.7bi<br/>2.FL.VA.7c</p> | <p>2.RI.IKI.8<br/>2.RI.IKI.9</p>   | <p>2.W.TTP.3<br/>2.W.TTP.3a<br/>2.W.TTP.3b<br/>2.W.TTP.3c</p> |  |                        |

# Grade 2 Curriculum Map

## Knowledge Domain 10: Human Body: Building Blocks & Nutrition

|  |  |   |   |   |   |  |                        |
|--|--|---|---|---|---|--|------------------------|
| <p><b>Unit Summary</b></p> <p>Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then proceed to explore a number of topics regarding the human body, including cells, tissues, organs, and body systems, with a focus on the digestive and excretory systems. In addition, students learn about good nutrition and other keys to good health.</p> |  |   |   | <p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Cite evidence from the text when answering questions</li> <li>• Make connections and sequence information to deepen comprehension</li> <li>• Identify and record relevant information in <i>My Human Body Journal</i></li> <li>• Domain Assessment</li> </ul>   |   |  |                        |
| <p><b>Unit Length:</b> 9 Days</p> <p><b>Anchor Text:</b> <i>Human Body: Building Blocks &amp; Nutrition</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 950L</p>   |  |   |   | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Cells form the building blocks of life on Earth.</li> <li>• Collections of cells form tissues, tissues form organs, and organs form systems within the body.</li> <li>• Anton van Leeuwenhoek was important in science for his work with microscopes and the discovery of one-celled bacteria.</li> <li>• The five keys to good health are: eat well, exercise, sleep, keep clean, and have regular checkups.</li> </ul> |   |  |                        |
| <p><b>Standards Instructed</b></p>   |  |   |   | <p><b>Standards Assessed</b></p>  |   |  |                        |
| <p><b>Reading</b></p>  | <p><b>Writing</b></p>  | <p><b>Speaking &amp; Listening</b></p>  | <p><b>Language</b></p>  | <p><b>Reading</b></p>   | <p><b>Writing</b></p>                                     | <p><b>Speaking &amp; Listening</b></p> | <p><b>Language</b></p> |
| <p>2.RI.KID.1<br/>2.RI.KID.2<br/>2.RI.KID.3<br/>2.RI.CS.4<br/>2.RI.CS.6<br/>2.RI.IKI.7<br/>2.RI.RRTC.10</p>  | <p>2.W.TP.2<br/>2.W.TP.2a<br/>2.W.TP.2b<br/>2.W.TP.2c<br/>2.W.PDW.6<br/>2.W.RBPK.7</p> | <p>2.SL.CC.1<br/>2.SL.CC.2<br/>2.SL.CC.3<br/>2.SL.PKI.4<br/>2.SL.PKI.5<br/>2.SL.PKI.6</p> | <p>2.FL.SC.6<br/>2.FL.SC.6e<br/>2.FL.VA.7a<br/>2.FL.VA.7ai<br/>2.FL.VA.7aiv<br/>2.FL.VA.7b<br/>2.FL.CA.7bi<br/>2.FL.VA.7c</p> | <p>2.RI.KID.3</p>   | <p>2.W.TP.2<br/>2.W.TP.2a<br/>2.W.TP.2b<br/>2.W.TP.2c</p> | <p>2.SL.PKI.4</p>                      |                        |

# Grade 2 Curriculum Map

## Knowledge Domain 11: Immigration

|   |  |   |  |  |   |  |                        |
|---|--|---|--|--|---|--|------------------------|
| <p><b>Unit Summary</b></p> <p>Students explore the idea of <i>e pluribus unum</i> and the importance of immigration in the history of the United States, with a focus on the great wave of immigration between 1880 and 1920. They learn reasons why people immigrated and why they settled in particular cities or regions. In learning about citizenship, students are introduced to basic knowledge about the Constitution and the Bill of Rights.</p> |  |   |  | <p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Cite evidence from the text when answering questions</li> <li>• Make connections and sequence information to deepen comprehension</li> <li>• Collect and summarize information into short summaries of the read alouds</li> <li>• Plan, draft, and revise a letter</li> <li>• Domain Assessment</li> </ul> |   |  |                        |
| <p><b>Unit Length:</b> 10 Days</p>  |  |   |  | <p><b>Anchor Text:</b> <i>Immigration</i> (Read-Aloud)<br/> <b>Text Type:</b> Informational<br/> <b>Lexile:</b> 1060L</p>  |   |  |                        |
| <p><b>Standards Instructed</b></p>  |  |   |  | <p><b>Standards Assessed</b></p>   |   |  |                        |
| <p><b>Reading</b></p>   | <p><b>Writing</b></p>  | <p><b>Speaking &amp; Listening</b></p>  | <p><b>Language</b></p>   | <p><b>Reading</b></p>  | <p><b>Writing</b></p>   | <p><b>Speaking &amp; Listening</b></p> | <p><b>Language</b></p> |
| <p>2.RI.KID.1<br/>2.RI.KID.2<br/>2.RI.KID.3<br/>2.RI.CS.4<br/>2.RI.CS.5<br/>2.RI.CS.6<br/>2.RI.IKI.7<br/>2.RI.IKI.8<br/>2.RI.IKI.9<br/>2.RI.RRTC.10</p>   | <p>2.W.TP.2<br/>2.W.TP.2a<br/>2.W.TP.2b<br/>2.W.TP.2c<br/>2.W.TTP.3<br/>2.W.TTP.3a<br/>2.W.TTP.3b<br/>2.W.TTP.3c<br/>2.W.RBPK.7<br/>2.W.RBPK.8</p> | <p>2.SL.CC.1<br/>2.SL.CC.2<br/>2.SL.CC.3<br/>2.SL.PKI.4<br/>2.SL.PKI.5<br/>2.SL.PKI.6</p> | <p>2.FL.SC.6<br/>2.FL.SC.6<br/>2.FL.VA.7a<br/>2.FL.VA.7ai<br/>2.FL.VA.7aii<br/>2.FL.VA.7aiii<br/>2.FL.VA.7b<br/>2.FL.VA.7bi<br/>2.FL.VA.7c</p> | <p>2.RI.KID.2</p>  | <p>2.W.TTP.3<br/>2.W.TTP.3a<br/>2.W.TTP.3b<br/>2.W.TTP.3c</p> | <p>2.SL.CC.1</p>                       |                        |

# Grade 2 Curriculum Map

## Knowledge Domain 12: Fighting for a Cause

| <p><b>Unit Summary</b></p> <p>Students learn about seven key figures who fought for a cause and, against great opposition, stood up for what they believed in: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez. Students explore the connection between ideas and actions and see how people can do extraordinary things to change a nation's understanding and actions.</p> |   |  |  | <p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Cite evidence from the text when answering questions</li> <li>• Make connections and sequence information to deepen comprehension</li> <li>• Draft, edit, and publish free verse poetry</li> <li>• Domain Assessment</li> </ul>  |   |                      |          |
|---|---|--|--|--|---|----------------------|----------|
| <p><b>Unit Length:</b> 9 Days</p> <p><b>Anchor Text:</b> <i>Fighting for a Cause</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 930L</p>   |   |  |  | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Despite facing immeasurable odds, many ordinary people have stood up and fought for a cause in which they believed.</li> <li>• Some of these beliefs are the abolition of slavery, the right of women to vote, and the welfare of migrant workers.</li> <li>• These heroic people used nonviolent means to make their voices heard, and in doing so, changed peoples' minds, changed laws, and inspired others to make a difference.</li> </ul> |   |                      |          |
| Standards Instructed  |   |  |  | Standards Assessed   |   |                      |          |
| Reading   | Writing   | Speaking & Listening                               | Language   | Reading  | Writing   | Speaking & Listening | Language |
| 2.RI.KID.1<br>2.RI.KID.2<br>2.RI.KID.3<br>2.RI.CS.4<br>2.RI.CS.6<br>2.RI.IKI.7<br>2.RI.IKI.8<br>2.RI.IKI.9<br>2.RI.RRTC.10  | 2.W.TTP.1<br>2.W.TTP.1a<br>2.W.TTP.1b<br>2.W.TTP.1c<br>2.W.TTP.1d<br>2.W.TTP.1e<br>2.W.PDW.5<br>2.W.PDW.6<br>2.W.RBPK.7<br>2.W.RBPK.8 | 2.SL.CC.1<br>2.SL.CC.2<br>2.SL.PKI.4<br>2.SL.PKI.6 | 2.FL.SC.6<br>2.FL.SC.6<br>2.FL.VA.7a<br>2.FL.VA.7aiii<br>2.FL.VA.7aiv<br>2.FL.VA.7b<br>2.FL.VA.7bi<br>2.FL.VA.7bii<br>2.FL.VA.7c | 2.RI.IKI.8   | 2.W.TTP.1<br>2.W.TTP.1a<br>2.W.TTP.1b<br>2.W.TTP.1c<br>2.W.TTP.1d<br>2.W.TTP.1e |                      |          |