



# MUSD Grade 2 Curriculum - Year at a Glance

## Math

Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Module 1</b>	2.OA.A.1 2.OA.B.2 2.NBT.B.5	<b>Sums &amp; Differences to 100</b> Module 1 sets the foundation for students to master sums and differences to 20. Students subsequently apply these skills to fluently add one-digit to two-digit numbers at least through 100 using place value understanding, properties of operations, and the relationship between addition and subtraction.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>
<b>Module 2</b>	2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.B.6	<b>Addition and Subtraction of Length Units</b> In Module 2, students engage in activities designed to deepen their conceptual understanding of measurement and to relate addition and subtraction to length. Their work in Module 2 is exclusively with metric units in order to support place value concepts. Customary units are introduced in Module 7.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>
<b>Module 3</b>	2.NBT.A.1a 2.NBT.A.1b 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4	<b>Place Value, Counting, and Comparison of Numbers</b> In Module 3, students extend their understanding of the base-ten system. This includes ideas of counting by ones, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including renaming and comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>
<b>Module 4</b>	2.OA.A.1 2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9	<b>Addition and Subtraction Within 200 with Word Problems to 100</b> In Module 4, students build on that place value understanding, which enables students to compose and decompose place value units to add and subtract within 200. Students will also build fluency in two-digit addition and subtraction within 100 and apply that fluency to one- and two-step word problems of varying types within 100. Lastly, students will develop a conceptual understanding of addition and subtraction of multi-digit numbers within 200 and transition into mental addition and subtraction of 1 and 10.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>

<p><b>Module 5</b></p>	<p>2.NBT.B.7 2.NBT.B.8 2.NBT.B.9</p>	<p><b>Addition and Subtraction Within 1,000 with Word Problems to 100</b> In Module 4, students developed addition and subtraction fluency within 100 and began developing conceptual understanding of the standard algorithm by means of place value strategies. In Module 5, students build upon their mastery of renaming place value units and extend their work with conceptual understanding of the addition and subtraction algorithms to numbers within 1,000, always with the option of modeling with materials or drawings. Throughout the module, students continue to focus on strengthening and deepening conceptual understanding and fluency.</p>	<ul style="list-style-type: none"> <li>● Topic Quizzes</li> <li>● Mid-Module Assessment</li> <li>● End of Module Assessment</li> <li>● District Summative Assessment</li> </ul>
<p><b>Module 6</b></p>	<p>Supporting Standards</p>	<p><b>Foundations of Multiplication and Division</b> Module 6 lays the conceptual foundation for multiplication and division, and for the idea that numbers other than 1, 10, and 100 can serve as units. Students will also model multiplication as repeated addition and as rectangular arrays, and build upon their work with arrays to develop the spatial reasoning skills in preparation for area content. Students will also gain an understanding of even and odd numbers.</p>	<ul style="list-style-type: none"> <li>● Topic Quizzes</li> <li>● Mid-Module Assessment</li> <li>● End of Module Assessment</li> <li>● District Summative Assessment</li> </ul>
<p><b>Module 7</b></p>	<p>2.NBT.B.5 2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.B.6</p>	<p><b>Problem Solving with Length, Money, and Data</b> Module 7 presents an opportunity for students to practice addition and subtraction strategies within 100 and problem-solving skills as they learn to work with various types of units within the contexts of length, money, and data. Students represent categorical and measurement data using picture graphs, bar graphs, and line plots. They revisit measuring and estimating length, but now use both metric and customary units.</p>	<ul style="list-style-type: none"> <li>● Topic Quizzes</li> <li>● Mid-Module Assessment</li> <li>● End of Module Assessment</li> <li>● District Summative Assessment</li> </ul>
<p><b>Module 8</b></p>	<p>Supporting Standards</p>	<p><b>Time, Shapes, and Fractions, as Equal Parts of Shapes</b> In Module 8, students will describe and analyze shapes by examining their sides and angles, partition shapes into equal shares, and use the knowledge to understand how to tell time. (First grade taught to partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i> and decomposing into more equal shares creates smaller shares. Telling time to the hour/half hour was taught in first grade and telling time to nearest minute/elapsed time will be taught in third grade.)</p>	<ul style="list-style-type: none"> <li>● Topic Quizzes</li> <li>● Mid-Module Assessment</li> <li>● End of Module Assessment</li> <li>● District Summative Assessment</li> </ul>

# ELA

Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Unit 1</b>	2.RL.1 2.RL.2 2.RL.3 2.RI.5 2.RF.4 2.W.3 2.SL.1 2.L.1	<p>This unit provides readings and discussion on the focus question: How do people in school learn from each new experience and from each other? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>● Realizes that authors carefully choose the settings for their stories and that what happens to characters in a story is affected by the setting</li> <li>● Identifies how authors use details to reveal interesting and significant information about setting and character</li> <li>● Notices how exaggeration in text descriptions and art can add humor</li> <li>● Uses details from a story to interpret characters' feelings and relationships</li> <li>● Understands the problems in the story and uses story details to predict how the problems will be solved</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Benchmark</li> <li>● Word Knowledge Inventory</li> <li>● Reading Graphic Organizer Rubrics</li> <li>● Writing Rubrics</li> <li>● End of Unit Assessment</li> </ul>
<b>Unit 2</b>	2.RL.1 2.RL.2 2.RL.3 2.RI.5 2.RI.6 2.RF.4 2.W.1 2.W.2 2.W.3 2.SL.1 2.L.1	<p>This unit provides readings and discussion on the focus question: How can a wish or a promise change someone's life? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>● Recognizes how authors use repetition and patterns in folktale retellings</li> <li>● Identifies how an author's choice of words helps build suspense and reveal characters and settings</li> <li>● Understands the cause-and-effect chains that lead to specific consequences and teach specific lessons in these folktales</li> <li>● Distinguishes fantasy elements from reality and recognizes that the consequences in these stories are different from things that happen in real life</li> <li>● Notices how the illustrations in a story help establish the setting and provide more information about the characters</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Graphic Organizer Rubrics</li> <li>● Writing Rubrics</li> <li>● End of Unit Assessment</li> </ul>
<b>Unit 3</b>	2.RL.2 2.RI.5 2.RI.6 2.RF.4 2.W.2 2.W.3 2.SL.1 2.L.1	<p>This unit provides readings and discussion on the focus question: How do animals find food—and avoid becoming another creature's dinner? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>● Recognizes how an author begins a book in order to grab a reader's interest</li> <li>● Notices how authors organize information and use specialized vocabulary to show a sequence of events and convey important ideas about animals and food chains</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Benchmark</li> <li>● Word Knowledge Inventory</li> <li>● Reading Graphic Organizer Rubrics</li> <li>● Writing Rubrics</li> <li>● End of Unit Assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• Understands how cause and effect are explained in these texts to express the interdependence of living things</li> <li>• Identifies similarities and differences among different texts in how the authors approach the topic</li> <li>• Notices the connections between the illustrations or art in the book and the information in the text</li> </ul>	
<b>Unit 4</b>	2.RL.1 2.RL.2 2.RI.6 2.RF.4 2.W.1 2.W.3 2.SL.1 2.L.1	This unit provides readings and discussion on the focus question: What makes you and others unique? Students will work on the following learnings and skills: <ul style="list-style-type: none"> <li>• Notices how authors craft realistic fiction, fantasy, and biography to explore important themes and convey a message</li> <li>• Understands that some authors use humor to help get their messages across</li> <li>• Identifies descriptive details, plot points, and illustrations that help readers connect to an author's message</li> <li>• Recognizes the importance of respecting others for who they are</li> <li>• Understands that different individuals have different strengths and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<b>Unit 5</b>	2.RL.1 2.RI.5 2.RI.6 2.RF.4 2.W.1 2.SL.1	This unit provides readings and discussion on the focus question: What have people discovered by watching and caring for animals? Students will work on the following learnings and skills: <ul style="list-style-type: none"> <li>• Recognizes that information can be presented in a variety of formats</li> <li>• Notices how authors use specific events and details to explain important ideas about animals and the people who study or take care of them</li> <li>• Understands that the authors did research or used their personal experiences with animals as the basis for their informational texts</li> <li>• Notices and derives information from photographs and illustrations</li> <li>• Understands how the authors' curiosity about nature has led them to discover new information about animals</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<b>Unit 6</b>	2.RL.1 2.RL.2 2.RL.3 2.RI.6 2.SL.1 2.L.1	This unit provides readings and discussion on the focus question: How do authors make the characters and situations they create seem so true to life? Students will work on the following learnings and skills: <ul style="list-style-type: none"> <li>• Notices the problem in a story and evaluates what is realistic about the problem and how it is solved</li> <li>• Infers characters' intentions, feelings, and motivations from what they say and do</li> <li>• Shares examples of details the authors use to make their characters seem believable as people</li> <li>• Understands realistic fiction as stories that could happen in real life</li> <li>• Predicts what will happen to the characters after the story ends</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Benchmark</li> <li>• Word Knowledge Inventory</li> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>

		<ul style="list-style-type: none"> <li>Discusses similarities and differences among the texts, especially those that were written by the same author</li> </ul>	
<b>Phonics</b>	2.RF.3 2.WF.1 2.WF.2 2.WF.3 2.L.1 2.L.2 2.L.3 2.L.4	<b>Phonics</b> <ul style="list-style-type: none"> <li>Print handwriting for lowercase and uppercase letters</li> <li>Identify all six syllable types</li> <li>Read and spell long and short vowel sounds</li> <li>Read and spell sounds for consonant blends, digraphs, r-controlled vowels, vowel diphthongs, vowel teams, vowel-consonant-e, suffixes, prefixes</li> <li>Divide multisyllabic words</li> <li>Read and spell high frequency words</li> <li>Apply correct punctuation (period, question mark, exclamation point)</li> <li>Capitalize words at beginning of sentences and proper nouns</li> <li>Use nouns and verbs appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Daily formative assessments</li> <li>End of unit spelling assessments</li> <li>Handwriting assessments</li> </ul>

<b>Science</b>			
Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Unit 1</b>	2.E2U1.8	<b>Sun and Moon</b> Students develop an understanding of the distribution and role of water and wind in weather, shaping the land, and where organisms live. Wind and water can also change environments, and students learn humans and other organisms can change environments too. Students develop an understanding of changing patterns in the sky including the position of the Sun, Moon, and stars, and the apparent shape of the Moon.	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>
<b>Unit 2</b>	2.P1U1.1 2.P1U1.2 2.P4U1.3	<b>Physical Science: Matter</b> Students develop an understanding of observable properties of matter and how changes in energy (heating or cooling) can affect matter or materials.	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Multiple Choice Assessments</li> </ul>
<b>Unit 3</b>	2.E1U1.4 2.E1U1.5 2.E1U2.6 2.E1U3.7	<b>Earth Science: Wind, Water, and Weather</b> Students develop an understanding of the distribution and role of water and wind in weather, shaping the land, and where organisms live. Wind and water can also change environments, and students learn humans and other organisms can change environments too.	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Multiple Choice Assessments</li> </ul>
<b>Unit 4</b>	2.L2U1.9	<b>Life Science: Living Things</b>	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>

	2.L2U1.10	Students develop an understanding that life on Earth depends on energy from the Sun or energy from other organisms to survive.	<ul style="list-style-type: none"> <li>Multiple Choice Assessments</li> </ul>
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## Social Studies

Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Unit 1</b>	2.SP3.1 2.SP3.2 2.SP3.3 2.SP3.4 2.SP3.5 2.SP3.6	<p><b>Roles, Responsibilities and Rules</b>            Do We Have to Have Rules?</p> <p>Through the compelling question “Do we have to have rules?” This annotated inquiry investigates the relationship between rules and values as well as the role that rules play in maintaining a civil society. This question acknowledges outright that many students wonder about their roles in and responsibility for rule-making. It gives voice to their legitimate concerns about the source of rules, the benefits of following them, and the consequences of not doing so. This inquiry taps into a common set of ideas that students have about the authority of rules and validates their honest hesitancy to follow rules simply because they are told to do so. Students learn that there is a key relationship between what we value and the rules we develop, follow, and enforce. Rules and laws are intended to express the shared values of a community, acting as statutes to uphold and protect such principles as fairness, equality, respect, and safety.</p>	<ul style="list-style-type: none"> <li>Formative Tasks</li> <li>Summative Performance Task</li> </ul>
<b>Unit 2</b>	2.SP1.2 2.SP1.3 2.SP3.2 2.SP4.1 2.SP4.2	<p><b>Events of the Past Affect the Present</b>            If We Live in the Present, Why Should We Care About the Past?</p> <p>This inquiry is an exploration into the concepts of time, continuity, and change in a community with the dual purpose of establishing students’ understandings of the passage of time and explaining why the past matters today. The inquiry taps into a common student assumption about the authority of the present and its existence independent of past events and contexts. One way to explore present circumstances is through an examination of the short- and long-term effects of the past. The constructs of cause and effect are complex, chiefly because multiple causes may be associated with one event, just as multiple effects can be tied to a single cause. Through identifying the relationship of cause and effect, students learn to recognize how continuity and change over time help us understand historical developments in our present communities.</p>	<ul style="list-style-type: none"> <li>Formative Tasks</li> <li>Summative Performance Task</li> </ul>
<b>Unit 3</b>	2.SP1.2	<b>Communities</b>	<ul style="list-style-type: none"> <li>Formative Tasks</li> </ul>

	<p>2.SP3.2 2.SP4.1 2.SP4.2</p>	<p><b>What Makes We Become We?</b> This inquiry is an initial exploration into the concept of interdependence through the lens of community economics and the idea of an economy as a diverse, mutually supportive web of needs and wants, workers and consumers, and problems and solutions. The compelling question “What makes me become we?” challenges students to consider interdependence among individuals and groups and think about how a community is not just a bunch of individual “me’s” living in a shared space but also a collective “we” that interacts, grows and contracts, and tries to solve issues. This inquiry builds on students’ first-grade knowledge and challenges them to understand that through businesses, town organizations, and local governments, a community meets the needs and wants of its people, finding strength in collective efforts to address problems.</p>	<ul style="list-style-type: none"> <li>• Summative Performance Task</li> </ul>
<p><b>Unit 4</b></p>	<p>2.SP3.1 2.SP3.2 2.SP3.3 2.SP3.4 2.SP3.5 2.SP3.6</p>	<p><b>Contributions of Individuals</b> What makes a person worth remembering? This inquiry explores historical figures with the purpose of identifying and understanding their character traits and contributions to history. The compelling question “What makes a person from history worth remembering?” is intellectually respectful of students who, by their nature, are interested in people and why they are famous. Students gain knowledge in learning from the past and by analyzing the deeds of others to develop an argument about why certain people are remembered in history. This inquiry reflects the following conceptual understanding: Historical events are often led by dynamic personalities that may help set a course that can change history.</p>	<ul style="list-style-type: none"> <li>• Formative Tasks</li> <li>• Summative Performance Task</li> </ul>