



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Grade: 2

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Description: This syllabus provides an overview of each of the major subject areas taught in 2nd grade. For each subject area, the sequence of units/modules and aligned essential questions/enduring understandings and academic standards are provided.

Learning Outcomes:

In addition to the ELA, math, science, and social studies standards documented below, 2nd graders are also actively working toward our Portrait of a Learner competencies reflected in our K-2 Portrait of a Learner rubrics:

- K-2 Independent Learner
- K-2 Responsible Collaborator
- K-2 Effective Communicator
- K-2 Critical Thinker
- K-2 Global Citizen

Anchor Texts or Major Curriculum:

- Eureka Math Squared - Math
- UFLI - Phonics Instruction
- Mystery Science - Science
- Social Studies

Course Outline (major units of study):

MATH		
Unit Title	Essential Question or Overarching Understanding	Standards or Competencies Assessed

Module 1	Place Value Concepts Through Metric Measurement and Data · Place Value, Counting, and Comparing Within 1,000	Part One <ul style="list-style-type: none"> • 2.MD.A.1 • 2.MD. A. 3 • 2.MD. A. 4 • 2. MD. B.5 • 2.MD.B.6 • 2.MD.D.10 • 2.OA.A.1 • 2.NBT.A.1 • 2.NBT.A.2 • 2.NBT.A.3 • 2.NBT.A.4
Module 2	Addition and Subtraction Within 200	<ul style="list-style-type: none"> • 2.NBT.B.6 • 2.NBT.B.7 • 2.OA.A.1
Module 3	Shapes and Time with Fraction Concepts	<ul style="list-style-type: none"> • 2.NBT.A.2 • 2.MD.C.7 • 2.G.A.1 • 2.G.A.3
Module 4	Addition and Subtraction Within 1,000	<ul style="list-style-type: none"> • 2.OA.A.1 • 2.OA.B.2 • 2.NBT.B.5 • 2.NBT.B.6 • 2.NBT.B.7 • 2.NBT.B.8 • 2.NBT.B.9
Module 5	Money, Data, and Customary Measurement	<ul style="list-style-type: none"> • 2.MD.A.1 • 2.MD.A.2 • 2.MD.A.3 • 2.MD.A.4 • 2.MD.B.5 • 2.MD.B.6 • 2.MD.C.8 • 2.MD.D.9
Module 6	Multiplication and Division Foundations	<ul style="list-style-type: none"> • 2.OA.A.1 • 2.OA.C.3 • 2.OA.C.4 • 2.G.A.2
All Modules	Thinking and Communicating Like a Mathematician	Standards for Mathematical Practice <ul style="list-style-type: none"> • MP1 Make sense of problems and persevere in solving

		<p>them.</p> <ul style="list-style-type: none"> • MP2 • Reason abstractly and quantitatively. • MP3 • Construct viable arguments and critique the reasoning of others. • MP4 Model with mathematics. • MP5 • Use appropriate tools strategically. • MP6 • MP7 • MP8 • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
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LITERACY

Unit Title	Essential Question or Overarching Understanding	Standards or Competencies Assessed
Alphabet Review & Longer Words Unit Resources (Lessons 35-41)	<ul style="list-style-type: none"> • 38b Short A, I, O Advanced Review • 41b Short Vowel Review (all) 	RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.e
Digraphs	<ul style="list-style-type: none"> • 42 FLSZ Spelling Rule • 43 -all, -oll, -ull • 49 Digraphs Review 1 • 53 Digraphs Review 2 	RF.2.3.f RF.2.4.a RF.2.4.b RF.2.4.c
VCe	<ul style="list-style-type: none"> • 57 VCe review 1; e_e /ē/ • 59 VCe review 2 • 62 VCe review 3; Exceptions 	RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.e RF.2.3.f RF.2.4.a RF.2.4.b RF.2.4.c

Reading Longer Words	<ul style="list-style-type: none"> • -es • -ed • Closed & open syllables • Closed/closed • Open/closed 	RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.e RF.2.3.f RF.2.4.a RF.2.4.b RF.2.4.c
Ending Spelling Patterns	<ul style="list-style-type: none"> • tch/ch/dge/j review • Long VCC • Ending patterns review 	
R-Controlled Vowels	<ul style="list-style-type: none"> • ar/ar/& or, ore/or review • Spelling /er/ • R-controlled vowels review 	RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.e RF.2.3.f RF.2.4.a RF.2.4.b RF.2.4.c
Long Vowel Teams	<ul style="list-style-type: none"> • Ai, ay • Ee, ea, ey • Oa, ow, oe • Ie, ieg • Vowel teams review 1 	
Other Vowel Teams	<ul style="list-style-type: none"> • Oo, u • Oo • Ew, ui, ue • Vowel teams review 2 • Au, aw, augh • Ea, e, a 	RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.e RF.2.3.f RF.2.4.a RF.2.4.b RF.2.4.c
Diphthongs	<ul style="list-style-type: none"> • Oi, oy • Ou, ow • Vowel teams & diphthongs review 	
Silent Letters	<ul style="list-style-type: none"> • Kn, wr, mb 	RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.e RF.2.3.f RF.2.4.a RF.2.4.b RF.2.4.c
Suffixes & Prefixes	<ul style="list-style-type: none"> • -s, -es • -er, -est • -ly • -less, -ful • Un- • Pre-, re- • Dis- • Affixes review 1 	
Suffix Spelling Changes	<ul style="list-style-type: none"> • Doubling rule -ed, -ing • Doubling rule -er, -est • Drop -e rule • -y to i rule 	RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.d

Low-Frequency Spellings	<ul style="list-style-type: none"> • -ar, -or • Air, are, ear • Ear • Alternative long a (ei, ey, eigh, aigh, ea) • Alternative long u (ew, eu, ue, ou) • Ough • Signal vowels • Silent t 	RF.2.3.e RF.2.3.f RF.2.4.a RF.2.4.b RF.2.4.c
Additional fixes	<ul style="list-style-type: none"> • -sion, -tion • -ture • -er, -or, -ist • -ish • -y • -ness • -ment • -able, -ible • Uni-, bi-, tri- • Affixes review 2 	RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.e RF.2.3.f RF.2.4.a RF.2.4.b RF.2.4.c
Writing Unit 1 - Narrative Writing	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.2.3
Writing Unit 2 - Persuasive Writing	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section	W.2.1
Writing Unit 3 - Informational Writing	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	W.2.2

Novel Studies		RL.2.1 RL.2.2 RL.2.3 RL.2.5
SCIENCE		
Unit Title	Essential Question or Overarching Understanding	Standards or Competencies Assessed
Animal Biodiversity & Habitats (Animal Adventures)	<ul style="list-style-type: none"> • How many different kinds of animals are there? • Why would a wild animal visit a playground? • Why do frogs say “ribbit”? • How could you get more birds to visit a bird feeder? 	<ul style="list-style-type: none"> • 2-LS4-1 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3
Plant Growth & Interactions (Plant Adventures)	<ul style="list-style-type: none"> • How did a tree travel halfway around the world? • Why do seeds have so many different shapes? • Could a plant survive without light? • How much water should you give a plant? 	<ul style="list-style-type: none"> • 2-LS2-1 • 2-LS2-2 • 2-LS4-1 • K-2-ETS1-2
Erosion & Earth’s Surface (Work of Water)	<ul style="list-style-type: none"> • Where’s the best place to hide a treasure? • If you floated down a river, where would you end up? • Why is there sand at the beach? • Where do flash floods happen? • What’s strong enough to make a canyon? • How can you stop a landslide? 	<ul style="list-style-type: none"> • 2-ESS1-1 • 2-ESS2-1 • 2-ESS2-2 • 2-ESS2-3 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3
Material Properties (Material	<ul style="list-style-type: none"> • Why do we wear 	<ul style="list-style-type: none"> • 2-PS1-1

Magic)	<ul style="list-style-type: none"> clothes? Can you really fry an egg on a hot sidewalk? Could you build a house out of paper? How do you build a city out of mud? 	<ul style="list-style-type: none"> 2-PS1-2 2-PS1-3 2-PS1-4 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3
States of Matter (States of Matter)	<ul style="list-style-type: none"> Where do animals find the water they need? How is an ice cube like a crayon? Why are so many toys made out of plastic? 	<ul style="list-style-type: none"> 2-ESS2-3 2-PS1-2 2-PS1-4
SOCIAL STUDIES		
Unit Title	Essential Question or Overarching Understanding	Standards or Competencies Assessed
Government & Civics	What is a government, and how does it work? Can kids be responsible citizens, too?	<ul style="list-style-type: none"> D2.Civ. 1.K-2 D2.Civ. 5.K-2 D2.Civ. 6.K-2 D2.Civ. 14.K-2
Geography Foundations	How can we make and use maps to understand our place in the world?	<ul style="list-style-type: none"> D2.Geo.1.K-2 D2.Geo.2.K-2
Holidays around the World	Holidays Around the World - geography How does the environment affect people's cultural traditions?	<ul style="list-style-type: none"> D2.Geo.5.K-2 D2.Geo.6.K-2
Goods & Services	What goods and services are most important to our community and state?	<ul style="list-style-type: none"> D2.Eco.4.K-2 D2.Eco.3.K-2

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.