



2nd Grade Curriculum Guide

7/28/16

CVSD ELA Scope and Sequence

| 2nd Grade | | Reading Informational Text and Literature | Writing | Foundational Skills and Speaking/Listening |
|---------------------------------|-------------|---|--------------------|--|
| Units | Timeline | Priority Standards | Priority Standards | Priority Standards |
| Unit 1: Informational | Trimester 1 | 1.2.2.B | W.2.2 | 1.1.2.D |
| | | 1.2.2.E | W.2.5 | 1.1.2.E |
| | | 1.2.2.K | L.2.2 | |
| | | | | |
| Unit 2: Literature | Trimester 1 | 1.3.2.B | W.2.2 | 1.1.2.D |
| | | 1.3.2.D | W.2.5 | 1.1.2.E |
| | | 1.3.2.I | L.2.1 | |
| | | | L.2.2 | |
| | | | | |
| Unit 3: Informational | Trimester 2 | 1.2.2.A | W.2.1 | 1.1.2.D |
| | | 1.2.2.C | W.2.5 | 1.1.2.E |
| | | 1.2.2.K | L.2.1 | |
| | | | L.2.2 | |
| | | | | |
| Unit 4: Literature | Trimester 2 | 1.3.2.A | W.2.1 | 1.1.2.D |
| | | 1.3.2.D | W.2.5 | 1.1.2.E |
| | | | L.2.1 | |
| | | | L.2.2 | |
| | | | | |
| Unit 5: Informational | Trimester 3 | 1.2.2.A | W.2.3 | 1.1.2.D |
| | | 1.2.2.B | W.2.5 | 1.1.2.E |
| | | 1.2.2.E | L.2.1 | |
| | | | L.2.2 | |
| | | | | |
| Unit 6: Literature | Trimester 3 | 1.3.2.A | W.2.3 | 1.1.2.D |
| | | 1.3.2.B | W.2.5 | 1.1.2.E |
| | | 1.3.2.I | L.2.1 | |
| | | | L.2.2 | |

ELA Priority Standards ~ Grade 2

| CCSS | PA Core | Foundational Skills |
|-----------------------------------|-------------------|--|
| RF.2.3 | CC.1.1.2.D | <p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one- syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words. |
| RF.2.4 | CC.1.1.2.E | <p>Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Reading Informational Text | | |
| RI.2.2 | CC.1.2.2.A | Identify the main idea of a multi- paragraph text as well as the focus of specific paragraphs within the text. |
| RI.2.1 | CC.1.2.2.B. | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details. |
| RI.2.3 | CC.1.2.2.C. | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| RI.2.5 | CC.1.2.2.E. | Use various text features and search tools to locate key facts or information in a text efficiently. |
| L.2.4 | CC.1.2.2.K | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. |
| Reading Literature | | |
| RL.2.2 | CC.1.3.2.A | Recount stories and determine their central message, lesson, or moral. |
| RL.2.1 | CC.1.3.2.B | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details. |
| RL.2.6 | CC.1.3.2.D | Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| L.2.4 | CC.1.3.2.I | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| Writing | | |
| W.2.1 | CC.1.4.2.G-J | 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.2.2 | CC.1.4.2.A-D | 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.2.3 | CC.1.4.2.M-P | 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.2.5 | CC.1.4.2.T | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| L.2.1 | CC.1.4.2.F, L & R | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.) |
| L.2.2 | CC.1.4. F, L & R | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. |

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|---|--|--|
| R.F.2.3 | CC.1.1.2.D - Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words. | |
| Taught in Unit(s) | | |
| Units 1,2,3,4,5,6 | | |
| Explanation/Example of Standard | | |
| Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them • Look at the beginning of that word and try it again • Look at the end of the word and try it again • Are there are any patterns you can use to help you write the word? | | |
| Common Misconceptions | | |
| <ul style="list-style-type: none"> • difference between learning word patterns, phonics rules, and irregularly spelled words | | |
| Big Idea(s) | Essential Question(s) | |
| Good readers use what they know about words and letter sounds to help them read. | <ul style="list-style-type: none"> • How can I use what I know about words and letter sounds to help me read? • How do I know if a word has a short vowel or long vowel in it? • How do I decode two-syllable words to help me read? | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| <ul style="list-style-type: none"> • Vowels • Prefixes • Suffixes • Syllables • Sight Words • Irregularly Spelled Words • Spelling sound correspondences | <ul style="list-style-type: none"> • Decode long and short vowel, one-syllable words with regular spellings • Decode two-syllable words with long vowels • Decode words with common prefixes and suffixes • Decode high-frequency sight words • Decode words with inconsistent, but common | |

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|--|--|
| | spelling-sound correspondences <ul style="list-style-type: none">• Decode 2nd grade word wall words (irregularly spelled words) |
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| I Can Statements | |
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| I know the difference between long and short vowels. I can read second grade words. I can read prefixes and suffixes. I know how to spell second grade words. | |
|--|--|

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|---|---|--|
| RF.2.4 | CC.1.1.2.E - Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | |
| Taught in Unit(s) | | |
| Units 1-6 | | |
| Explanation/Example of Standard | | |
| Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as: <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should. | | |
| Common Misconceptions | | |
| <ul style="list-style-type: none"> • Fluency should not be taught in isolation • Accuracy and speed are both important. Fast readers are not necessary fluent readers. | | |
| Big Idea(s) | Essential Question(s) | |
| Reading fluently helps a reader understand the text. | <ul style="list-style-type: none"> • What does it mean to read fluently? • Why is it important to become a fluent reader? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| <ul style="list-style-type: none"> • Accuracy • Rate • Expression • Self-Correction • Fiction/Nonfiction Text | <ul style="list-style-type: none"> • Read with accuracy • Read with appropriate rate • Read with expression based on punctuation and characters • Self-correct while reading • Describe purpose for reading text | |
| I Can Statements | | |
| I can read passages fluently with changes in my voice, timing and expression. | | |

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|--|--|
| RI.2.2 | CC.1.2.2.A – Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within a text. |
| Taught in Unit(s) | |
| Unit 3 and Unit 5 | |
| Explanation/Example of Standard | |
| <p>Students are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the main idea of this text? • What are the important ideas in this text? How do you know? | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • A paragraph can only have one main idea. • Main idea is the same as central message. • Topic is the same as main idea. | |
| Big Idea(s) | Essential Question(s) |
| <p>Authors of informational texts include key details in order to help readers make meaning of the text.</p> <p>Good readers use key details in an informational text to identify the main topic.</p> <p>Informational texts can have multiple paragraphs that work together to inform readers about a topic.</p> | <ul style="list-style-type: none"> • How do authors of informational text help readers make meaning of the text? • How do good readers identify the main topic in informational text • How do multiple paragraphs in a text inform readers about a topic? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main idea • Difference between the main idea and key details • Focus of specific paragraphs | <ul style="list-style-type: none"> • Identify the main idea of a multiparagraph informational text • Identify the focus of specific paragraphs within an informational text • Describe or graphically represent the relationship between main idea and focus of specific paragraphs |
| I Can Statements | |
| <p>I can find the main ideas and supporting ideas in informational text.</p> <p>I can find the focus of specific paragraphs within an informational text.</p> | |

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|---|--|
| RI.2.1 | CC.1.2.2.B – Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details. |
| Taught in Unit(s) | |
| Unit 1 and Unit 5 | |
| Explanation/Example of Standard | |
| <p>Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. Use a question and prompt such as:</p> <ul style="list-style-type: none"> • Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • Key details are what I find most interesting. • Questions can be answered with a “yes” or “no”. • All questions are good questions. | |
| Big Idea(s) | Essential Question(s) |
| <p>Authors include key details in informational texts which can help a reader ask and answer questions.</p> <p>Good readers answer who, what, where, when, why and how questions about a text in order to demonstrate an understanding of key details.</p> | <ul style="list-style-type: none"> • Why do authors include key details in informational text? • How do good readers use questions to understand key details in text? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 Ws + H questions (who, what where, when, why & how) | <ul style="list-style-type: none"> • Make reasonable predictions as they read • Use information from the text and background knowledge to make inferences • Demonstrate understanding of key details in a text when asking and answering questions • Ask and answer questions which begin with who, what, where, when why, and how |
| I Can Statements | |
| <p>I can tell who, what, where, when, why and how after reading nonfiction.</p> <p>I can ask who, what, where, when, why and how questions when reading a nonfiction text.</p> | |

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|---|--|
| RI.2.3 | 1.2.2.C – Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| Taught in Unit(s) | |
| Unit 3 | |
| Explanation/Example of Standard | |
| <p>Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Which step comes first? After that? What happened first? After that? • Can you tell me how these ideas are the same? Can you tell me how they are different? | |
| Common Misconceptions | |
| Sequence is only shown in how-to steps and processes. | |
| Big Idea(s) | Essential Question(s) |
| <p>Authors of informational texts produce texts that follow a series of events, ideas/concepts or steps in a procedure.</p> <p>Good readers understand the connections between events, ideas/concepts or steps and use those connections to better understand informational text(s).</p> | <ul style="list-style-type: none"> • How can I use the events, ideas, or steps to create connections to better understand informational text? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to describe • Key ideas/concepts, events, steps in informational texts. • Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures) • Simple transition/linking words that show connections (e.g., first, because, then, on the other hand) for informational texts. • Connections (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another) | <ul style="list-style-type: none"> • Identify the events, key ideas/ concepts, or steps in informational texts • Discriminate between different kinds of informational texts based on text features • Identify words that signal connections in informational texts • Describe or graphically represent how a series of events, key ideas/concepts, or steps are connected |
| I Can Statements | |
| <p>I can tell how events in history are connected.</p> <p>I can understand science steps and ideas in nonfiction.</p> <p>I can put events from information text in correct order.</p> <p>I can analyze a set of directions to see if they are in order.</p> | |

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|--|---|
| RI.2.5 | CC.1.2.2.E – Use various text features and search tools to locate key facts or information in a text. |
| Taught in Unit(s) | |
| Unit 1 and Unit 5 | |
| Explanation/Example of Standard | |
| <p>As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does bold print help you? | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • Students believe that text features are not essential to the understanding of the text. | |
| Big Idea(s) | Essential Question(s) |
| <p>Authors create informational texts using various text features to help readers locate key facts or information in a text proficiently.</p> <p>Good readers use the overall structure and text features of an informational text to make meaning from their reading.</p> | <ul style="list-style-type: none"> • How can readers use text features to help locate key facts or information? • How can the overall structure and the text features help the reader make meaning? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) • The characteristics of key facts • How to locate information in a text efficiently | <ul style="list-style-type: none"> • Identify text features • Identify essential information from text features to enhance understanding of text • Use various text features to locate key facts or information in a text efficiently • Know and use various text features to locate key facts or information in a text efficiently |
| I Can Statements | |
| I can use text features to help me understand nonfiction text. | |

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|---|--|
| L.2.4 | CC.1.2.2.K – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. |
| Taught in Unit(s) | |
| Unit 1 and Unit 3 | |
| Explanation/Example of Standard | |
| <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students are required to find out word meanings and phrases that are specific to grade 2. They need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies (see bullets) for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • All new vocabulary should be pre-taught. Students should not have to learn strategies for discovering new words. • Memorizing definitions does help meaning. • Dictionaries and glossaries are overused. | |
| Big Idea(s) | Essential Question(s) |
| <p>Authors make purposeful language choices to create meaning in informational text(s).</p> <p>Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).</p> | <ul style="list-style-type: none"> • How do I use context clues to help me determine the meaning of a word? • How can I use knowledge of word parts (prefixes, suffixes, roots) to determine the meaning of a word? • How can glossaries and dictionaries help me clarify the meaning of words and phrases. |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Informational text • Word choice • Words and phrases • Context clues | <ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of |

| | |
|---|--|
| <ul style="list-style-type: none"> • Non-linguistic images (e.g. Picture/graphic clues) • Strategies for identifying and using context clues • prefix • root words • compound words • glossary/dictionary | <p>unknown words/phrases</p> <ul style="list-style-type: none"> • Determine the appropriate definition of words that have more than one meaning • Describe how language choices create meaning in text • Determine the meaning of the new word formed when a known prefix is added to a known word • Use a known root word as a clue to the meaning of an unknown word with the same root • Use knowledge of the meaning of individual words to predict the meaning of compound word • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases |
|---|--|

I Can Statements

- I can use context clues to help me understand new words.
- I can use prefixes to help me learn new words.
- I can use root words to help me learn new words.
- I can use small words to help me learn compound words.
- I can use dictionaries and glossaries to help me understand new words.

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|--|---|--|
| RL.2.2 | CC.1.3.2.A – Recount stories and determine their central message, lesson or moral. | |
| Taught in Unit(s) | | |
| Units 4 and 6 | | |
| Explanation/Example of Standard | | |
| <p>Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are the most important events that happened in the story? How do you know? • What does the author want you to know or learn? | | |
| Common Misconceptions | | |
| The central message is the same as main idea | | |
| Big Idea(s) | Essential Question(s) | |
| <p>Authors of literary texts include details that help readers better understand the central message.</p> <p>Good readers create an effective recounting or retelling of the important events in a literary text.</p> | <ul style="list-style-type: none"> • What is the central message in this story, fable, or folktale? • How do events in the story contribute to the message? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| <ul style="list-style-type: none"> • How to recount literary texts • Characteristics of fables and folktales from diverse cultures • Folktales teach a lesson • Fables teach a moral • Stories have a central message • Characteristics of an effective retelling/recounting | <ul style="list-style-type: none"> • Recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures • Determine central message, lesson or moral • Describe how key details show a central message, lesson or moral • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral | |
| I Can Statements | | |
| <p>I can retell the plot of a story.</p> <p>I can figure out the moral or lesson of a story.</p> | | |

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|--|--|
| RL.2.1 | CC.1.3.2.B – Ask and answer questions about key details in a text. |
| Taught in Unit(s) | |
| Units 2 and 6 | |
| Explanation/Example of Standard | |
| <p>Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Who are the characters in the story? • How did the characters solve the problem in the story? • How does knowing where the story took place, help us understand the text? | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • Creating predictions without revising them (synthesizing) • Asking who, what, where, when, why, and how questions without incorporating higher order thinking questions (example: thick vs. thin) | |
| Big Idea(s) | Essential Question(s) |
| <p>Authors include key details in literary texts which can help a reader ask and answer questions and create predictions.</p> <p>Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text.</p> <p>Good readers answer who, what, where, when, why, and how questions about a text in order to demonstrate an understanding of key details.</p> | <ul style="list-style-type: none"> • Why is it important to make and confirm predictions before and during reading? • How can asking and answering questions help me to understand key details in the text? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Predictions • Inferences • Background knowledge • Literary elements (e.g., character, setting, events) • 5 W's + H questions (who, what, where, when, why and how) | <ul style="list-style-type: none"> • Make, test, and revise predictions as they read • Use the combination of background knowledge and explicitly stated information to answer questions they have as they read • Demonstrate an understanding of the key details in a text when answering questions about the text. • Ask and answer questions which begin with who, what, where, when why, and how to demonstrate understanding of key details in a text |
| I Can Statements | |
| <p>I can tell who, what, where, when, why and how after reading stories.</p> <p>I can ask who, what, where, when, why and how questions after reading stories.</p> | |

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|--|--|
| RL.2.6 | CC.1.3.2.D - Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| Taught in Unit(s) | |
| Units 2 and 4 | |
| Explanation/Example of Standard | |
| <p>Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How are the characters thinking/feeling about this event? • Are the characters thinking the same way about...? • Think about this character. How would this character say this part? • What do the characters do or say to make you think....? | |
| Common Misconceptions | |
| point of view vs. author's purpose | |
| Big Idea(s) | Essential Question(s) |
| Good readers recognize that who tells a story (or a part of a story) affects what is told and how it is told. | <ul style="list-style-type: none"> • How does knowing a character's point of view help me to better understand the text? • How does the character's point of view change throughout the story? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Literary text(s) • Point of View • Characters • Voice tone, rate, and loudness • Dialogue | <ul style="list-style-type: none"> • Identify more than one purpose for writing a text • Identify the points of views of characters in a text • Identify how the "voice" of a character could reflect his/her point of view • Acknowledge differences in point of views of characters • Speak in a different voice for each character when reading dialogue aloud |
| I Can Statements | |
| I can tell about the points of view of different characters. | |

CVSD ELA Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|---|--|
| L.2.4 | CC.1.3.2.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. |
| Taught in Unit(s) | |
| Unit 2 and Unit 6 | |
| Explanation/Example of Standard | |
| <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students are required to find out word meanings and phrases that are specific to grade 2. They need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies (see bullets) for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • All new vocabulary should be pre-taught. Students should not have to learn strategies for discovering new words. • Memorizing definitions does help meaning. • Dictionaries and glossaries are overused. | |
| Big Idea(s) | Essential Question(s) |
| <p>Authors make purposeful language choices to create meaning in informational text(s).</p> <p>Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).</p> | <ul style="list-style-type: none"> • How do I use context clues to help me determine the meaning of a word? • How can I use knowledge of word parts (prefixes, suffixes, roots) to determine the meaning of a word? • How can glossaries and dictionaries help me clarify the meaning of words and phrases. |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Informational text • Word choice • Words and phrases • Context clues | <ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of |

| | |
|---|--|
| <ul style="list-style-type: none"> • Non-linguistic images (e.g. Picture/graphic clues) • Strategies for identifying and using context clues • prefix • root words • compound words • glossary/dictionary | <p>unknown words/phrases</p> <ul style="list-style-type: none"> • Determine the appropriate definition of words that have more than one meaning • Describe how language choices create meaning in text • Determine the meaning of the new word formed when a known prefix is added to a known word • Use a known root word as a clue to the meaning of an unknown word with the same root • Use knowledge of the meaning of individual words to predict the meaning of compound word • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases |
|---|--|

I Can Statements

I can use context clues to help me understand new words.
I can use prefixes to help me learn new words.
I can use root words to help me learn new words.
I can use small words to help me learn compound words.
I can use dictionaries and glossaries to help me understand new words.

CVSD ELA Curriculum Map ~ 2nd Grade

| PA Core Standard | Common Core State Standard |
|--|--|
| CC.1.4.2.E-F, K-L & Q-R | <p>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). • Use reflexive pronouns (e.g., myself, ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>L.2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names and geographic names • Use commas in greetings and closings of letters • Use an apostrophe to form contractions and frequently occurring possessives. |
| Taught in Unit(s) | |
| Unit 1,2,3,4,5, &6 | |
| Explanation/Example of Standard | |
| <p>Second grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.</p> | |
| Common Misconceptions | |
| Grammar is taught in isolation and not with a mentor text. | |
| Big Idea(s) | Essential Question(s) |
| When I use correct grammar and spelling my writing is easier to understand. | <ul style="list-style-type: none"> • How do correct grammar and conventions improve my writing? • Why is it important to use correct spelling and grammar in my writing? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts | Skills |

| (what students need to know) | (what students must be able to do) |
|---|---|
| <ul style="list-style-type: none"> • Nouns • Proper nouns • Commas • Apostrophes • Word Wall Words/Sight Words • Individually appropriate spelling patterns • Writing resources | <ul style="list-style-type: none"> • Identify nouns and proper nouns • Capitalize proper nouns • Identify correct location for commas and apostrophes • Use taught word wall words and spelling patterns to correctly spell words • Consult appropriate resources to edit work |
| I Can Statements | |
| <p>I can use collective nouns. (a group of people, a pride of lions)</p> <p>I can use plural nouns.</p> <p>I can use reflexive pronouns. (himself, myself, ourselves)</p> <p>I can use irregular verbs. (sat, hid, told)</p> <p>I can use adjectives and adverbs correctly.</p> <p>I can write complete second grade sentences. I can join two sentences together (compound sentences.)</p> <p>I can capitalize dates and names of people.</p> <p>I can punctuate sentences.</p> <p>I can use commas in dates.</p> <p>I can use commas when writing groups of 3.</p> <p>I can spell first grade words.</p> <p>I can use what I know about phonics to spell new words.</p> | |

CVSD ELA Curriculum Map ~ 2nd Grade

| PA Core Standard | Common Core State Standard |
|---|---|
| CC.1.4.2.G-J | W.2.1 - 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. |
| Taught in Unit(s) | |
| Unit 3 & Unit 4 | |
| Explanation/Example of Standard | |
| <p>Second grade students write across genres including (opinion, informative/explanatory, and narrative). They should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning to support their thinking.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions.</p> <p>At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.</p> | |
| Common Misconceptions | |
| Persuasive writing has to be a formal piece. | |
| Big Idea(s) | Essential Question(s) |
| <p>Good persuasive writers address the needs of the audience and build an argument to support an opinion.</p> <p>Good authors use model/examples texts to guide them as they compose their own persuasive pieces.</p> | <ul style="list-style-type: none"> • How can I organize my writing to clearly share and support an opinion? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Persuasion and argument • Reason(s) • Evidence (e.g., examples, facts) • Difference between important and unimportant reasons/facts/support/examples • Opinion • Resources (e.g., teacher selected, UDLib/Search) • Effective introduction (e.g., one that includes the | <ul style="list-style-type: none"> • Form an opinion about a topic or a text • Use resources including teacher selected materials to locate and choose reasons based on facts, examples and/or evidence <ul style="list-style-type: none"> ○ Differentiating between relevant and irrelevant reasons/evidence ○ Including an appropriate variety of reasons/evidence |

| | |
|---|--|
| <p>writer's opinion)</p> <ul style="list-style-type: none"> • Logical order of supporting reasons (e.g., order of importance) • Linking/transition words (e.g., first, next, finally) to show order • Awareness of audience • Organizational pattern (e.g., beginning, middle, end) • Format choices (e.g., friendly letter, advertisements) • Effective conclusion/ concluding statement or section (e.g., one that moves beyond <i>The End</i>) | <ul style="list-style-type: none"> ○ Addressing the needs of the audience • Use/select an appropriate writing format • Organize writing with a beginning, middle and end • Write opinion pieces by <ul style="list-style-type: none"> • introducing a topic • stating an opinion • providing reasons that support the opinion • ordering reasons by importance • providing a concluding statement or section • using simple transition words that show order (e.g., first, next, finally) and/or connect opinion or reasons |
| I Can Statements | |
| <p>I can write about my opinion. I can write to persuade.</p> | |

CVSD ELA Curriculum Map ~ 2nd Grade

| PA Core Standard | Common Core State Standard | |
|--|--|--|
| CC.1.4.2.A-D | W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. | |
| Taught in Unit(s) | | |
| Unit 1 & Unit 2 | | |
| Explanation/Example of Standard | | |
| <p>Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of informative/explanatory writing. In order to do so, students need strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation).</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions.</p> <p>At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.</p> | | |
| Common Misconceptions | | |
| Informational writing has to be a report | | |
| Big Idea(s) | Essential Question(s) | |
| Good authors write to share ideas and information. | <ul style="list-style-type: none"> How can I organize my writing to clearly share my ideas and information? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| <ul style="list-style-type: none"> Informative/explanatory writing Topic Effective introduction/hook (e.g., one that states the topic) Relevant information (e.g., facts, examples, definitions) Beginning, middle, end Paragraphs Definitions Simple transitions (e.g., first, second, third) Concluding statement or section/ closure/ ending/conclusion (e.g., one that moves beyond | <ul style="list-style-type: none"> Select an interesting topic for writing Provide relevant information (e.g., personal experiences, facts, definitions, examples) to elaborate or clarify the subject Organize writing with a beginning, middle and end Use simple transition words that show order (e.g., first, next, finally) most of the time Use paragraphs to transition between ideas when appropriate Provide a concluding statement/section/conclusion | |

The End)

- Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section

I Can Statements

I can report important findings to others.

I can write to teach.

CVSD ELA Curriculum Map ~ 2nd Grade

| PA Core Standards | Common Core State Standard | |
|---|---|--|
| CC.1.4.1.M-P | W.2.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | |
| Taught in Unit(s) | | |
| Unit 5 & Unit 6 | | |
| Explanation/Example of Standard | | |
| <p>Second grade students write across genres including (opinion, informative/explanatory, and narrative). Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc.)</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions.</p> <p>At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.</p> | | |
| Common Misconceptions | | |
| Narratives have to be fictional stories. (Once upon a time....) | | |
| Big Idea(s) | Essential Question(s) | |
| Good authors write to share an experience or story. | How can I organize my writing to clearly share an experience or story? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| <ul style="list-style-type: none"> • Narrative writing components • Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) • Elaboration • Relevant details/examples (e.g., actions, thoughts, feelings) • Temporal/time order words (e.g., first, next, then) • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Order of events (e.g., beginning, middle, end) • Closure/ending/conclusion • Forms (e.g., stories, journal entries, simple poems) | <ul style="list-style-type: none"> • Select/identify an event or short sequence of events to tell about • Elaborate using details about the event(s) • Organize writing with a beginning, middle and end, appropriately sequencing events • Use temporal words to signal event order and transition from one event to another • Provide a sense of closure • 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. | |

I Can Statements

I can write stories that have a clear message, details, descriptive language and has a logical sequence of events.

CVSD ELA Curriculum Map ~ 2nd Grade

| PA Core Standard | Common Core State Standard | |
|--|---|--|
| CC.1.4.2.T CC.1.4.2.E, K & Q | W.2.5 - With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing. | |
| Taught in Unit(s) | | |
| Units 1,2,3,4,5,&6 | | |
| Explanation/Example of Standard | | |
| With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing). | | |
| Common Misconceptions | | |
| Revising and editing can be accomplished without explicit teaching. | | |
| Big Idea(s) | Essential Question(s) | |
| <p>Good writers revise their work by adding descriptive words and details to strengthen their piece.</p> <p>Good writers edit their word by using resources to correct errors, use correct spelling and grammar so readers can understand.</p> | <ul style="list-style-type: none"> • Why is it important to revise my writing? • Why is it important to use correct spelling and grammar in my writing? • How can I revise to improve my writing? • How can I edit to improve my writing? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| <ul style="list-style-type: none"> • Revise • Edit • Consult resources | <ul style="list-style-type: none"> • Change and improve draft for meaning and organization • Change and correct draft for conventions of standard English grammar and spelling | |
| I Can Statements | | |
| <p>I revise and edit to make my writing better.</p> <p>I can organize my writing with a clear beginning, middle, and end.</p> <p>I can use a variety of sentences like statements, questions, or declaratives.</p> <p>I can include transitional words and phrases.</p> <p>I can add descriptive words and details and take out unnecessary information.</p> <p>I can use resources (e.g., word wall, beginner’s dictionary and word bank) to choose correct words in writing.</p> <p>I can proofread my writing to make sure it makes sense using correct spelling, punctuation, capitalization, and proper grammar.</p> <p>I can use tools (e.g., rubrics, checklists, and teacher/student feedback) to check the quality of my writing.</p> | | |

CVSD Math Scope and Sequence ~ 2nd Grade

| 2nd Grade | | 2.1 Numbers & Operations | 2.2 Algebraic Concepts | 2.3 Geometry | 2.4 Measurement, Data, and Probability |
|-----------|--------------------------|--------------------------|------------------------|--------------------|--|
| Unit | Time Line | Priority Standards | Priority Standards | Priority Standards | Priority Standards |
| 1 | Trimester 1 (30 Days) | | CC.2.2.2.A.1 | | |
| | | | CC.2.2.2.A.2 | | |
| | | | CC.2.2.2.A.3 | | |
| | | | | | |
| 2 | Trimester 1 (30 Days) | CC.2.1.2.B.1 | CC.2.2.2.A.1 | | CC.2.4.2.A.3 |
| | | CC.2.1.2.B.2 | CC.2.2.2.A.2 | | |
| | | CC.2.1.2.B.3a | | | |
| | | CC.2.1.2.B.3b | | | |
| | | | | | |
| 3 | Trimester 2 (18 Days) | CC.2.1.2.B.3a | CC.2.2.2.A.2 | CC.2.3.2.A.1 | CC.2.4.2.A.1 |
| | | | | | CC.2.4.2.A.4 |
| | | | | | |
| 4 | Trimester 2 (42 Days) | CC.2.1.2.B.3a | CC.2.2.2.A.1 | | CC.2.4.2.A.3 |
| | | CC.2.1.2.B.3b | CC.2.2.2.A.2 | | |
| | | | | | |
| 5 | Trimester 3 (23 Days) | CC.2.1.2.B.3a | CC.2.2.2.A.1 | | CC.2.4.2.A.2 |
| | | | CC.2.2.2.A.2 | | CC.2.4.2.A.4 |
| | | | | | |
| 6 | Trimester 3 (22 Days) | CC.2.1.2.B.1 | CC.2.2.2.A.2 | | |
| | | CC.2.1.2.B.2 | | | |
| | | CC.2.1.2.B.3a | | | |
| | | CC.2.1.2.B.3b | | | |
| | | | | | |
| 7 | Trimester 3 (15 Days) | CC.2.1.2.B.3a | CC.2.2.2.A.2 | CC.2.3.2.A.2 | CC.2.4.2.A.6 |
| | | | CC.2.2.2.A.3 | | |
| | | | | | |

Second Grade Math Priority Standards

| CCSS | PA CORE | Numbers and Operations |
|--|----------------|--|
| 2.NBT.1 | CC.2.1.2.B.1 | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| 2.NBT.2 2.NBT.3 | CC.2.1.2.B.2 | Use place value concepts to read, write, and skip count to 1000. |
| 2.NBT.5 2.NBT.6 2.NBT.9 | CC.2.1.2.B.3.a | Use place value understanding and properties of operations to add and subtract within 100. |
| 2.NBT.6 2.NBT.7 2.NBT.8 2.NBT.9 | CC.2.1.2.B.3.b | Use place value understanding and properties of operations to add and subtract from 101 to 1000. |
| CCSS | PA CORE | Algebraic Concepts |
| 2.OA.1 | CC.2.2.2.A.1 | Represent and solve problems involving addition and subtraction within 100. |
| 2.OA.1 2.OA.2 | CC.2.2.2.A.2 | Use mental strategies to add and subtract within 20. |
| 2.OA.3 2.OA.4 | CC.2.2.2.A.3 | Work with equal groups of objects to gain foundations for multiplication. |
| CCSS | PA CORE | Geometry |
| 2.G.1 2.G.2 | CC.2.3.2.A.1 | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| 2.G.3 | CC.2.3.2.A.2 | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| CCSS | PA CORE | Measurement, Data, and Probability |
| 2.MD.1 2.MD.2 2.MD.3 2.MD.4 | CC.2.4.2.A.1 | Measure and estimate lengths in standard units using appropriate tools. |
| 2.MD.7 | CC.2.4.2.A.2 | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| 2.MD.8 | CC.2.4.2.A.3 | Solve problems and make change using coins and paper currency with appropriate symbols. |
| 2.MD.9 | CC.2.4.2.A.4 | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| 2.MD.5 2.MD.6 | CC.2.4.2.A.6 | Extend the concepts of addition and subtraction to problems involving length. |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|---|--|---|
| 2.NBT.1 | CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. | |
| Taught in Unit(s) | | |
| Unit 2, Unit 6 | | |
| Explanation/Example of Standard | | |
| Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones. 100 can be thought of as a bundle of ten tens – called a “hundred”. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using $>$, $=$, and $<$ symbols to record the results of comparisons. | | |
| Common Misconceptions | | |
| Students: Get the $>$ and $<$ symbols confused; students don't know place value coming into 2 nd grade (especially hundreds) | | |
| Big Idea(s) | | Essential Question(s) |
| The base-ten number system is a way to organize, represent and compare numbers using groups of ten and place value. | | How can we represent and compare numbers? |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | | Skills (what students must be able to do) |
| Place value Tens Ones Three digit numbers | | Three digit numbers Represent amounts of tens and ones Compare three digit numbers. |
| I Can Statements | | |
| I can understand and use hundreds, tens and ones. I can compare three digit numbers using $>$, $<$, and $=$. | | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|---|---|
| 2.NBT.2, 2.NBT.3 | CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| Taught in Unit(s) | |
| Unit 2, Unit 6 | |
| Explanation/Example of Standard | |
| Count within 1000; skip –count by 5’s, 10’s, and 100’s. Read and write numbers to 1000 using base ten numerals, number names and expanded form. | |
| Common Misconceptions | |
| Students may not know how to skip count. Students may not know how to spell number words. Students may not move beyond thinking of the number 358 as 300 ones plus 50 ones plus 8 ones to the concept of 8 singles, 5 bundles of 10 singles or tens, and 3 bundles of 10 tens or hundreds. It is important for students to connect a group of 10 ones with the word ten and a group of 10 tens with the word hundred. | |
| Big Idea(s) | Essential Question(s) |
| Use number patterns to extend knowledge of properties of numbers (skip counting as a foundation for understanding multiples) | <ul style="list-style-type: none"> • What patterns do I notice when I count by 1’s? • What patterns do I notice when I skip count by 5s, 10s, and 100s? • How can I read and write numbers using base-ten numerals, number names, and expanded form? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Place value | Read to 1000 Write to 1000 Skip count to 1000 |
| I Can Statements | |
| I can count to 1000 using 1s, 5s, 10s and 100s. I can read and write number to 1000 in different ways. | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|--|--|--|
| 2.NBT.5, 2.NBT.6, 2.NBT.9 | CC.2.1.2.B.3a Use place-value understanding and properties of operations to add and subtract within 1000. | |
| Taught in Unit(s) | | |
| Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7 | | |
| Explanation/Example of Standard | | |
| Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Add up to four two-digit numbers using strategies based on place value and properties of operations. Add and subtract within 100 using concrete models or drawings and strategies based on place value, properties of operations, and or the relationship between addition and subtraction. Relate the strategy to a written method. Understand that in adding or subtracting two digit numbers, one adds or subtracts tens and tens, ones and ones; and sometimes it is necessary to compose (regrouping) or decompose (ungrouping) tens. Explain why addition and subtraction strategies work, using place value and the properties of operations. | | |
| Common Misconceptions | | |
| Students may think that the 4 in 46 represents 4 not 40. When adding two-digit number, some students might start with the digits in the ones place and record the entire sum. Then they add the digits in the tens place and record this sum. When subtracting two-digit numbers, students might start with the digits in the ones place and subtract the smaller digit from the greater digit. Then they move to the tens and hundreds places and subtract the smaller digits from the greater digits. | | |
| Big Idea(s) | Essential Question(s) | |
| Use number patterns to extend knowledge of properties of numbers and operations. | <ul style="list-style-type: none"> • How can I use strategies to help me add and subtract numbers? • What strategies can I use to help me add two or more two-digit numbers? • How can models and strategies help me add and subtract larger numbers? • How can I explain why my addition and subtraction strategies work? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| Place value Properties of operations | Add within 100 Subtract within 100 | |
| I Can Statements | | |
| I can add and subtract numbers to 100. I can add more than up to four two-digit numbers. I can add with regrouping. I can subtract with ungrouping. I can add and subtract tens and hundreds in my head. | | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|--|---|--|
| 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 | CC.2.1.2.B.3.b Use place-value understanding and properties of operations to add and subtract within 1000. | |
| Taught in Unit(s) | | |
| Unit 2, Unit 4, Unit 6, | | |
| Explanation/Example of Standard | | |
| Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Add up to four two-digit numbers using strategies based on place value and properties of operations. Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and or the relationship between addition and subtraction. Relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens, and tens, ones and ones; and sometimes it is necessary to compose (regrouping) or decompose (ungrouping) tens or hundreds. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. Explain why addition and subtraction strategies work, using place value and the properties of operations. | | |
| Common Misconceptions | | |
| Students may think that the 4 in 46 represents 4 not 40. When adding two-digit number, some students might start with the digits in the ones place and record the entire sum. Then they add the digits in the tens place and record this sum. When subtracting two-digit numbers, students might start with the digits in the ones place and subtract the smaller digit from the greater digit. Then they move to the tens and hundreds places and subtract the smaller digits from the greater digits. | | |
| Big Idea(s) | Essential Question(s) | |
| Use number patterns to extend knowledge of properties of numbers and operations. | <ul style="list-style-type: none"> • How can I use strategies to help me add and subtract numbers? • What strategies can I use to help me add two or more two-digit numbers? • How can models and strategies help me add and subtract larger numbers? • How does a number change when 10 or 100 is added or subtracted? • How can I explain why my addition and subtraction strategies work? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| Place value Properties of operations | Add within 1000 Subtract within 1000 | |
| I Can Statements | | |
| I can add and subtract numbers to 1,000. I can add more than up to four two-digit numbers. I can add with regrouping. I can subtract with ungrouping. I can add and subtract tens and hundreds in my head. | | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|---|--|--|
| 2.OA.1 | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. | |
| Taught in Unit(s) | | |
| Unit 1, Unit 2, Unit 4, Unit 5 | | |
| Explanation/Example of Standard | | |
| 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 e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | | |
| Common Misconceptions | | |
| Students may end their solution to a two-step problem after they complete the first step. Students may also have misconceptions of the equal sign, the equal sign means the same as, where many students believe that the equal sign just tells you the answer is coming up. Students might rely on a key word or phrase in a problems to suggest an operation that will lead to an incorrect solution. | | |
| Big Idea(s) | Essential Question(s) | |
| Develop extended understanding of multiple models, and properties of addition and subtraction, leading to fluency with efficient, accurate and generalizable methods to add and subtract multi-digit whole numbers and develop quick recall of addition and related subtraction facts. Select and apply appropriate methods to solve word problems | <ul style="list-style-type: none"> • How can I use addition and subtraction to solve one and two –step word problems? • What strategies and models can we use to understand how to solve an addition or subtraction problem? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| Problems Addition within 100 Subtraction within 100 | Write problems involving addition Solve problems involving addition Write problems involving subtraction Solve problems involving subtraction | |
| I Can Statements | | |
| I can use strategies to solve addition word problems. I can use strategies to solve subtraction word problems. | | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|--|---|--|
| 2.OA.1, 2.OA.2 | CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. | |
| Taught in Unit(s) | | |
| Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7 | | |
| Explanation/Example of Standard | | |
| 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. | | |
| Common Misconceptions | | |
| Students may overgeneralize the idea that answers to addition problems must be greater. Adding 0 to any number results in a sum that is equal to that number. Students are usually proficient when they focus on a strategy relevant to particular facts. When these facts are mixed with others, student may revert to counting as a strategy and ignore the efficient strategies they learned. | | |
| Big Idea(s) | Essential Question(s) | |
| Develop extended understanding of multiple models, and properties of addition and subtraction, leading to fluency with efficient, accurate and generalizable methods to add and subtract multi-digit whole numbers and develop quick recall of addition and related subtraction facts. Select and apply appropriate methods to estimate sums and differences or to calculate them mentally. | How can mental math strategies help me add and subtract numbers fluently within 20? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| Mental strategies | Add within 20 mentally Subtract within 20 mentally | |
| I Can Statements | | |
| I can use mental math strategies to add with 20. I can use mental math strategies to subtract within 20. | | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|---|---|--|
| 2.OA.3, 2.OA.4 | CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. | |
| Taught in Unit(s) | | |
| Unit 1, Unit 7 | | |
| Explanation/Example of Standard | | |
| Determine whether a group of objects has an odd or even number of members e.g., by pairing objects or counting by 2s; write an equation to express an even number as a sum of two equal addends. | | |
| Common Misconceptions | | |
| Students may not know what odd and even numbers are. Students may not know how to divide objects into equal groups or what to do if there is a left over object. Students may not know what an array is. | | |
| Big Idea(s) | Essential Question(s) | |
| Develop extended understanding of multiple models, and properties of addition and subtraction, leading to fluency with efficient, accurate and generalizable methods to add and subtract multi-digit whole numbers and develop quick recall of addition and related subtraction facts. Select and apply appropriate methods to estimate sums and differences or to calculate them mentally. | <ul style="list-style-type: none"> • How can I tell if a group of objects has an odd or even number of members? • How can I use addition to find the total number of objects in an array? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| Equal groups of objects Multiplication | Explain the foundations for multiplication | |
| I Can Statements | | |
| I can group objects to tell if a number is odd or even. I can use repeated addition to help me understand multiplication. | | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|--|---|--|
| 2.G.1,2.G.2 | CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. | |
| Taught in Unit(s) | | |
| Unit 3 | | |
| Explanation/Example of Standard | | |
| 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. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | | |
| Common Misconceptions | | |
| Some students may think that a shape is changed by its orientation. Sizes are compared directly or visually, not by measuring. | | |
| Big Idea(s) | Essential Question(s) | |
| Two- and three-dimensional objects can be described, classified, and analyzed by their attributes, and their location can be described quantitatively. | <ul style="list-style-type: none"> • How can I draw or identify a shape based off of its number of angles or equal faces? • How can I find the area of a rectangle? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| Two-dimensional shapes Three-dimensional shapes Attributes | Describe two-dimensional shapes Draw two-dimensional shapes Describe three-dimensional shapes Draw three-dimensional shapes | |
| I Can Statements | | |
| I can name and draw shapes (triangles, quadrilaterals, pentagons, hexagons and cubes). I can find the area of a rectangle by partitioning the rectangle into same-size squares. | | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|--|---|--|
| 2.G.3 | CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. | |
| Taught in Unit(s) | | |
| Unit 7 | | |
| Explanation/Example of Standard | | |
| Partition circles and rectangles into two, three, or four equal shares, describe the 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. Recognize that equal shares of identical wholes need not have the same shape. | | |
| Common Misconceptions | | |
| Sizes are compared directly or visually, not compared by measuring. It is important that students see circles and rectangles partitioned in multiple ways so they learn to recognize that equal shares can be different shapes within the same whole. | | |
| Big Idea(s) | Essential Question(s) | |
| Reason with shapes and their attributes. | Why is it important to identify fractions as representations of equal parts of a whole or of a set? Why is it important to label fractions as representations of equal parts of a whole or of a set? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| Fractions Halves Quarters Thirds | Partition shapes into halves Partition shapes into quarters Partition shapes into thirds | |
| I Can Statements | | |
| I can divide shapes into equal parts. I can use fractions to describe the equal parts of a shape. | | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|--|---|--|
| 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4 | CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. | |
| Taught in Unit(s) | | |
| Unit 3 | | |
| Explanation/Example of Standard | | |
| Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 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. Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | | |
| Common Misconceptions | | |
| Some students see standard rulers with numbers on the markings, therefore they believe that the numbers are counting the marks instead of the units or spaces between the marks. Some students might think that they can only measure lengths with a ruler starting at the left edge. | | |
| Big Idea(s) | Essential Question(s) | |
| Some attributes of objects are measureable and can be quantified. (e.g. length) Measures can be estimated using known referents. | <ul style="list-style-type: none"> • How do we measure length? • How do we know when it is appropriate to estimate or when to measure using appropriate tools? • How can we compare two objects? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| Lengths Standard units Appropriate tools | Measure lengths Estimate lengths | |
| I Can Statements | | |
| I can use different tools to measure objects. I can compare the length of an object using two different units of measurement. I can estimate the lengths of objects. I can compare the length of two objects. | | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|---|--|
| 2.MD.7 | CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
| Taught in Unit(s) | |
| Unit 5 | |
| Explanation/Example of Standard | |
| <p>Tell and write time from analog and digital clocks to the nearest five minutes, using A.M. and P.M. Teachers should help students make the connection between skip counting by 5's and telling time on an analog clock. It is also important that students can recognize time in both formats and communicate their understanding of time using both numbers and language. Common time phrases include the following: quarter till __, quarter after ____, ten till ____, ten after ____, and half past ____.</p> <p>Students should also understand that there are 2 cycles of 12 hours in a day – A.M. and P.M. Recording their daily actions in a journal would be helpful for making real-world connections and understanding the difference between the two cycles.</p> | |
| Common Misconceptions | |
| <p>Some students might confuse the hour and minute hands. For the time of 3:45, they say the time is 9:15. Also, some students name the numeral closest to the hands, regardless of whether this is appropriate. For instance, for the time of 3:45, they say the time is 3:09 or 9:03. Assess students' understanding of the roles of the minute and hour hands and the relationship between them. Provide opportunities for students to experience and measure times to the nearest five minutes and the nearest hour. Have them focus on the movement and features of the hands on real or geared manipulative clocks.</p> <p>Students may also confuse what hour it is when the minute hand is past 45 minutes. Remind students that they should read the hour that the hand has gone past (e.g. instead of 3:45, it is 2:45)</p> | |
| Big Idea(s) | Essential Question(s) |
| Tell (orally and in writing) and write time after reading analog and digital clocks. | <ul style="list-style-type: none"> • How do I tell time using an analog clock? • How do I tell time using a digital clock? • When do I use A.M.? • When do I use P.M.? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Analog clocks Digital clocks | Tell time to the nearest five minutes Write time to the nearest five minutes |
| I Can Statements | |
| <p>I can tell time to five minutes. I can understand A.M. and P.M.</p> | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|---|---|
| 2.MD.8 | CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. |
| Taught in Unit(s) | |
| Unit 2, Unit 4 | |
| Explanation/Example of Standard | |
| <p>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>Since money is not specifically addressed in kindergarten, first grade, or third grade, students should have multiple opportunities to identify, count, recognize, and use coins and bills in and out of context. They should also experience making equivalent amounts using both coins and bills. "Dollar Bills" should include denominations up to one hundred (\$1.00, \$5.00, \$10.00, \$20.00 and \$100.00)</p> | |
| Common Misconceptions | |
| <p>Since students have not been introduced to decimals, problems should either have only dollars or only cents. Students may not know how to correctly use the dollar sign. Sometimes students will record twenty-nine dollars as 29\$. Remind them that the dollar sign goes in front. The cent sign goes after the number and there is no decimal point used with the cent sign.</p> | |
| Big Idea(s) | Essential Question(s) |
| Solve word problems involving either dollars or cents. | <ul style="list-style-type: none"> • What is a penny, nickel, dime, and quarter worth? • How much is a dollar bill worth? • How does skip counting help us count money? • What does the \$ and ¢ symbols mean? How are they used? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Coins Paper currency Appropriate symbols | Solve problems using coins Make change using coins Solve problems using paper currency Make change using paper currency |
| I Can Statements | |
| I can identify the penny, nickel, dime, quarter, and dollar bill. I can identify the values of a penny, nickel, dime, quarter, and dollar bill. I can add money. I can make change using coins and paper currency. I can use the appropriate symbols for money. I can count money to help me solve word problems. | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard |
|--|---|
| 2.MD.9 | CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |
| Taught in Unit(s) | |
| Unit 3 and Unit 5 | |
| Explanation/Example of Standard | |
| Students will build line plots to display data. Students will draw and use picture graphs. They will draw and use both horizontal and vertical bar graphs and relate the scale to a number line diagram. They will also draw a picture graph and a bar graph (with single-unit scale) 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. | |
| Common Misconceptions | |
| <p>Students may read data in a picture graph incorrectly when the pictures are not aligned. They may not realize that a problem has more than one step. They may also not start the scale on a bar graph at 0. Students may want to place the numbers on bar graphs so that they are centered under the squares in the graph. Emphasize that the numbers must be placed under the vertical grid lines of the bar graph. This is because bar graphs show lengths.</p> <p>Some students may not be familiar with the word "data".</p> <p>Teachers should avoid using tally marks as some students may be confused by the idea of making a 5-group by drawing a fifth line through 4 lines. Instead of using tally marks, use small circles in 5-groups like the circles students has used when representing numbers.</p> | |
| Big Idea(s) | Essential Question(s) |
| Some questions can be answered by collection, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect, and how best to represent it. | <ul style="list-style-type: none"> • How can I organize data into a table? • How can I use a table to make a line plot? • How can I organize my data into a picture graph? • How can I organize my data into a bar graph? • How can I show my measurement data on a line plot? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Line plots Picture graphs Bar graphs | Represent data using line plots Interpret data using line plots Represent data using picture graphs Interpret data using picture graphs Represent data using bar graphs Interpret data using bar graphs |
| I Can Statements | |
| I can make a table to organize data. I can make a picture graph to show data. I can make a bar graph to show data. I can use a table to make a line plot. | |

CVSD Math Curriculum Map ~ 2nd Grade

| Common Core State Standard | PA Core Standard | |
|---|---|--|
| 2.MD.5, 2.MD.6 | CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. | |
| Taught in Unit(s) | | |
| Unit 7 | | |
| Explanation/Example of Standard | | |
| Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g. by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 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. Example: In P.E. class Kate jumped 14 inches. Mary jumped 23 inches. How much farther did Mary jump than Kate? Write an equation and then solve the problem. | | |
| Common Misconceptions | | |
| Students need experience working with addition and subtraction to solve word problems which include measures of length. It is important that word problems stay within the same unit of measure. Counting on and/or counting back on a number line will help tie this concept to previous knowledge. Some representations students can use include drawings, number lines, rulers, pictures, and/or physical objects. | | |
| Big Idea(s) | Essential Question(s) | |
| Building fluency with addition and subtraction. | <ul style="list-style-type: none"> • How can I use addition and subtraction strategies to solve word problems? • How can I use a number line to solve addition and subtraction word problems? | |
| Assessments | | |
| See unit map for specific unit common assessments | | |
| Concepts (what students need to know) | Skills (what students must be able to do) | |
| Addition Subtraction Length | Solve addition problems involving length Solve subtraction problems involving length | |
| I Can Statements | | |
| I can use addition and subtraction to solve measurement problems. I can make and use a number line. | | |

CVSD Science Scope and Sequence

| 2nd Grade | | Nature of Science | Biological Sciences | Physical Sciences |
|---------------------------|---------------|--------------------|---------------------|--------------------|
| Unit | Time Line | Priority Standards | Priority Standards | Priority Standards |
| Balance and Motion | T1 - 6 weeks | Inquiry | | 3.2.2.B1 |
| | | | | 3.2.2.B4 |
| | | | | 3.2.2.B5 |
| | | | | |
| Insects and Plants | T3 - 12 weeks | Inquiry | 3.1.2.A3 | |
| | | | 3.1.2.A5 | |
| | | | 3.1.2B1 | |
| | | | 3.1.2.C2 | |
| | | | | |

**CVSD Priority Standards for FOSS Science - Grade 2
(Kits: Balance and Motion and Insects and Planets)**

| 3.1.A. Organisms and Cells | |
|--|---|
| 3.1.2.A3 Life Cycles | Identify similarities and differences in the life cycles of plants and animals. |
| 3.1.2.A5 Form and Function | Explain how different parts of a plant work together to make the organism function. |
| 3.1.B Genetics | |
| 3.1.2.B2 Heredity | Understand that plants and animals closely resemble their parents. |
| 3.1.C. Evolution | |
| 3.1.2.C2 Adaptation | Explain that living things can only survive if their needs are being met. |
| 3.2.B. Physics | |
| 3.2.2.B1 Force & Motion of Particles an Rigid Bodies | Observe and describe how pushes and pulls change the motion of objects. |
| 3.2.2.B4 Electrical and Magnetic Energy | Identify and classify objects and materials as magnetic or non-magnetic. |
| 3.2.2.B5 Nature of Waves (Sound and Light Energy) | Demonstrate how vibrating objects make sound and sound can make things vibrate. |
| Inquiry | |
| Inquiry | Inquiry - Observing Scientific and Engineering Practices |

CVSD Science Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 3.1.2.A3 – Identify similarities and differences in the life cycles of plants and animals. | |
| Taught in Unit(s) | |
| Insects and Plants | |
| Explanation/Example of the Standard | |
| A life cycle is all the stages of plant's or animal's life. As plants grow, they develop roots, stems, leaves, buds, flowers and seeds in a sequence called a life cycle. Seeds develop into new plants that look like the parent plant. The life cycle of some insects is egg, nymph stages and adult, which produces eggs. The life cycle of some insects involves complete metamorphosis – egg, larva, pupa and adult, which produces eggs. The life cycle of the butterfly involves complete metamorphosis. Butterflies construct chrysalises when they pupate. | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • Life cycles are all the same. • Butterflies are the only insects that have a life cycle. | |
| Big Idea(s) | Essential Question(s) |
| Plants and animals change as they grow. Plants and animals all have life cycles and the details of the cycle vary with different animals. | What are the stages of a beetle's life cycle? How does a young plant change as it grows? How do milkweed bugs grow and change? What is the life cycle of the silkworm? What is the life cycle of a butterfly? |
| Assessments | |
| See unit maps for specific unit common assessments. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <p>The structures of some insects change as the insects grows.</p> <p>The life cycle of some insects is egg, nymph stages, and adult, which produces eggs.</p> <p>The life cycle of some insects involves complete metamorphosis-egg, larva, pupa, and adult, which produces eggs.</p> <p>Adult insects have a head, thorax, and abdomen.</p> <p>Butterflies construct chrysalises when they pupate.</p> <p>Insects have predictable characteristics at different stages of development.</p> <p>As insects grow, they molt their hard, external covering.</p> | <p>Observe beetles, moths and butterflies change from larvae to pupae to adult.</p> <p>Compare plant and animal life cycles</p> |

As plants grow, they develop roots, stems, leaves, buds, flowers, and seeds in a sequence called a life cycle.

Bees and other insects help some plants by moving pollen from flower to flower.

I Can Statements

I can identify the similarities and differences in the life cycles of plants and animals.

CVSD Science Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 3.1.2.A5 – Explain how different parts of a plant work together to make the organism function. | |
| Taught in Unit(s) | |
| Insects and Plants | |
| Explanation/Example of the Standard | |
| Roots, stems, leaves, buds, flowers, and seeds are a part of the plant's life cycle. Plants make their own food in their leaves. There are different plant structures that function in growth and survival (for example: roots – obtain water, stems – support plant and transport water and food, leaves - turn sunlight into food) | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • Plants eat dirt. • Seeds are not alive. • Food (fruits and vegetables) are not plants. • Plants take in all nutrients from their roots. • Leaves take in water. • Sunlight helps plants grow by keeping them warm. • Plants need things provided by people. | |
| Big Idea(s) | Essential Question(s) |
| Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive, grow and produce more plants. | <ul style="list-style-type: none"> • How do plants use different parts to help them survive, grow and produce more plants? • What parts are needed to make a whole flowering plant? • Why is the root important? • What is the function of the stem? • What is the purpose of plant leaves? • What are the characteristics of plants which help with their survival in the world? |
| Assessments | |
| See unit maps for specific unit common assessments. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Roots Stems Leaves Buds Flowers Seeds | <ul style="list-style-type: none"> • Identify parts of a plant and describe the function of each structure. • Identify structures in plants that are responsible for food production, support, water transport, growth, and protection. |
| I Can Statements | |
| I can label the parts of a plant. I can explain how the roots, stem and leaves help a plant survive. | |

CVSD Science Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|---|
| 3.1.2.B1 – Understand that plants and animals closely resemble their parents. | |
| Taught in Unit(s) | |
| Insects and Plants | |
| Explanation/Example of the Standard | |
| Animals usually reproduce young that have the same structures as the adult. | |
| Common Misconceptions | |
| All young animals look like their parents (insects are animals and do not when hatched) | |
| Big Idea(s) | Essential Question(s) |
| <p>Young animals resemble their parents.</p> <p>Seed develop into new plants that look like the parent plant.</p> | <ul style="list-style-type: none"> • How do animals resemble their parents? • How does a young plant resemble the parent plant? |
| Assessments | |
| See unit maps for specific unit common assessments. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Plants produce seeds that develop into new plants that look like the parent plant. | <ul style="list-style-type: none"> • Observe structures and behaviors of animals who are related • Compare a seedling to a parent plant |
| I Can Statements | |
| <p>I can compare the similarities and differences between a young plant and a parent plant.</p> <p>I can compare how a silkworm resembles their parents.</p> | |

CVSD Science Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 3.1.2.C2 – Explain that living things can only survive if their needs are being met. | |
| Taught in Unit(s) | |
| Insect and Plants | |
| Explanation/Example of the Standard | |
| Plants and animals have basic needs for survival. Insects need air, food, water and appropriate space, including shelter. Plants need water, air, nutrients, light and space. Animals depend on their surroundings to get what they need, including food, water, shelter and a favorable temperature. | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • Plants only need water to grow. • Insects don't eat food. | |
| Big Idea(s) | Essential Question(s) |
| <p>Plants and animals meet their needs in different ways.</p> <p>Habitats are places that meet the daily needs of plants and animals.</p> | <ul style="list-style-type: none"> • What do mealworms need to live? • Where is a good outdoor place for growing young plants? • What do milkweed bugs need in their environment? • What do silkworms need to live? • How do animals meet their needs to grow and survive? • What do plants need to grow? |
| Assessments | |
| See unit maps for specific unit common assessments. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <p>Insects need air, food, water, and space.</p> <p>Plants are living organisms that need water, air, nutrients, light, and space to grow.</p> | <ul style="list-style-type: none"> • Identify the basic needs of insects • Identify the basic needs of plants • Provide for the needs of living insects and growing plants. |
| I Can Statements | |
| <p>I can name the basic needs of plants.</p> <p>I can name the basic needs of insects.</p> | |

CVSD Science Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|--|
| 3.2.2.B1 – Observe and describe how pushes and pulls change the motion of objects. | |
| Taught in Unit(s) | |
| Balance and Motion | |
| Explanation/Example of the Standard | |
| <p>Motion can be described as a change in position over a period of time. There is always a force involved when something starts moving or changes its speed or direction of motion. A greater force can make an object move faster and farther. The strength of two forces can be compared by observing the difference in how they move a common object.</p> <p>Objects pull or push each other when they collide or are connected. Pushes and pulls have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p>Tops exhibit rotational motion (spinning) when torque is applied to the axial shaft; performance is affected by speed, disk mass and diameter. A zoomer is a disk that rotates when torque is applied by a twisting string. A twirler is a simple winged system that spins when it interacts with air; performance is affected by variables, including wing size, shape and angle.</p> <p>A wheel-and-axle system comprises a circular rotating disk (wheel) mounted on an axial shaft (axle). Spheres are round in all dimensions so they can roll in any direction. Marbles roll down a runway as long as the runway does not angle up to a point higher than the starting position.</p> | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • If an object is at rest, no forces are acting on the object. • Only animate objects can exert a force. Thus, if an object is at rest on a table, no forces are acting upon it. • The motion of an object is always in the direction of the net force applied to the object. • Large objects exert a greater force than small objects. • A force is needed to keep an object moving with a constant speed. | |
| Big Idea(s) | Essential Question(s) |
| <p>Objects push or pull each other when they collide or are connected.</p> <p>When objects touch or collide, they push on one another and can change motion or shape.</p> <p>An object or system that moves in a circle around a center axis is called rotational motion or “spinning”.</p> <p>Rolling systems include wheel-and-axle systems, systems with wheels of different size, wheel systems that are weighted in strange ways and rolling-sphere systems.</p> | <ul style="list-style-type: none"> • How do objects push or pull each other? • What is rotational motion? • How can spinning motion be changed? • What is a zoomer? • What is a simple winged system? • What causes twirlers to rotate? • How can a wheel-and-axle system be changed? • Why are sphere round in all directions? • How can we make a runway system that will let a marble roll its entire length? • What happens when two or more objects touch or collide? • What pushes and pulls keep something in place? • What pushes and pulls make something move? |
| Assessments | |
| See unit maps for specific unit common assessments. | |

| Concepts (what students need to know) | Skills (what students must be able to do) |
|---|--|
| Motion Force Pushing Pulling Rotational motion Torque Axial shaft Zoomer Twirler Simple winged system Variables Wheel-and-axle system Circular rotating disk Sphere Stability Gravity Collision | <ul style="list-style-type: none"> • Discover different ways to produce rotational motion. • Explore the forces (pushes and pulls) that make tops and zoomers move. • Create various winged systems to decide on best design for rotation. • Observe and compare rolling systems with different sized wheels while rolling them down slopes. • Design runways to control or change the motion of marbles. |
| I Can Statements | |
| I can explain the forces needed to make an object spin. I can explain how a force affects the motion of an object. I can explain a wheel-and-axle system. | |

CVSD Science Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|---|
| 3.2.2.B4 – Identify and classify objects and materials as magnetic or nonmagnetic. | |
| Taught in Unit(s) | |
| Balance and Motion | |
| Explanation/Example of the Standard | |
| The magnetic force can apply pushes and pulls. The magnetic force can move other magnets and some objects from a distance. Magnets either attract or repel one another, depending on their orientation (force at a distance). | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • All metals are attracted to a magnet. • All silver colored items are attracted to a magnet. • All magnets are made of iron. • Larger magnets are stronger than smaller magnets. | |
| Big Idea(s) | Essential Question(s) |
| Magnetic force acts at a distance to make objects move by pushing or pulling. | What happens when magnets come close together? |
| Assessments | |
| See unit maps for specific unit common assessments. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Magnetic force Attract Repel | <ul style="list-style-type: none"> • Identify magnetic and nonmagnetic objects • Plan and conduct magnetic force investigations |
| I Can Statements | |
| I can classify objects as magnetic or nonmagnetic. | |

CVSD Science Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 3.2.2.B5 – Demonstrate how vibrating objects make sound and sound can make things vibrate. | |
| Taught in Unit(s) | |
| Balance and Motion | |
| Explanation/Example of the Standard | |
| Vibrating objects make sound; sound always comes from a vibrating object. Pitch is how high or low a sound is; high pitched sounds come from objects that vibrate rapidly. Large objects tend to vibrate more slowly than small objects. A large vibrating object produces a low-pitched sound. A small vibrating object creates a high-pitched sound. Volume is how loud or soft a sound is. | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> • Loudness and pitch of sounds are confused with each other. • Hitting an object harder changes its pitch. • Human voice sounds are produced by a large number of vocal chords. • In wind instruments, the instrument itself vibrates not the internal air column. • The pitch of whistles or sirens on moving vehicles is changed by the driver as the vehicle passes. | |
| Big Idea(s) | Essential Question(s) |
| <p>Sound can make matter vibrate.</p> <p>Vibrating matter can make sound.</p> | <ul style="list-style-type: none"> • What causes sound? • How can you make a sound? • How does sound make objects vibrate? • How do sounds differ? • What is pitch? • What can we observe outdoors that is vibrating? |
| Assessments | |
| See unit maps for specific unit common assessments. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <p>Vibration</p> <p>Pitch</p> <p>Volume</p> <p>Sound</p> | <ul style="list-style-type: none"> • Explain what is vibrating to cause a sound. • Indicate that sounds differ in pitch and volume • Recognize the difference in a high pitch and low pitch sound • Recognize the difference between a loud and soft volume |
| I Can Statements | |
| <p>I can explore how things make sounds.</p> <p>I can describe the different sounds made by vibrating objects.</p> <p>I can explain the difference between low and high pitched sounds.</p> | |

CVSD Science Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard |
|---|
| Inquiry - Observing Scientific and Engineering Practices |
| Taught in Unit(s) |
| Insects and Plants Balance and Motion |
| Explanation/Example of the Standard |
| <p>In addition to the science content development, every module provides opportunities for students to engage in and understand the importance of scientific practices, and many modules explore issues related to engineering practices and the use of natural resources.</p> <p>Asking questions and defining problems</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, systems, and events in the natural and human-made world (science). • Ask questions to define and clarify a problem, determine criteria for solutions, and identify constraints (engineering). <p>Planning and carrying out investigations</p> <ul style="list-style-type: none"> • Plan and conduct investigations in the laboratory and in the field to gather appropriate data (describe procedures, determine observations to record, decide which variables to control) or to gather data essential for specifying and testing engineering designs. <p>Analyzing and interpreting data</p> <ul style="list-style-type: none"> • Use a range of media (numbers, words, tables, graphs, images, diagrams, equations) to represent and organize observations (data) in order to identify significant features and patterns. <p>Developing and using models</p> <ul style="list-style-type: none"> • Use models to help develop explanations, make predictions, and analyze existing systems, and recognize strengths and limitations of proposed solutions to problems. <p>Using mathematics and computational thinking</p> <ul style="list-style-type: none"> • Use mathematics and computation to represent physical variables and their relationships and to draw conclusions. <p>Constructing explanations and designing solutions</p> <ul style="list-style-type: none"> • Construct logical explanations of phenomena, or propose solutions that incorporate current understanding or a model that represents it and is consistent with available evidence. <p>Engaging in argumentation from evidence</p> <ul style="list-style-type: none"> • Defend explanations, develop evidence based on data, examine one's own understanding in light of the evidence offered by others, and challenge peers while searching for explanations. <p>Obtaining, evaluating, and communicating information</p> <ul style="list-style-type: none"> • Communicate ideas and the results of inquiry—orally and in writing—with tables, diagrams, graphs, and equations, in collaboration with peers. |
| Common Misconceptions |
| <ul style="list-style-type: none"> • <i>A hypothesis can be wrong.</i> Correction: Hypotheses are <u>never</u> wrong; hypotheses are either supported or not supported by collected data from experiments. |

- *There is a single Scientific Method that all scientists follow.* Correction: "The Scientific Method" is often taught in science courses as a simple way to understand the basics of scientific testing. In fact, the Scientific Method represents how scientists usually write up the results of their studies (and how a few investigations are actually done), but it is a grossly oversimplified representation of how scientists generally build knowledge. The process of science is exciting, complex, and unpredictable. It involves many different people, engaged in many different activities, in many different orders.
- *The process of science is purely analytic and does not involve creativity.* Correction: Perhaps because the Scientific Method presents a linear and rigid representation of the process of science, many people think that doing science involves closely following a series of steps, with no room for creativity and inspiration. In fact, many scientists recognize that creative thinking is one of the most important skills they have — whether that creativity is used to come up with an alternative hypothesis, to devise a new way of testing an idea, or to look at old data in a new light. Creativity is critical to science!

| Big Idea(s) | Essential Question(s) |
|---|--|
| <ul style="list-style-type: none"> • Scientific inquiry is a multifaceted activity. • Scientists use observations to pose questions about the world around them. • Scientists use an inquiry process to find answers to questions. • Scientists collect, measure, analyze, and organize their data in logical ways as part of a scientific process. • Scientists routinely communicate and collaborate with others in an attempt to build knowledge and understanding. | <ul style="list-style-type: none"> • What do scientists observe? • What do scientists ask? • What makes a good question? • How do scientists form a hypothesis? • How do we use scientific inquiry to find answers to questions? • When do we know when something is valid? • How do we know when information is reliable? • How do we record and communicate our results? |

Assessments

See unit maps for specific unit common assessments.

| Concepts (what students need to know) | Skills (what students must be able to do) |
|--|--|
| Inquiry Thinking Observing/Observation Questioning Hypothesis Investigation Data Collection Valid Reliable Conclusion Analyzing Data Interpreting Data Collaborate | <ul style="list-style-type: none"> • Raise questions about the natural world, investigate them in teams through free exploration and systematic observations and generate appropriate explanation based on those explorations. • Compare the observations made by different groups using the same tools. • Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. • Explain how particular scientific investigations should yield similar conclusions when repeated. • Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). |

- | | |
|--|--|
| | <ul style="list-style-type: none">• Explain how scientists alone or in groups are always investigating new ways to solve problems. |
|--|--|

| | |
|-------------------------|--|
| I Can Statements | |
|-------------------------|--|

| | |
|--|--|
| <p>I can ask “How can I?” or “How can we?” questions.</p> <p>I can explore and investigate my own or my classmates’ “How?” questions.</p> <p>I can follow the correct safety rules when I’m doing an investigation.</p> <p>I can use evidence to answer questions like “What do you think?” or “How do you know?”</p> <p>I can recognize that answers can be given from observations, events, and occurrences.</p> <p>I can use the correct tools, instruments and equipment, to safely gather scientific information.</p> <p>I can use tools such as a ruler, balance, or thermometer to measure properties of objects.</p> <p>I can use whole numbers to order, count, identify, measure, and describe things and experiences.</p> <p>I can share explanations with others, and give them a chance to ask questions and discuss other possible explanations.</p> | |
|--|--|

CVSD Social Studies Scope and Sequence ~ Grade 2

| 2nd Grade | | Civics & Government | Economics | Geography | History |
|--|------------------------------|---------------------|--------------------|--------------------|--------------------|
| Unit | Timeline | Priority Standards | Priority Standards | Priority Standards | Priority Standards |
| Unit 1 Lesson 2 - 7 days Lesson 3 - 5 days Lesson 4 - 5 days Lesson 5 - 5 days Project - 5 days | Trimester 1 first 6 weeks | | | 7.2.2.A | |
| | | | | 7.4.2.A | |
| | | | | | |
| Unit 2 Lesson 10 - 10 days Lesson 12 - 6 days Lesson 13 - 7 days Lesson 6 - 6 days Lesson 7 - 6 days Lesson 8 - 5 days Project - 5 days JA - 5 days | Trimester 2 12 weeks | 5.1.2.C | 6.2.2.A | | 8.1.2A |
| | | 5.2.2.D | 6.2.2.C | | 8.3.2.B |
| | | 5.4.2.E | 6.2.2.D | | |
| | | 5.3.2.A | 6.4.2.C | | |
| | | 5.3.2.I | 6.5.2.G | | |

CVSD Priority Standards for Social Studies ~ 2nd Grade

| Civics and Government | |
|------------------------------|---|
| 5.1.2.C | Define fairness in working with others. |
| 5.2.2.D | Explain responsible community behavior. |
| 5.3.2.A | Identify the role government plays in the community (education, transportation) |
| 5.3.2.I | Define taxes and why they are paid. |
| 5.4.2.E | Explain how a community reaches compromise. |
| Economics | |
| 6.2.2.A | Identify goods, services, consumers, and producers in the local community. |
| 6.2.2.C | Define personal choice as related to buying an item. |
| 6.2.2.D | Explain how demand for a consumer good impacts price. |
| 6.4.2.C | Identify products that come from many different countries. |
| 6.5.2.G | Identify how saving for a purchase occurs over time. |
| Geography | |
| 7.2.2.A | Identify the physical characteristics of places. |
| 7.4.2.A | Identify how environmental changes can impact people. |
| History | |
| 8.1.2.A | Read and interpret information on simple timelines. |
| 8.3.2.B | Identify American artifacts and their importance in American history. |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 5.1.2.C. – Define fairness in working with others. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| It is important to develop friendships in elementary school. Students need to learn the importance of getting along with each other, no matter their gender, race, or age. Learning to act fairly is a key to getting along with others. It is important for children to realize that learning to get along with people is essential to living in our community and world. All people are important and it is important to appreciate others and treat them fairly. | |
| Big Idea(s) | Essential Question(s) |
| <p>All people in society want to be treated fairly and deserve to be treated fairly.</p> <p>In order to foster positive relationships people should treat each other fairly.</p> | <ul style="list-style-type: none"> • What does it mean to be fair? • Have you ever been in a situation where you didn't feel like you were being treated fairly? • Why is it important to be fair? • What would you do if you saw someone being treated unfairly? |
| Assessments | |
| See unit maps for specific common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Fair • Relationships • Treat | <ul style="list-style-type: none"> • Identify several fair and unfair situations • Brainstorm ways they can show fairness toward others |
| I Can Statements | |
| <p>I can identify a fair situation.</p> <p>I can identify an unfair situation.</p> <p>I can brainstorm ways to show fairness to others.</p> | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|---|
| 5.2.2.D. – Explain responsible community behavior. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| A citizen is a member of a community, state, or country that helps others. Good citizens obey laws, vote in elections, and get involved in their school and community. | |
| Big Idea(s) | Essential Question(s) |
| Good citizens act for the common good by doing what is best for everyone. | <ul style="list-style-type: none"> • What is a citizen? • What are the actions of good citizens? • How can I be a good citizen at school, at home and in my community? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • citizen | <ul style="list-style-type: none"> • Define citizen • Brainstorm a list of good citizenship actions • Identify ways to be a good citizen |
| I Can Statements | |
| I can describe the actions of a good citizen. I can identify ways I can be a good citizen at school, at home and in my community. | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 5.3.2.A – Identify the role government plays in the community (education, transportation) | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| There are different types of governmental services available in communities (libraries, schools, parks, public transportation). Tax money is used to pay for some of these services. For example, students do not have to pay to go to public school. Tax money pays for public libraries, too. At a public library people can borrow books for free. Some tax money is used to pay for public transportation, like buses and trains. Citizens in a community can ask to have tax money spent on community needs. | |
| Big Idea(s) | Essential Question(s) |
| Local government services are valuable to the community. | <ul style="list-style-type: none"> What services are commonly provided by the local government? Why do we need these services? How does the government pay for these services? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> governmental services taxes | <ul style="list-style-type: none"> Identify common government services Discuss why people need the services Explain how the government pays for these services |
| I Can Statements | |
| I can name services provided by local government, why people need them and the way of paying for them. | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|--|
| 5.3.2.I. – Define taxes and why they are paid. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| Taxes are monies that are collected from individuals and businesses in order to help run the government and provide public goods and services. The collection of taxes allows the government to provide public services. Tax dollars are used to provide these services because these are things that the government thinks everyone should have. Communities have to pay for the public services they provide. Paying taxes is one of the responsibilities people have as citizens. | |
| Big Idea(s) | Essential Question(s) |
| <p>Taxes are essential for running the government and providing public services.</p> <p>Public services are essential for strong communities.</p> <p>Taxes are collected from both individuals and businesses.</p> | <ul style="list-style-type: none"> • Why are taxes important for operating the government? • What public services are provided by tax dollars? • What are taxes? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Taxes • Public services | <ul style="list-style-type: none"> • Explain why taxes are important for operating the government. • List public services that are provided by tax dollars. • Define what taxes are and identify who pays them. |
| I Can Statements | |
| <p>I can list public services that are provided by tax dollars.</p> <p>I can define what a tax is and who pays them.</p> | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|--|
| 5.4.2.E. – Explain how a community reaches compromise. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| When making a decision as a whole group it is important to listen and respect one another's ideas. A compromise is a way of reaching an agreement in which each person or group gives up something that was wanted in order to reach a decision. | |
| Big Idea(s) | Essential Question(s) |
| By working together, we can make decisions as a community. | <ul style="list-style-type: none"> • What is a compromise? • How can a community reach a compromise? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Compromise • Community | <ul style="list-style-type: none"> • Identify times you might need to compromise |
| I Can Statements | |
| I can explain how voting can be used to make group decisions. | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|--|
| 6.2.2.A. – Identify goods, services, consumers and producers in the local community. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| <p>Goods are things made or grown. Food, clothing, books, and toys are all goods. Natural resources are goods that can be found in nature. People use money to buy goods. People also use money to buy services. A service is something useful that people do for others. Doctors, barbers, and teachers are all service workers. These workers get paid for the services they do. A producer makes or grows goods to sell. A farmer grows apples to sell. A potter makes pottery to sell. The farmer and potter will sell their goods to a store or market. Then people will come to the store or market to buy the goods. A consumer uses the goods made by a producer. Consumers eat or use things that are grown or made by a producer. Everyone is a consumer. That is because we all have needs and wants. When the farmer grows apples to sell, she is a producer. But when the farmer buys a piece of pottery that she wants, she is a consumer. When the potter makes things for people to buy, he is a producer. But when he buys and eats food that he needs, he is a consumer.</p> | |
| Big Idea(s) | Essential Question(s) |
| Producers and consumers work together in the making and using of goods and services. | <ul style="list-style-type: none"> • What goods are found in your community? • Who provides services in a community? • What is a consumer? • What is a producer? • How are goods produced and distributed? • How do people use our environment? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • goods • services • consumers • producers • transportation • distribution • natural resources | <ul style="list-style-type: none"> • List goods found in their community • Identify who provides services in a community • Explore community service jobs • Describe the difference between consumers and producers • Explain ways in which people can be both consumers and producers of goods and services. • Complete a flowchart showing how goods move from factories to stores. • Identify local natural resources • Distinguish how the natural resources can be used for food, clothing and shelter. |
| I Can Statements | |
| <p>I can list goods found in my community. I can identify and describe who provides services in my community. I can explain how resources can be used in different ways. I can understand that most people work in jobs in which they produce goods and services.</p> | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|--|
| 6.2.2.C. – Define personal choice as related to buying an item. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| Consumers are faced with tough choices because so many innovative and exciting products and services are available. Companies use advertising to persuade buyers to purchase their products. | |
| Big Idea(s) | Essential Question(s) |
| Advertising influences buyers in many ways. | <ul style="list-style-type: none"> How do you decide what to buy? What makes you want to buy one product instead of another? What are some ways companies try and convince buyers to purchase their products? |
| Assessments | |
| See unit maps for specific unit common assessments. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> choice advertising advertisements scarcity | <ul style="list-style-type: none"> explain why they chose to purchase an item describe ways companies try to persuade you to purchase their products review and compare various advertisements |
| I Can Statements | |
| <p>I can choose what to purchase when I have money.</p> <p>I can analyze advertised prices to plan a budget-based shopping trip.</p> | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|--|
| 6.2.2.D. – Explain how demand for a consumer good impacts price. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| Prices increase when the demand for a product is high and prices decrease when the demand for a product is low. We see this occur with shoes (new Michael Jordan sneakers) and toys (Cabbage Patch Dolls, Beanie Babies and Tickle Me Elmo). | |
| Big Idea(s) | Essential Question(s) |
| The demand for a product affects its price. | <ul style="list-style-type: none"> • What happens to prices when the demand is high? • What happens to prices when the demand is low? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • demand • price | <ul style="list-style-type: none"> • Explain the effects of demand on prices. • Predict what will happen to prices when demand changes • Hypothesize reasons for high and low prices on items in the local community. |
| I Can Statements | |
| I can explain what happens to prices when the demand increases or decreases. | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 6.4.2.C. – Identify products that come from many different countries. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| Students don't always understand just how interconnected their own community is with the rest of the world. These students are consumers of goods produced in other regions of the world. Students will investigate how local businesses depend on other parts of the world for resources and markets. They will identify products they consume that are produced in other countries. | |
| Big Idea(s) | Essential Question(s) |
| <p>Countries have different natural, human, and capital resources.</p> <p>Not all countries can produce all the goods that are needed by their citizens.</p> | <ul style="list-style-type: none"> • What products do we use in our community that come from other parts of the world? • Why do we use products that are produced in other countries? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Goods • Products • Country • Natural resources • Human resources • Capital resources | <ul style="list-style-type: none"> • Identify products made in other countries. • Explain why we use products from other countries. |
| I Can Statements | |
| <p>I can identify products made in other countries.</p> <p>I can explain why we use products from other countries.</p> | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|--|
| 6.5.2.G. – Identify how saving for a purchase occurs over time. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| Every time you pay for goods or services you are spending money. If you spend all of your money at once, you will not have any left over. That's why many people save their money to use later. People save money in different ways. To save money you can make a savings plan. For example, each time you earn money, you can put some of it in a bank. Soon you will have enough saved to buy something you want. | |
| Big Idea(s) | Essential Question(s) |
| People save money in a variety of ways. Saving for a large purchase takes time. | <ul style="list-style-type: none"> • Why do people save money? • How do people save money • What purchases require you to save money to buy them? • Why does it take time to save for large purchases? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • money • saving • purchase | <ul style="list-style-type: none"> • Describe why people save money • Explain how people save money • Identify purchases that require you to save money • Explain why save for a large purchase takes time |
| I Can Statements | |
| I can explain why people save money. I can identify ways people save money. I can save money to purchase something I really want. I understand that some purchases will require me to save for a long time. | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|--|---|
| 7.2.2.A. – Identify the physical characteristics of places. | |
| Taught in Unit(s) | |
| Unit 1 | |
| Explanation/Example of the Standard | |
| Studying geography helps us learn about Earth's physical features. Geography affects people's lives in many ways, including their choice of homes, clothing, and transportation. The geography of the United States includes different kinds of landforms and bodies of water. There are three types of communities: urban, suburban and rural. An urban community is a city with many neighborhoods, people and tall buildings. A suburban community is near a city. It is sometimes called a suburb. Suburbs develop because many people work in cities but want to live in a less crowded place. A rural community has open land and few buildings and businesses. Farmers live in rural communities. | |
| Big Idea(s) | Essential Question(s) |
| <p>Physical characteristics of a region affect the way we live, work and play.</p> <p>People live in different types of communities.</p> | <ul style="list-style-type: none"> • What is geography? • What is a physical feature? • What are the eight physical features of the Earth? • How can we identify the physical features of a place? • What are the three types of communities? • What are features of urban communities? • What are features of suburban communities? • What are features rural communities? • Which type of community appeals to you most? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • geography • mountain • valley • river • desert • plain • lake • island • ocean • continent • urban • rural • suburban • suburbs | <ul style="list-style-type: none"> • Identify and describe eight geographic features • Use a physical map to locate these features • Identify the features of urban, rural and suburban communities • Compare and contrast features of different types of communities • Describe the community that appeals to them most |
| I Can Statements | |
| <p>I can identify and describe geographic physical features.</p> <p>I can describe urban, suburban and rural communities.</p> | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 7.4.2.A. – Identify how environmental changes can impact people. | |
| Taught in Unit(s) | |
| Unit 1 | |
| Explanation/Example of the Standard | |
| Changes in the environment can affect human health and well-being. Students need to understand the links between population, health, and the environment. As the environment changes people may need to change their forms of shelter or even where they live. Changes in the environment may also affect the types of food produced in different parts of the world. | |
| Big Idea(s) | Essential Question(s) |
| <p>The environment is constantly changing. Changes to the environment can be man-made or natural.</p> <p>Humans are impacted by changes in the environment in various ways</p> | <ul style="list-style-type: none"> • What are some environmental changes that can impact people? • How does the environment impact people? • How might people have to change due to environmental changes? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Environment • Changing • Man-made • Natural | <ul style="list-style-type: none"> • Identify environmental changes that impact people. • Brainstorm ways the environment impacts people. • List ways people change due to environmental changes. |
| I Can Statements | |
| <p>I can identify environmental changes that impact people.</p> <p>I can list ways people change due to environmental changes.</p> | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|--|
| 8.1.2.A. – Read and interpret information on simple timelines. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| Detailing important events that have occurred can be identified by using a timeline. Events are organized on a timeline to understand present, past and future. A timeline can show when things happened and in what order they happened. | |
| Big Idea(s) | Essential Question(s) |
| Events are often put in order by time to help describe the past. | What is a timeline? What does a timeline show? How do you read a timeline? |
| Assessments | |
| See unit maps for specific unit common assessments. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • timeline • present • past • future | <ul style="list-style-type: none"> • Make a timeline detailing important events in his/her life. • Make a timeline detailing important events from the lives of famous people. • Demonstrate chronological thinking by distinguishing among years, decades, etc. using a timeline to provide historical information showing sequencing of events. |
| I Can Statements | |
| I can use timelines to show sequencing of events. I can measure time using days, weeks, months and years. I can place events in the correct order on a timeline. | |

CVSD SS Curriculum Map ~ 2nd Grade

| CV Priority Standard/PA Academic Standard | |
|---|--|
| 8.3.2.B. – Identify American artifacts and their importance in American history. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of the Standard | |
| Students will develop a better understanding of how artifacts can tell a story. Historians can study artifacts to learn more about people and societies. There are many important American artifacts that have led to a better understanding of American history. All artifacts are primary sources, but not all primary sources are artifacts. | |
| Big Idea(s) | Essential Question(s) |
| <p>An artifact is something that people made, used, and left behind.</p> <p>Artifacts can help us know about the past and how people lived.</p> <p>Our interpretation of history becomes clearer and often changes as new artifacts are found.</p> | <ul style="list-style-type: none"> • What are artifacts and how do they help us piece history together? • What can artifacts tell us about history and the past? |
| Assessments | |
| See unit maps for specific unit common assessments. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> • Artifacts • Historians • Society • Interpretation • Primary sources • Document • Liberty Bell • Declaration of Independence • Constitution • Bill of Rights | <ul style="list-style-type: none"> • Identify what an artifact is • Identify artifacts important to American history • Use artifacts to learn more about American history • Analyze historical photographs & illustrations |
| I Can Statements | |
| <p>I can identify important American artifacts.</p> <p>I can identify primary sources.</p> | |