

SECOND GRADE FIRST NINE WEEKS LISD Curriculum Overview

All LISD Curriculum is written by LISD teachers under the guidance of LISD Curriculum Personnel.

All LISD Curriculum is developed based on the Texas Essential Knowledge and Skills (TEKS) for each grade level.

The TEKS are located on the TEA website(http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785).

Integrated Social Studies/ Reading/ Language Arts

Language Arts

Unit A: Reading: Launching Reader's Workshop; Exploring Literary Elements; **Writing:** Launching Writer's Workshop

Big Ideas

- Understand comprehension strategies (establish purpose for reading, generate questions, make connections, monitor comprehension) as well as discuss and respond to texts to understand an author's message.
- Understand that there are distinguishing structures and characteristics of literary texts (fiction)
- Recognize that the choices authors make have a purpose
- Describe main characters internal and external traits and importance of setting
- Understand the processes for problem solving and decision making
- Understand and apply letter/word knowledge and conventions in writing.
- Establish routines of a writer
- Listen and respond to the ideas of others while contributing to the conversation

Unit B: Reading: What the Big Idea?; **Writing:** Personal Narrative

Big Ideas

- Understand comprehension strategies (establish purpose for reading, generate questions, make predictions, evaluating details) as well as discuss and respond to texts to understand an author's message.
- Understand that there are distinguishing structures and characteristics of informational texts
- Recognize that the choices authors make have a purpose
- Determine the central idea with supporting evidence
- Write brief stories that include a beginning, middle, and end

Unit C: Reading: Reading Between the Lines; **Writing:** Personal Narrative continued

Big Ideas

- Understand comprehension strategies (establish purpose for reading, generate questions, make predictions, make inferences, synthesize information) as well as discuss and respond to texts to understand an author's message.
- Understand that there are distinguishing structures and characteristics of various genres
- Recognize that the choices authors make have a purpose
- Determine the central idea with supporting evidence
- Determine how text structure contributes to the author's purpose
- Identify use of first or third person in a text
- Write brief story about themselves

Social Studies

Unit A: My Growing World

Big Ideas

- Understand that our government protects citizens, establishes order, and helps citizens manage conflict
- Understand that good citizens make our country a safer, peaceful, fair and fun place to live
- Identify customs, symbols and celebrations that help Americans show their pride, beliefs and principles



Mathematics	Science
<p>Intentional Problem Solving Unit TEKS: Process 1ABCDEFG</p> <p>Big Ideas:</p> <ul style="list-style-type: none">• Apply, represent, and communicate mathematical thinking to solve real-world problems• Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas and arguments <p>Unit 1: Base Ten Relationships (to 120) TEKS: 2ABCDEF, 5AB, 7B, 1ABCDEFG</p> <p>Big Ideas:</p> <ul style="list-style-type: none">• Apply, represent, and communicate mathematical thinking to solve real-world problems• Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas and arguments• Understand that making 10 is a valuable strategy to help solve problems• Understand that representing a problem helps them develop an appropriate problem solving plan• Know that the structure of real-world problem situations vary <p>Unit 2: Representing Addition & Subtraction Situations (2-digit numbers) TEKS: 4CD, 5AB, 7C, 1ABCDEFG</p> <p>Big Ideas:</p> <ul style="list-style-type: none">• Apply, represent, and communicate mathematical thinking to solve real-world problems• Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas and arguments• Understand that making 10 is a valuable strategy to help solve problems• Understand that representing a problem helps them develop an appropriate problem solving plan• Know that equations are a mathematical representation that can be used to represent different problems• Be able to represent and solve new and unfamiliar problem situations• Be able to determine the unknown in an addition or subtraction equation• Be skilled at generating problem situations that reflect a given number sentence.	<p>Scientific Investigation and Reasoning Unit 1: Scientists at work</p> <p>Big Ideas: Process (Continued All Year):</p> <ul style="list-style-type: none">• Follow safe and ethical practices in their work in accordance with accepted science standards• Address concepts and vocabulary in context• Carefully implement studies of the natural world that can be tested by others• Clearly communicate valid oral and written results• Use tools and models to investigate the natural world <p>Matter & Energy Unit 2: Properties of Matter</p> <p>Big Ideas: Content:</p> <ul style="list-style-type: none">• Classify matter by physical properties including relative temperature (hotter or colder), texture, flexibility and whether the material is a solid or liquid. (5A)• Observe changes in relative temperature by recognizing movement of the red indicator on thermometers (5A)• Classify matter by physical properties: whether it is solid or liquid (5A) <p>Unit 3: Changing and Combining Matter (continues in 2nd 9 weeks) Big Ideas: Content:</p> <ul style="list-style-type: none">• Demonstrate that things can be done to materials to change their physical properties (cutting, folding, sanding) (5C)• Compare changes in materials caused by heating and cooling (5B)• combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties (5D)



ELEMENTARY CURRICULUM

Mathematics	Science
<p>Unit 3: Representing & Solving Addition & Subtraction Situations (2-digit numbers) TEKS: 4BCD, 7C, 1ABCDEFG</p> <p>Big Ideas:</p> <ul style="list-style-type: none">• Solve addition and subtraction situations arising from everyday life using a problem-solving model• Understand that real-world problems can be represented in order to be solved efficiently• Know that there are various strategies to solve addition and subtraction situations• Be skilled at using strategies based on place value to add and subtract 2-digit numbers• Be skilled at generating and solving addition and subtraction situations with the unknown in any position• Be skilled at composing and decomposing numbers to add and subtract on an open number line	<p><u>Process (Continued All Year):</u></p> <ul style="list-style-type: none">• Follow safe and ethical practices in their work in accordance with accepted science standards• Scientists address concepts and vocabulary in context• Carefully implement studies of the natural world that can be tested by others• Clearly communicate valid oral and written results• Scientists use tools and models to investigate the natural world