



SECOND GRADE THIRD 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 Language Arts and Social Studies

Language Arts

Unit G: Reading: Weather Wise; **Writing:** Poetry

Big Ideas

- Understand comprehension strategies skills (establish a purpose for reading, generate questions before, during, and after reading, making inferences, evaluate details) as well as discuss and respond to texts to understand an author's message.
- Understand that there are distinguishing structures and characteristics of texts (including poetry, informational)
- Recognize that the choices authors make have a purpose
- Discuss the author's use of text features and the organizational structure of cause and effect
- Discuss descriptive, literal, and figurative language, rhyming and author's use of repetition used in poems
- Use the writing process to compose poetry

Unit H: Reading: Everyone Has a Story; **Writing:** Narrative Nonfiction

Big Ideas

- Understand comprehension skills (establish a purpose for reading, ask questions, make and confirm predictions, evaluate details, synthesize, infer, 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 children's literature (informational, persuasive)
- Recognize that the choices authors make have a purpose (including text features)
- State what the author is trying to persuade the reader to think or do
- Connect, evaluate, and synthesize important ideas to determine the central idea
- Use the writing process to compose narrative nonfiction texts

Unit I: Reading: Research; **Writing:** Research

Big Ideas

- Understand comprehension skills (evaluating details and synthesizing) 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 (including text features)
- Connect and evaluate important ideas to determine the central idea
- Develop and follow a research plan (generate questions, gather and deliver information, demonstrate understanding of information gathered)
- Use the writing process to compose informational texts (research)

Social Studies

Unit D: People, Places, and Lifestyle

Big Ideas:

- Weather, seasonal patterns, and natural resources affect activities and where people live.
- People change their physical environment in many ways.

Unit E: Historical Figures

Big Ideas:

- Historical figures and events have shaped the place we live in.

Unit F: Inventors, Technology, & Society

Big Ideas:

- Science and technology have impacted the way we live and meet basic needs.
- Information about the past and present come from various sources.
- Learn from historical figures who have shown individualism and inventiveness.



Mathematics	Science
<p>Unit 7: Representing and Solving Addition and Subtraction Situations (within 1,000) TEKS: 4ABCD, 7C, 1ABCDEFGF</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Apply an understanding of Base 10 relationships to develop various strategies/methods for whole number computation. • Apply an understanding of Base 10 relationships to solve monetary transactions. • Demonstrate the ability to determine efficient strategies and methods to solve problems accurately. • Identify and apply numbers patterns to describe relationships. <p>Unit 8 – Base Ten Relationships (Numbers to 1,200) TEKS: 2ABCDEF, 7B, 1ABCDEFGF</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Apply an understanding of Base 10 relationships to develop various strategies/methods for whole number computation. • Demonstrate the ability to determine efficient strategies and methods to solve problems accurately. • Compose/decompose numbers • Represent the magnitude/relative position of numbers. • Identify and apply numbers patterns to describe relationships. 	<p>Earth & Space Unit 7: Natural Sources of Water Big Ideas: Content:</p> <ul style="list-style-type: none"> • identify and compare the properties of natural sources of freshwater and saltwater (7B) <p>Unit 8: Natural and Manmade Resources Big Ideas: Content:</p> <ul style="list-style-type: none"> • Distinguish between natural and manmade resources (7C) <p>Unit 9 : Patterns of Objects in the Sky Big Ideas: Content:</p> <ul style="list-style-type: none"> • Observe, describe, and record patterns in the appearance of the Moon (8C) • Observe, describe, and record patterns in the movement of the Sun in the sky (8C) • Observe, describe, and record patterns of the cloud coverage (8C) <p>Unit 10 : Seasons and Weather Big Ideas: Content:</p> <ul style="list-style-type: none"> • Measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage (8A) • Identify patterns in weather data using recorded data and graphs (8A) • identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation (8B) <p>Organisms Unit 11 : Physical Characteristics and Needs of Plants (Continues in 4th 9 Weeks) Big Ideas: Content:</p> <ul style="list-style-type: none"> • identify the basic needs of plants and animal(9A) • observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant (10B) <p>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