

SECOND GRADE FOURTH 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 J: Reading: Time to Grow; **Writing:** Procedural

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 help them to understand an author's message.
- Understand that there are distinguishing structures and characteristics of texts (including informational text, fairy tales/legends)
- 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
- Evaluate and synthesize important ideas to determine the central idea
- Discuss characters' internal/external traits and story structure
- Use the writing process to compose procedural text

Unit K: Reading: Home Sweet Habitat; **Writing:** Research

Big Ideas

- Understand comprehension strategies (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 help them to understand an author's message.
- Understand that there are distinguishing structures and characteristics of narrative nonfiction and informational texts (organizational patterns: chronological order, cause and effect)
- Recognize that the choices authors make have a purpose
- Discuss use of descriptive, literal, and figurative language
- Use the writing process to compose informational texts (research)

Social Studies

Unit G: Maps and Location

Big Ideas:

- Resources help us learn about, locate, and share information.

Unit H: How We Get What We Need

Big Ideas:

- Work has value in meeting basic needs.
- Work provides income to use on goods and services or to save.



ELEMENTARY CURRICULUM

Mathematics	Science
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Unit 9 – Fraction Understanding

TEKS: 3ABCD, 1ABCDEFGF

Big Ideas:

- Demonstrate the ability to model, create, and describe equal groupings and shares to solve problems.
- Compose/decompose numbers (whole numbers, fractions, measurement).
- Represent the magnitude/relative position of numbers.
- Recognize and represent relationships between fractional units/parts of the whole.
- Apply an understanding repeated addition/subtraction to develop a foundation for multiplication/division.
- Demonstrate the ability to model, create, and describe equal groupings and shares to solve problems.
 - Apply, represent, and communicate mathematical thinking to solve real-world problems.

Unit 10: Geometric Figures

TEKS: 8ABCDE, 1ABCDEFGF

Big Ideas:

- Recognize and use geometric attributes to create shapes.
 - Identify, classify, and analyze attributes of two-and three-dimensional geometric figures.
 - Compose and decompose shapes and solid to create and identify other shapes and solids.
 - Develop generalizations about two-and three-dimensional geometric figures.
 - Apply an understanding repeated addition/subtraction to develop a foundation for multiplication/division.
- Apply, represent, and communicate mathematical thinking to solve real-world problems.

Unit 11 – Data Analysis

TEKS: 10ABCD, 1ABCDEFGF

Big Ideas:

- Organize data to make it useful for interpreting information/solving problems.
- Apply an understanding repeated addition/subtraction to develop a foundation for multiplication/division.
 - Apply, represent, and communicate mathematical thinking to solve real-world problems.

Unit 12: Personal Financial Literacy

TEKS: 11ABCDE, 1ABCDEFGF

Big Ideas:

- Manage financial resources effectively to ensure lifetime financial security.
 - Apply an understanding repeated addition/subtraction to develop a foundation for multiplication/division.
- Apply, represent, and communicate mathematical thinking to solve real-world problems.

Organisms

Unit 11: Physical Characteristics and Needs of Plants (continued from 3rd 9 weeks)

Big Ideas:

Content:

- Identify the basic needs of **plants** and animals(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)

Unit 12: Physical Characteristics and Behaviors of Animals

Big Ideas:

Content:

- identify the basic needs of plants and **animals** (9A)
- Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs. (10A)

Unit 13: Life Cycle of Insects

Big Ideas:

Content:

- Investigate and record some of the unique stages that insects undergo such as grasshoppers and butterflies during their life cycle. (10C)

Environments

Unit 14: Environmental Factors Affect Animals and Plants

Big Ideas:

Content:

- Identify factors in the environment including temperature and precipitation, that affect the growth and behavior of organisms such as hibernation, dormancy and migration (9B)
- Compare and give examples of the ways living organisms depend on their environments (9C)
- Compare and give examples of the ways living organisms depend on each other and their environment (9C)

Process (Continued All Year):

- 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