

## SECOND GRADE SECOND 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](http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)).

### Integrated Language Arts / Social Studies

Foundational Skills	Social Studies	Reading	Writing
<b>Modules 4-5</b> TEKS: 2Aii,iii,ivBi,ii,iii,v,vi,vii, Ci,ii,vi 11Dxi <b>Key Skills:</b> taught through systematic and explicit instruction <ul style="list-style-type: none"> <li>Phonological Awareness (blending, segmenting, and manipulating sounds in words)</li> <li>Phonics</li> <li>High-Frequency Words</li> <li>Fluency</li> <li>Spelling</li> <li>Handwriting</li> <li>Vocabulary</li> </ul>	<b>Unit B - How My Government Works</b> TEKS: 8B, 9ABCD <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>The value of governmental services to the community: police and fire protection, libraries, schools, parks</li> <li>Public Officials: Mayor, Governor, President</li> <li>How citizen participate in governance</li> </ul> <b>Unit C - My Family &amp; Community Traditions</b> (combined with Reading Unit F) TEKS: 1AB, 11E, 12AB, 15AD, 16DEF <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Community, State, &amp; National Holidays</li> <li>Community, State, &amp; National Landmarks</li> <li>Significance of ethnic/cultural celebrations</li> </ul> <b>Important Observances:</b> <ul style="list-style-type: none"> <li>Nov. 3rd - Father of Texas Day <i>Gov't Code 662.045</i></li> <li>Nov. 11th - Veterans Day</li> </ul>	<b>Unit D - Once Upon a Time Comprehension, Genre, &amp; Response Focus Skills</b> Learning Bundle 1 TEKS: 7CE, 8C, 9A, 10B <ul style="list-style-type: none"> <li>Text Organization: Chronological Order</li> <li>Story Structure</li> <li>How Text Structure Contributes to Author's Purpose</li> </ul> Learning Bundle 2 TEKS: 6DF, 7CE, 8BD, 9AC, 10D <ul style="list-style-type: none"> <li>Create Mental Images</li> <li>Making Inferences</li> <li>Elements of Drama</li> <li>Figurative Language</li> </ul> <b>Unit E - Lead the Way Comprehension, Genre, &amp; Response Focus Skills</b> Learning Bundle 1 TEKS: 6ABE, 7BC, 9Dii, 9Ei,ii, 10C <ul style="list-style-type: none"> <li>Ideas and Support (Persuasive Text)</li> <li>Ask &amp; Answer Questions</li> <li>Synthesize</li> <li>Text Features</li> </ul>	<b>Unit C - Imaginative Stories</b> TEKS: 11ABi,ii,CDx,xi,E, 12A <ul style="list-style-type: none"> <li>Use the writing process to compose imaginative stories (narratives).</li> </ul> <b>Grammar</b> TEKS: 11Dii <ul style="list-style-type: none"> <li>Verbs</li> </ul> <b>Unit D - Response to Text</b> TEKS: 6GHI, 7BCDE, 8C, 9Dii, 9Ei,ii, 10C, 12B <ul style="list-style-type: none"> <li>Use the writing process to compose informational responses to various texts using text evidence.</li> </ul> <b>Unit E - Correspondence</b> TEKS: 11ABi,ii,C,Di,x,xi,E, 12C <ul style="list-style-type: none"> <li>Use the writing process to compose thank you notes and friendly letters.</li> </ul> <b>Grammar</b> TEKS: 11Dx,ix <ul style="list-style-type: none"> <li>Apostrophes in Contractions</li> </ul>



# ELEMENTARY CURRICULUM

## Integrated Language Arts / Social Studies

Foundational Skills	Social Studies	Reading	Writing
		<ul style="list-style-type: none"><li>• Evaluate Details</li><li>• Summarize</li><li>• Content Area Words</li></ul> <p><b>Unit F - My Family &amp; Community Traditions</b> (combined with Social Studies Unit C) <b>Comprehension, Genre, &amp; Response Focus Skills</b> TEKS: 6BEG, 7CEF, 9Di</p> <ul style="list-style-type: none"><li>• Ask &amp; Answer Questions</li><li>• Making Connections</li><li>• Central Idea</li><li>• Evaluate Details</li><li>• Text Evidence</li></ul>	<ul style="list-style-type: none"><li>• Capitalization of months, days of the week, and the salutation and conclusion of a letter</li></ul>



# ELEMENTARY CURRICULUM

Mathematics	Science
<p><b>Unit 4: Measurement (Area, length, time)</b> TEKS: 9ABCDEFG, 1ABCDEFG</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Recognize and represent the relationship between units of measurement and parts of a whole.</li><li>• Apply, represent, and communicate mathematical thinking to solve real-world problems.</li><li>• Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas/arguments.</li></ul> <p><b>Unit 5: Multiplication and Division Understanding</b> TEKS: 6AB, 7A, 1 abcdefg</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Apply an understanding repeated addition/subtraction to develop a foundation for multiplication/division.</li><li>• Demonstrate the ability to model, create, and describe equal groupings and shares to solve problems.</li><li>• Apply, represent, and communicate mathematical thinking to solve real-world problems.</li><li>• Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas/arguments.</li></ul> <p><b>Unit 6: Base Ten Relationships (to 999)</b> TEKS: 2ABCDE, 7B, 1ABCDEFG</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Apply an understanding of Base 10 relationships to develop various strategies/methods for whole number computation.</li><li>• Apply an understanding of Base 10 relationships to solve monetary transactions.</li><li>• Demonstrate the ability to determine efficient strategies and methods to solve problems accurately.</li><li>• Represent/compare whole numbers to 999.</li><li>• Compose/decompose numbers (whole numbers, fractions, measurement).</li><li>• Represent the magnitude/relative position of numbers.</li><li>• Identify and apply numbers patterns to describe relationships.</li></ul>	<p><b>Force, Motion, &amp; Energy</b> <b>Unit 4: Sound Energy &amp; Engineering a Sound Device (continued)</b> <b>Big Ideas:</b> TEKS: <b>RTC-</b> 2.5E    <b>SEPs</b> 2.1D, 2.2D, 2.4A, B    <b>Content TEKS</b> 2.8A, B, C</p> <ul style="list-style-type: none"><li>• 2.5E identify forms of energy and properties of matter</li><li>• 2.8A demonstrate and explain that sound is made by vibrating matter and that vibrations can be caused by a variety of means, including sound;</li><li>• 2.8B explain how different levels of sound are used in everyday life such as a whisper in a classroom or a fire alarm;</li><li>• 2.8C design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance.</li><li>• 2.1D use tools, including notebooks, drums, tuning forks, [technology,] to observe, measure, test, and compare;</li><li>• 2.2D evaluate a design or object using criteria to determine if it works as intended.</li><li>• 2.4A explain how science or an innovation can help others;</li><li>• 2.4B identify [what] scientists and or engineers such as Alexander Graham Bell, Marie Daly, Mario Molina, and Jane Goodall [are] and explore what different scientists and engineers do.</li></ul> <p><b>Unit 5: Inquiry of Pushes and Pulls</b> TEKS: <b>RTC-</b> 2.5B    <b>SEPs</b> 2.1A, B, 2.3A    <b>Content TEKS</b> 2.7A, B</p> <ul style="list-style-type: none"><li>• 2.5B investigate and predict cause-and-effect relationships in science;</li><li>• 2.7 A explain how objects push on each other and may change shape when they touch or collide; and</li><li>• 2.7 B plan and conduct a descriptive investigation to demonstrate how the strength of a push and pull changes an object's motion.</li><li>• 2.1A ask questions and define problems based on observations or information from text, phenomena, models, or investigations;</li><li>• 2.1B use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems;</li><li>• 2.3A develop explanations and propose solutions supported by data and models;</li></ul> <p><b>Earth &amp; Space</b> <b>Unit 6: Weather</b></p>



# ELEMENTARY CURRICULUM

Mathematics	Science
	<p>TEKS: <b>RTC- 2.5B</b>    <b>SEPs 2.1A, E, 2.2B</b>    <b>Content TEKS 2.10B, C</b></p> <ul style="list-style-type: none"><li>• 2.5B investigate and predict cause-and-effect relationships in science;</li><li>• 2.10B measure, record, and graph weather information, including temperature and precipitation; and</li><li>• 2.10C investigate different types of severe weather events such as a hurricane, tornado, or flood and explain that some events are more likely than others in a given region.</li><li>• 2.1A ask questions and define problems based on observations or information from text, phenomena, models, or investigations</li><li>• 2.1E collect observations and measurements as evidence;</li><li>• 2.2B analyze data by identifying significant features and patterns;</li></ul> <p><b>Unit 7: Effects of Wind and Water</b></p> <p>TEKS: <b>RTC- 2.5B</b>    <b>SEPs 2.1A, C, E</b>    <b>Content TEKS 2.10A</b></p> <ul style="list-style-type: none"><li>• 2.5B investigate and predict cause-and-effect relationships in science;</li><li>• 2.10A investigate and describe how wind and water move soil and rock particles across the Earth's surface such as wind blowing sand into dunes on a beach or a river carrying rocks as it flows;</li><li>• 2.1A ask questions and define problems based on observations or information from text, phenomena, models, or investigations;</li><li>• 2.1C identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency-approved safety standards;</li><li>• 2.1E collect observations and measurements as evidence;</li></ul>