

| Unit At a Glance | BCS Q2 | 2nd grade |
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| Week 1 | Focus Standards: RL.KID.2, RL.CS.4, RL.CS.5, RL.CS.6 RL.IKI.7, RI.IKI.9, W.TTP.3, W.PDW.5, W.RBPK.8 ELA Sub Standards: FL.PWR.3, FL.SC.6, FL.VA.7c, RL.KID.1 W.RW.10 | |
| Science LS1: From Molecules to Organisms: Structures & Processes 1) Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. 2) Obtain and communicate information to classify animals based on their physical characteristics. 3) Use simple graphical representations to show that species have unique and diverse life cycles. LS3: Heredity: Inheritance and Variation of Traits 1) Use evidence to explain that living things have physical traits inherited from parents and that variations of these traits exist in groups of similar organisms. | | |
| Students will participate in a read aloud of <i>The Spider and the Fly</i> with a focus on the author's purpose. They will focus on plural s, es, ies for phonics instruction and plural nouns that change spelling for grammar instruction. The Spider and the Fly read aloud | | |

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| Week 2 | Focus Standards: RL.KID.2, RL.CS.4, RI.CS.6 RI.IKI.8, RI.IKI.9, W.TTP.2, W.PDW.5, W.RBPK.8 ELA Sub Standards: FL.PWR.3, FL.SC.6, FL.VA.7a FL.WC.4, RL.KID.1, RI.KID.1, W.RW.10 | |
| Science LS1: From Molecules to Organisms: Structures & Processes 1) Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. 2) Obtain and communicate information to classify animals based on their physical characteristics. 3) Use simple graphical representations to show that species have unique and diverse life cycles. LS3: Heredity: Inheritance and Variation of Traits 1) Use evidence to explain that living things have physical traits inherited from parents and that variations of these traits exist in groups of similar organisms. | | |
| Students will participate in a reading of <i>Web Spinning Spiders</i> with a focus on drawing conclusions. They will focus on long a: a, ai, ay for phonics instruction and possessive nouns for grammar instruction. | | |

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| Week 3 | Focus Standards: RI.KID.2, RI.CS.4, RI.CS.6, SL.CC.1, SL.CC.2 SL.PKI.6, W.TTP.2, W.PDW.5, W.RBPK.8 ELA Sub Standards: FL.PWR.3, FL.SC.6, FL.VA.7a FL.WC.4, RL.KID.1, RI.KID.1, W.RW.10 |
| <p>Culture: 2.01 Identify various cultural groups within the U.S. and the community. 2.02 Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S. 2.03 Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.</p> <p>Geography: 2.17 Compare and contrast regions of the U.S. in terms of climate, physical features, and population. 2.18 Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation. 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others. 2.29 Examine the significant contributions made by people of the U.S., including Sequoyah</p> | |
| <p>Students will participate in reading <i>If You Lived with the Cherokee</i> with a focus on the author's purpose. They will focus on Long e: e, ee, ea, y for phonics instruction and verbs for grammar instruction.</p> <p>If You Lived with the Cherokee read aloud</p> | |

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| Week 4 | Focus Standards: RI.KID.2, RI.CS.4, RI.CS.6, SL.CC.1, SL.CC.2 SL.PKI.6, W.TTP.2, W.PDW.5, W.RBPK.8 ELA Sub Standards: FL.PWR.3, FL.SC.6, FL.VA.7a FL.WC.4, RL.KID.1, RI.KID.1, W.RW.10 |
| <p>Culture: 2.01 Identify various cultural groups within the U.S. and the community. 2.02 Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S. 2.03 Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.</p> <p>Geography: 2.17 Compare and contrast regions of the U.S. in terms of climate, physical features, and population. 2.18 Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation. 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others. 2.29 Examine the significant contributions made by people of the U.S.</p> | |
| <p>Students will participate in reading <i>Molly's Pilgrim</i> with a focus on making inferences and drawing conclusions. They will focus on Long o: o, oa, ow for phonics instruction and verbs used with singular and plural nouns for grammar instruction.</p> <p>Molly's Pilgrim read aloud</p> | |

Week 5

Focus Standards: FL.F.5, FL.SC.6, RI.CS.4, RI.IKI.7, W.RBPK.7
ELA Sub Standards: FL.PWR.3, FL.WC.4, FL.VA.7a, SL.CC.1
SL.CC.2, SL.PKI.6, SL.PDW.4, FL.WC.4, RL.KID.1, RI.KID.1, W.RW.10

Science

ESS1: Earth's Place in the Universe

1) Recognize that some of Earth's natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while others occur slowly over time.

ESS2: Earth's Systems

1) Compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

2) Observe and analyze how blowing wind and flowing water can move Earth materials (soil, rocks) from one place to another, changing the shape of a landform and affecting the habitats of living things.

3) Compare simple maps of different land areas to observe the shapes and kinds of land (rock, soil, sand) and water (river, stream, lake, pond).

ETS1: Engineering Design

1) Define a simple problem that can be solved through the development of a new or improved object or tool by asking questions, making observations, and gather accurate information about a situation people want to change.

2) Develop a simple sketch, drawing, or physical model that communicates solutions to others.

3) Recognize that to solve a problem, one may need to break the problem into parts, address each part, and then bring the parts back together.

4) Compare and contrast solutions to a design problem by using evidence to point out strengths and weaknesses of the design. LS2:

Ecosystems

Predict what happens to animals when the environment changes

Students will participate in reading *Erosion: Changing Earth's Surface* with a focus on cause and effect. They will focus on compound words for phonics instruction and verbs for past, present, and future for grammar instruction.

[Erosion: Changing Earth's Surface read aloud](#)

Week 6

Focus Standards: FL.F.5, FL.SC.6, RI.CS.4, RI.IKI.7, W.RBPK.7
ELA Sub Standards: FL.PWR.3, FL.WC.4, FL.VA.7a, SL.CC.1
SL.CC.2, SL.PKI.6, SL.PDW.4, FL.WC.4, RL.KID.1, RI.KID.1, W.RW.10

Science

ESS1: Earth's Place in the Universe

1) Recognize that some of Earth's natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while others occur slowly over time.

ESS2: Earth's Systems

1) Compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

2) Observe and analyze how blowing wind and flowing water can move Earth materials (soil, rocks) from one place to another, changing the shape of a landform and affecting the habitats of living things.

3) Compare simple maps of different land areas to observe the shapes and kinds of land (rock, soil, sand) and water (river, stream, lake, pond).

LS2: Ecosystems

Predict what happens to animals when the environment changes.

Students will participate in reading *Weathering and Erosion* with a focus on cause and effect. They will focus on comparative endings for phonics instruction and to be verbs (am, is, are, was, were) for grammar instruction.

[Weathering and Erosion read aloud](#)

Week 7

Focus Standards: FL.F.5, FL.SC.6, RI.CS.4, RI.IKI.7, W.RBPK.7
ELA Sub Standards: FL.PWR.3, FL.WC.4, FL.VA.7a, SL.CC.1
SL.CC.2, SL.PKI.6, SL.PDW.4, FL.WC.4, RL.KID.1, RI.KID.1, W.RW.10

Science

ESS1: Earth's Place in the Universe

1) Recognize that some of Earth's natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while others occur slowly over time.

ESS2: Earth's Systems

1) Compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

2) Observe and analyze how blowing wind and flowing water can move Earth materials (soil, rocks) from one place to another, changing the shape of a landform and affecting the habitats of living things.

3) Compare simple maps of different land areas to observe the shapes and kinds of land (rock, soil, sand) and water (river, stream, lake, pond).

ETS1: Engineering Design

1) Define a simple problem that can be solved through the development of a new or improved object or tool by asking questions, making observations, and gather accurate information about a situation people want to change.

2) Develop a simple sketch, drawing, or physical model that communicates solutions to others.

3) Recognize that to solve a problem, one may need to break the problem into parts, address each part, and then bring the parts back together.

4) Compare and contrast solutions to a design problem by using evidence to point out strengths and weaknesses of the design.

Students will participate in reading *Earth's Changing Surfaces* with a focus on comparing and contrasting. They will study the syllable C+LE for phonics instruction and adjectives for grammar instruction.

[Earth's Changing Surfaces read aloud](#)

Week 8

Focus Standards: FL.F.5, FL.SC.6, RL.KID.3, RL.CS.5
RL.CS.6, SL.PKI.4, W.TTP.3, W.PDW.5, W.RBPK.8
ELA Sub Standards: FL.PWR.3, FL.WC.4, FL.VA.7a, SL.CC.1
SL.CC.2, SL.PKI.6, SL.PDW.4, FL.WC.4, RL.KID.1, RI.KID.1, W.RW.10

Social Studies

2.01 Identify various cultural groups within the U.S. and the community.

2.02 Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S.

2.03 Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.

Students will participate in reading *Rosa and Blanca* with a focus on theme and plot of a story. They will study Long i: i, ie, igh, y for phonics instruction and verbs for grammar instruction.