BILOXI PUBLIC SCHOOL DISTRICT

2nd Grade English Language Arts

2023-2024

Finalized May 12, 2023

Term 1

Reading Literature (RL)

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Reading Informational Text (RI)

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Writing (W)

W.2.3 Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Reading Foundational Skills (RF)

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- **a.** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **c.** Decode regularly spelled two-syllable words with long vowels.
- **d.** Decode words with common prefixes and suffixes. (Term 1 Suffixes)

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- **a.** Read grade-level text with purpose and understanding.
- **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening (SL)

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **a.** Follow agreed-upon rules for discussion

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL. 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide the requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Language (L)

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
- **a.** Use collective nouns (e.g., group).
- **b.** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- **c.** Use reflexive pronouns (e.g., myself, ourselves).
- **d.** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

Term 2

Reading Literature (RL)	Reading Informational Text (RI)
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RL.2.3** Describe how characters in a story respond to major events and challenges. **Continue to review and reinforce RL.2.1.**	**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **Continue to review and reinforce RI.2.1, RI.2.2, RI.2.3.**

Writing (W)

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Continue to review and reinforce Text Types and Purposes (W.2.3), Production and Distribution of Writing (W.2.5, W.2.6), and Research to Build and Present Knowledge (W.2.7, W.2.8).

Reading Foundational Skills (RF)

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- **b.** Know spelling-sound correspondences for additional common vowel teams.
- **e.** Identify words with inconsistent but common spelling-sound correspondence.
- **f.** Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- **b.** Read grade-level text orally with accuracy, appropriate rate, and expression.

Continue to review and reinforce Phonics and Word Recognition (RF.2.3 a, c, d), and Fluency (RF.2.4 a, c).

Speaking and Listening (SL)

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

Continue to review and reinforce Comprehension and Collaboration (SL. 2.1a, SL.2.2., SL.2.3), and Presentation of Knowledge and Ideas (SL. 2.6).

Language (L)

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
- **e.** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **f.** Produce, expand, and rearrange complete simple and compound sentences. (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **a.** Capitalize holidays, product names, and geographical names.
- **b.** Use commas in greetings and closings of letters.
- **c.** Use an apostrophe to form contractions and frequently occurring possessives.
- **d.** Generalize learned spelling patterns when writing words (e.g., cage-badge; boy-boil).
- **e.** Consult reference material including beginning dictionaries as needed to check and correct spellings.

Continue to review and reinforce Conventions of Standard English (L.2.1 a, b, c, d).

Term 3

Reading Literature (RL)	Reading Informational Text (RI)
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **RL.2.6** Acknowledge differences in the point of view of characters, by speaking in a different voice for each character when reading dialogue aloud. **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **Continue to review and reinforce RL.2.1, RL.2.2, and RL.2.3.**	**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **RI.2.8** Describe how reasons support specific points the author makes in a text. **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. **Continue to review and reinforce RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, and RI.2.6.**

Writing (W)

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Continue to review and reinforce Text Types and Purposes (W.2.2, W.2.3), Production and Distribution of Writing (W.2.5, W.2.6), and Research to Build and Present Knowledge (W.2.7, W.2.8).

Reading Foundational Skills (RF)

Continue to review and reinforce Phonics and Word Recognition (RF.2.3a, b, c, d, e, f), and Fluency (RF.2.4a, b, c).

Speaking and Listening (SL)

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **b.** Build on others talk in conversations by linking their comments to the remarks of others.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recount experiences when appropriate to clarify ideas, thoughts, and feelings.
Continue to review and reinforce Comprehension and Collaboration (SL. 2.1a,c, SL.2.2., SL.2.3), and Presentation of Knowledge and Ideas (SL. 2.6).

Language (L)

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **a.** Compare formal and informal language.

L.2.4. Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on grade reading and context choosing flexibly from an array of strategies.
- **a.** Use sentence-level context as a clue to the meaning of a word or phrase.
- **b.** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- **c.** Use a known root word as a clue to a meaning of an unknown word with the same root. (e.g., addition, additional).
- **d.** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **e.** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Continue to review and reinforce Conventions of Standard English (L.2.1 a, b, c, d, e, f, L.2.2 a, b, c, d, e).

Term 4

Reading Literature (RL)

RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Continue to review and reinforce RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, and RL.2.7.

Reading Informational Text (RI)

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Continue to review and reinforce RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, and RI.2.9.

Writing (W)

Continue to review and reinforce Text Types and Purposes (W.2.1, W.2.2, W.2.3), Production and Distribution of Writing (W.2.5, W.2.6) and Research to Build and Present Knowledge (W.2.7, W.2.8).

Reading Foundational Skills (RF)

Continue to review and reinforce Phonics and Word Recognition (RF.2.3a, b, c, d, e, f), and Fluency (RF.2.4a, b, c).

Speaking and Listening (SL)

Continue to review and reinforce Comprehension and Collaboration (SL. 2.1a, b, c, SL.2.2, SL.2.3), and Presentation of Knowledge and Ideas (SL.2.4, SL.2.5, SL. 2.6).

Language (L)

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
- **a.** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **b.** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Continue to review and reinforce Conventions of Standard English (L.2.1 a, b, c, d, e, f, L.2.2 a, b, c, d, e), Knowledge of Language (L.2.3 a), and Vocabulary Acquisition and Use (L.2.4 a, b, c, d, e, f).

2nd Grade ELA

Standard Mastery activities will be drafted by Ready.
Tests will be drafted by coaches and revised based on teacher feedback. The standards listed are priority standards. Once a standard has been assessed, it may be spiraled into other assessments.

Term 1 : Ready Lessons 1-6

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: **12 Questions**	RI 2.1 RI 2.2	August 21st - September 4th	**Test 1:** **18 Questions**	RI 2.1 RI 2.2	August 14th - August 25th
Standard Mastery 2: **12 Questions**	RI 2.3 RL 2.1	September 18th - September 29th	**Test 2:** **18 Questions**	RI 2.3	August 31st - September 8th
Activity 3: **School Discretion**			**Test 3:** **20 Questions**	RL 2.1	September 11th - September 22nd

Term 1 CTA: RI 2.1, RI 2.2, RI 2.3, and RL 2.1.
Writing CTA: Narrative

Term 2 : Ready Lessons 7-13, 19

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: **6 Questions**	RL 2.2	October 23rd - November 3rd	**Test 1:** **20 Questions**	RL 2.2	October 16th - October 27th
Standard Mastery 2: **6 Questions**	RL 2.3	November 6th - November 17th	**Test 2:** **22 Questions**	RL 2.3 RI 2.4	October 30th - November 10th
Standard Mastery 3: **6 Questions**	RI 2.5	November 27th - December 8th	**Test 3:** **24 Questions**	RI 2.5	November 13th - December 1st

Term 2 CTA: RL 2.2, RL 2.3, RI 2.4, RI 2.5, and RI 2.6.
Writing CTA: Informative

Term 3 : Ready Lessons 14-18, 20-21					
Activities:	**Standards:**	**Testing Window:**	**Tests:**	**Standards:**	**Testing Window:**
Standard Mastery 1: **6 Questions**	RL 2.4	January 8th - January 20th	**Test 1:** **24 Questions**	RL 2.4, RL.2.5 RL 2.6	January 22nd - February 2nd
Standard Mastery 2: **6 Questions**	RL 2.5	January 15th - January 27th	**Test 2:** **25 Questions**	RI 2.7	February 5th - February 23rd
Standard Mastery 3: **6 Questions**	RL 2.7	January 29th - February 10th	**Test 3:** **26 Questions**	RL 2.7	February 26th - March 1st
Term 3 CTA: RL 2.4, RL 2.5, RL 2.6, RL 2.7, RI 2.7, RI 2.8, and RI 2.9. **Writing CTA:** Opinion					
Term 4 : Ready Lesson 22					
Activities:	**Standards:**	**Testing Window:**	**Tests:**	**Standards:**	**Testing Window:**
Standard Mastery 1: **6 Questions**	RL 2.9	March 18th - March 28th	**Test 1:** **_____ Questions**	Spiral Review	April 8th - April 19th
Standard Mastery 2: **6 Questions**	RI 2.2	March 15th - March 26th	**Test 2:** **_____ Questions**	Spiral Review	April 22nd - May 3rd
Standard Mastery 3: **_____ Questions**			**Test 3:** **_____ Questions**	Spiral Review	April 29th - May 10th
Term 4 CTA: **Writing CTA:**					

BILOXI PUBLIC SCHOOL DISTRICT

2nd Grade Math

2023-2024

Finalized May 12, 2023

Term 1	
Operations and Algebraic Thinking (OA)	**Number and Operations in Base Ten (NBT)**
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.) **2.OA.2** Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of grade 2, know from memory all sums of two one-digit numbers. **2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.	**2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Measurement and Data (MD)	**Geometry (G)**
2.MD.10 Draw a picture graph and a bar graph (with a single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems (See Glossary, Table 1.) using information presented in a bar graph.	No new standards this term.
Practice the following Standards Daily: review telling time to the hour and half-hour, recognizing money through center activities/math warm-ups.	

<table>
<tr><th colspan="2">Term 2</th></tr>
<tr><th>Operations and Algebraic Thinking (OA)</th><th>Number and Operations in Base Ten (NBT)</th></tr>
<tr><td>No new standards this term.

Continue to review and reinforce 2.OA.1, 2.OA.2, 2.OA.3.</td><td>2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
a. 100 can be thought of as a bundle of ten tens – called a “hundred.”
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2 Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number.

2.NBT.3 Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8 Mentally add 10 or 100 to a given number 100—900, and mentally subtract 10 or 100 from a given number 100—900.

Continue to review and reinforce 2.NBT.5 and 2.NBT.9.</td></tr>
<tr><th>Measurement and Data (MD)</th><th>Geometry (G)</th></tr>
<tr><td>No new standards this term.

Continue to review and reinforce 2.MD.10.</td><td>No new standards this term.</td></tr>
<tr><td colspan="2">Practice the following Standards Daily: calendar. Introduce word problems and tell time through center activities/math warm-ups).</td></tr>
</table>

Term 3

Operations and Algebraic Thinking (OA)

No new standards this term.

Continue to review and reinforce 2.OA.1, 2.OA.2, 2.OA.3.

Number and Operations in Base Ten (NBT)

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Continue to review and reinforce 2.NBT.1 (a, b), 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, and 2.NBT.9.

Measurement and Data (MD)

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problems.

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8a Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.MD.9 Generate measurement data by measuring the lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Continue to review and reinforce 2.MD.10.

Geometry (G)

No new standards this term.

Practice the following Standards Daily: calendar. Introduce word problems, tell time, and add and subtract three-digit numbers through center activities/math warm-ups).

Term 4	
Operations and Algebraic Thinking (OA)	**Number and Operations in Base Ten (NBT)**
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. **Continue to review and reinforce 2.OA.1, 2.OA.2, 2.OA.3.**	No new standards this term. **Continue to review and reinforce 2.NBT.1 (a, b), 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, and 2.NBT.9.**
Measurement and Data (MD)	**Geometry (G)**
2.MD.8b Fluently use a calendar to answer simple real-world problems such as "How many weeks are in a year?" or James gets a $5 allowance every 2 months, how much money will he have at the end of each year?" (Old Ready Ms. Lesson 24 A) **Continue to review and reinforce 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8a, 2.MD.9, and 2.MD.10.**	**2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Practice the following Standards Daily: calendar. Introduce word problems, tell time, and add and subtract three-digit numbers through center activities/math warm-ups).	

2nd Grade Math

Standard Mastery activities will be drafted by Ready.
Tests will be drafted by coaches and revised based on teacher feedback. The standards listed are priority standards. Once a standard has been assessed, it may be spiraled into other assessments. There will be approximately 5 spiral review questions per test.

Term 1 : Ready Lessons 1-8

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: **12 Questions**	2.OA.2-1 - Form B 2.OA.2-2 - Form B	August 14th - August 18th	**Test 1:** **20 Questions**	2.OA.2	August 7th - August 18th
Standard Mastery 2: **12 Questions**	2.OA.1-1 - Form A 2.MD.10 - Form B	August 28th - September 8th	**Test 2:** **20 Questions**	2.M.10 2.OA.1 2.OA.2	August 21st - September 1st
Standard Mastery 3: **12 Questions**	2.NBT.5-1-Form B 2.NBT.5-2-Form B	September 18th - September 29th	**Test 3:** **20 Questions**	2.NBT.5.1 2.NBT.5.2 2.NBT.9	September 11th - September 22nd

Term 1 CTA: 2.OA.1, 2.OA.2, 2.OA.3, 2.MD.10, 2.NBT.5, and 2.NBT.9

Term 2 : Ready Lessons 9, 12-17, 18-19

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: **12 Questions**	2.NBT1&2-Form B 2.NBT.3 - Form B	October 23rd - November 3rd	**Test 1:** **20 Questions**	2.NBT.1 2.NBT.2	October 30th - November 10th
Standard Mastery 2: **6 Questions**	2.NBT.4 - Form A	November 6th - November 17th	**Test 2:** **20 Questions**	2.NBT.3 2.NBT.4	November 13th - December 1st
Standard Mastery 3: **12 Questions**	2.NBT.7,8,9-1-Form A 2.NBT.7,8,9-1-Form B	November 27th - December 8th	**Test 3:** **20 Questions**	2.NBT.7 2.NBT.8	December 4th - December 15th

Term 2 CTA: 2.NBT.1 a, b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, and 2.NBT.8.

Term 3 : Ready Lessons 10-11, 20-27					
Activities:	**Standards:**	**Testing Window:**	**Tests:**	**Standards:**	**Testing Window:**
Standard Mastery 1: **12 Questions**	2.MD.1 - Form B 2.MD.2 - Form A	January 29th - February 9th	**Test 1:** **25 Questions**	2.MD.1 2.MD.2	January 22nd - February 2nd
Standard Mastery 2: **12 Questions**	2.MD.4 - Form A 2. MD.5,6 -Form A	February 19th - March 1st	**Test 2:** **25 Questions**	2.MD.4 2.MD.5	February 5th- February 23rd
Standard Mastery 3: **12 Questions**	2.MD.7 - Form B 2.MD.8a - Form A	February 26th - March 8th	**Test 3:** **25 Questions**	2.MD.6 2.MD.9	February 26th- March 8th
Term 3 CTA: 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8a, 2.MD.9, and 2.NBT.6.					
Term 4 : Ready Lessons 24a (old book), 28-31					
Activities:	**Standards:**	**Testing Window:**	**Tests:**	**Standards:**	**Testing Window:**
Standard Mastery 1: **12 Questions**	2.G.1 - Form A 2.G.2 - Form A	March 18th - March 28th	**Test 1:** **25 Questions**	2.G.1 2.G.2	April 8th - April 19th
Activity 2: **School Discretion**			**Test 2:** **25 Questions**	2.G.2 2.OA.4	April 15th - April 26th
Activity 3: **School Discretion**			**Test 3:** **25 Questions**	2.MD.8	April 29th- May 10th
Term 4 CTA: 2.G.1, 2.G.2, 2.G.3, 2.OA.4, 2.MD.8b					

BILOXI PUBLIC SCHOOL DISTRICT

2nd Grade Science

Systems, Order, and Organization

2023-2024

Finalized May 12, 2023

Term 1	
Life Science (L)	
Standards	**Performance Objectives**
L.2.1 Hierarchical Organization *Conceptual Understanding: Animals have unique physical and behavioral characteristics that enable them to survive in their environment. Animals can be classified based on physical characteristics.* **L.2.1** Students will demonstrate an understanding of the classification of animals based on physical characteristics. **L.2.2 Reproduction and Heredity** *Conceptual Understanding: Plants and animals experience different life cycles as they grow and develop. Plants and animals exhibit predictable characteristics at each developmental stage throughout the life cycle.* **L.2.2** Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.	**L.2.1.1** Compare and sort groups of animals with backbones (vertebrates) from groups of animals without backbones (invertebrates). **L.2.1.2** Classify vertebrates (mammals, fish, birds, amphibians, and reptiles) based on their physical characteristics. **L.2.1.3** Compare and contrast physical characteristics that distinguish classes of vertebrates (in reptiles compared to amphibians). **L.2.1.4** Construct a scientific argument for classifying vertebrates that have unusual characteristics, such as bats, penguins, snakes, salamanders, dolphins, and duck-billed platypuses (i.e., bats have wings yet they are mammals). **L.2.2.1** Use observations through informational texts and other media to observe the different stages of the life cycle of trees (i.e., pines, oaks) to construct explanations and compare how trees change and grow over time. **L.2.2.2** Construct explanations using first-hand observations or other media to describe the life cycle of an amphibian (birth, growth/development, reproduction, and death). Communicate findings.

Term 2	
Life Science (L)	
Standards	**Performance Objectives**
L.2.3 Ecology and Interdependence *Conceptual Understanding: Animals thrive in environments where their needs (air, water, food, and shelter) are met. The environment where plants and animals live sometimes changes slowly and sometimes changes rapidly. If living things are unable to adapt to changes in the environment, they may not survive.* ***L.2.3A*** Students will demonstrate an understanding of the interdependence of living things and the environment in which they live. *Conceptual Understanding: All animals and plants need food to provide energy for activity and raw materials for growth Animals and plants have physical features and behaviors that help them survive in their environment. All living things in an environment interact with each other in different ways and for different reasons.* **L.2.3B** Students will demonstrate an understanding of the interdependence of living things.	**L.2.3A.1** Evaluate and communicate findings from informational text or other media to describe how animals change and respond to rapid or slow changes in their environment (fire, pollution, changes in tide, availability of food/water). **L.2.3A.2** Construct scientific arguments to explain how animals can make major changes (e.g., beaver dams obstruct streams, or large deer populations destroying crops) and minor changes to their environments (e.g., ant hills, crawfish burrows, mole tunnels). Communicate findings. **L.2.3B.1** Evaluate and communicate findings from informational text or other media to describe and to compare how animals interact with other animals and plants in the environment (i.e., predator prey relationships, herbivore, carnivore, omnivore). **L.2.3B.2** Conduct an investigation to find evidence where plants and animals compete or cooperate with other plants and animals for food or space. Present findings (i.e., using technology or models).
Earth and Space Science (E)	
Standards	**Performance Objectives**
E.2.8 Earth and the Universe. *Conceptual Understanding: Patterns of the Sun, Moon, and stars can be observed, described, and predicted. The sun is the source of heat and light for the solar system. Seasonal changes occur as the Earth orbits the Sun because of the tilt of the Earth on its axis. At night, one can see light from stars and sunlight being reflected from the moon. Telescopes make it possible to observe the Moon and the planets in greater detail. Space exploration continues to help humans understand more about the universe.* **E.2.8** Students will demonstrate an understanding of the appearance, movements, and patterns of the sun, moon, and stars.	**E.2.8.1** Recognize that there are many stars that can be observed in the night sky and the Sun is the Earth's closest star. **E.2.8.2** With teacher guidance, observe, describe, and predict the seasonal patterns of sunrise and sunset. Collect, represent, and interpret data from internet sources to communicate findings. **E.2.8.3** Observe and compare the details in images of the moon and planets using the perspective of the naked eye, telescopes, and data from space exploration. **E.2.8.4** With teacher support, gain an understanding that scientists are humans who use observations and experiments to learn about space. Obtain information from informational text or other media about scientists who have made important discoveries about objects in space (e.g., Galileo Galilei, Johannes Kepler, George Ellery Hale, Jill Tarter) or the development of technologies (e.g., various telescopes and detection devices, computer modeling, and space exploration). **E.2.8.5** Use informational text and other media to observe, describe and predict the visual patterns of motion of the Sun (sunrise, sunset) and Moon (phases). **E.2.8.6** Create a model that will demonstrate the observable pattern of motion of the Sun or Moon. Use an engineering design process to define the problem, design, construct, evaluate, and improve the model.*
Continue to review and reinforce L.2.1 and L.2.2	

Term 3	
Life Science (L)	
Standards	**Performance Objectives**
L.2.4 Adaptations and Diversity *Conceptual Understanding: Living things need air, food, water, and space to survive. Different environments support different types of plants and animals. Animals have adaptations allowing them to grow and survive in the climate of their specific environment.* **L.2.4** Students will demonstrate an understanding of the ways animals adapt to their environment in order to survive.	**L.2.4.1** Evaluate and communicate findings from informational text or other media to describe how plants and animals use adaptations to survive (e.g., ducks use webbed feet to swim in lakes and ponds, cacti have waxy coatings and spines to grow in the desert) in distinct environments (e.g., polar lands, saltwater and freshwater, desert, rainforest, woodlands). **L.2.4.2** Create a solution exemplified by animal adaptations to solve a human problem in a specific environment (e.g., snowshoes are like hare's feet or flippers are like duck's feet). Use an engineering design process to define the problem, design, construct, evaluate, and improve the solution.
Earth and Space Science (E)	
Standards	**Performance Objectives**
E.2.10 Earth's Resources *Conceptual Understanding: Earth is made of different materials, including rocks, sand, soil, and water. An Earth material is a resource that comes from Earth. Earth materials can be classified by their observable properties. Human life and health are heavily dependent on these materials. Understanding how to best conserve these resources will continue to be a major challenge for humans.* **E.2.10** Students will demonstrate an understanding of how humans use Earth's resources.	**E.2.10.1** Use informational text, other media, and first-hand observations to investigate, analyze and compare the properties of Earth materials (including rocks, soils, sand, and water). **E.2.10.2** Conduct an investigation to identify and classify everyday objects that are resources from the Earth (e.g., drinking water, granite countertops, clay dishes, wood furniture, or gas grill). Classify these objects as renewable and nonrenewable resources. **E.2.10.3** Use informational text and other media to summarize and communicate how Earth materials are used (e.g., soil and water to grow plants; rocks to make roads, walls or building; or sand to make glass). **E.2.10.4** Use informational text, other media, and first-hand observations to investigate and communicate the process and consequences of soil erosion. **E.2.10.5** With teacher guidance, investigate possible solutions to prevent or repair soil erosion.
Continue to review and reinforce L.2.1, L.2.2, L.2.3 a, b, and E.2.8.	

Term 4	
Physical Science (P)	
Standards	**Performance Objectives**
P.2.5 Organization of Matter and Chemical Interactions *Conceptual Understanding: Matter exists in different states, including solid, liquid, and gas forms. Solids have a definite shape, weight, and size (length). Liquids have a definite size (volume) but not a definite shape. A gas has neither definite shape nor size (volume). Changes to matter can result from changes in temperature. Some changes may or may not be reversible (i.e., melting or freezing versus burning a cake).* **P.2.5** Students will demonstrate an understanding of the properties of matter.	**P.2.5.1** Conduct a structured investigation to collect, represent, and analyze categorical data to classify matter as solid, liquid, or gas. Report findings and describe a variety of materials according to observable physical properties (e.g., size, color, texture, opacity, solubility). **P.2.5.2** Compare and measure the length of solid objects using technology and mathematical representations. Analyze and communicate findings. **P.2.5.3** Compare the weight of solid objects and the volume of liquid objects. Analyze and communicate findings. **P.2.5.4** Construct scientific arguments to support claims that some changes to matter caused by heating can be reversed, and some changes cannot be reversed.
P.2.6 Motions, Forces, and Energy *Conceptual Understanding: An object at rest will stay at rest unless it is pushed or pulled by an unbalanced force. Pushes and pulls can have different strengths, directions, or speeds. Friction occurs when two objects make contact. Friction can change the motion of an object, the speed of an object, and can also create heat. Friction can be increased or decreased.* **P.2.6** Students will demonstrate an understanding of how the motion of objects is affected by pushes, pulls, and friction on an object.	**P.2.6.1** Conduct a structured investigation to collect, represent, and analyze data from observations and measurements to demonstrate the effects of pushes and pulls with different strengths and directions. Communicate findings (e.g., models or technology). **P.2.6.2** Generate and answer questions about the relationship between (1) friction and the motion of objects and (2) friction and the production of heat. **P.2.6.3** Develop a plan to change the force (push or pull) of friction to solve a human problem (e.g., improve the ride on a playground slide or make a toy car or truck go faster). Use an engineering design process to define the problem, design, construct, evaluate, and improve the plan.
Continue to review and reinforce L.2.1, L.2.2, L.2.3 a, b, L.2.4, E.2.8, and E.2.10.	

BILOXI PUBLIC SCHOOL DISTRICT

2nd Grade Social Studies

Citizenship in School & Community

2023-2024

Finalized May 12, 2023

Term 1	
Civics (CI)	
Standard	**Objectives**
2.CI.1 Differentiate civic virtues from civic responsibilities, then evaluate their role in communities.	**1.** Identify civic virtues and civic responsibilities. **2.** Discuss how common civic virtues among citizens help create peaceful and orderly communities. **3.** Compare civic responsibilities to responsibilities of home and school**.**
2.CI.2 Assess how rules and laws are created to provide equal and fair service and protection to all citizens.	**1.** Discuss the importance of fair rules and laws applied to all citizens. **2**. Analyze the fairness of rules and laws. **3**. Identify who is responsible for creating and enforcing rules and laws. **4**. Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community (e.g., civil rights, laws to protect Americans with disabilities, etc.).
Civil Rights (CR)	
Standard	**Objectives**
2.CR.2 Evaluate how diverse cultures build unity in a community.	**1.** Define respect, tolerance, and acceptance. **2.** Examine the relationship between respect, tolerance, and acceptance and building unity across cultures. **3**. Recognize similarities from the various cultures of the local community.

Term 2	
Geography (G)	
Standard	**Objectives**
2.G.1 Analyze various types of maps.	**1.** Categorize map types by representation and usage (e.g., topographic, physical, political, thematic, etc.). **2**. Identify political and physical borders in the United States and across the globe. **3**. Define urban, suburban, and rural. **4.** Locate urban, suburban, and rural areas in Mississippi and the United States.
2.G.2 Examine the connection between physical features of the Earth and where people choose to live.	**1.** Define human settlements and population distribution. **2**. Evaluate human settlements and population distribution around physical features of the Earth. **3**. Determine reasons for human settlement near physical features of the Earth.
2.G.3 Interpret maps using latitude and longitude.	**1.** Define latitude and longitude. **2**. Locate the major lines of latitude and longitude of the Earth. **3**. Identify then compare hemispheres of the Earth.
Civil Rights (CR)	
Standard	**Objectives**
2.CR.1 Determine how traditions and customs create unity and celebrate diversity within and across various groups.	**1.** Recognize the cultural contributions of various groups within our community. **2**. Examine how cultures, and their traditions and customs, have changed over time. **3.** Evaluate the qualities that build unity among diverse populations.
Continue to review and reinforce 2.CI.1, 2.CI.2, and 2.CR.2.	

Term 3	
Geography (G)	
Standard	**Objectives**
2.G.4 Analyze human modifications to the Earth.	**1.** Identify human modifications to Earth. **2.** Compare and contrast the positive and negative impacts of human modifications on the Earth.
History (H)	
Standard	**Objectives**
2.H.1 Evaluate how people and events have shaped the local community, state, and nation through primary sources.	**1.** Identify various primary sources (e.g., Primary – letters, diaries, autobiographies, speeches, interviews; Secondary – magazine articles, textbooks, encyclopedia entries, biographies, etc.). **2.** Use various primary sources to investigate significant people and events of the past. **3.** Examine historical events from multiple perspectives by utilizing primary sources.
2.H.2 Examine the relationship between history and time.	**1.** Identify vocabulary to express periods of time. **2.** Illustrate events chronologically on a timeline. **3**. Compare and contrast the eras of United States history.
Continue to review and reinforce 2.CI.1, 2.CI.2, 2.CR.1, 2.CR.2, 2.G.1, 2.G.2, and 2.G.3.	

Term 4	
Economics (E)	
Standard	**Objectives**
2.E.1 Evaluate how the availability of resources impacts the local economy.	**1.** Define economy and resources. **2.** Categorize resources as natural, renewable, and non-renewable. **3.** Explain people as a resource in the local community. **4.** Examine the relationship between resources and jobs in the local community.
2.E.2 Assess the relationship between consumers and producers in obtaining goods and services to meet needs.	**1**. Define consumers and producers. **2.** Differentiate consumers from producers. **3**. Examine the interdependence of consumers and producers. **4**. Discuss the connection between resources and producers in the local community. **5**. Define barter system and monetary system. **6.** Compare and contrast the barter and monetary systems of trade to meet needs
2.E.3 Recognize factors that affect the price and availability of goods and services.	**1**. Define supply and demand. **2.** Evaluate how the availability of resources impacts the price of goods and services. **3**. Examine how budgets help individuals and families choose how to spend and save money.
2.E.4 Identify the role of financial institutions within the community.	**1.** Identify various types of financial institutions and their role in the community. **2**. Identify services provided by the various financial institutions in the community.
Continue to review and reinforce 2.CI.1, 2.CI.2, 2.CR.1, 2.CR.2, 2.G.1, 2.G.2, 2.G.3, 2.G.4, 2.H.1, and 2.H.2.	