

## Grade 2 Curriculum Map

### Knowledge Domain 1: Fairy Tales and Tall Tales

#### Unit Length: 12 Days

Instructional Lessons: 8 Days  
 Pausing Point: 1 Day  
 Domain Review: 1 Day  
 Domain Assessment: 1 Day  
 Culminating Activities: 1 Day

#### Summary

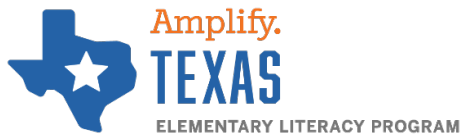
Students are introduced to three classic fairy tales: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” They will review characteristic elements of fairy tales and consider problems faced by the characters as well as lessons in each story. Students then turn to the American frontier for tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. They learn about the characteristics of tall tales, such as exaggeration and larger-than-life characters, and compare and contrast this genre with fairy tales.

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#### Learning Outcomes

- Demonstrate understanding of the fairy tales and tall tales genres
- Set a purpose for listening and understanding the concepts of exaggeration
- Distinguish details of idioms and multiple meaning words
- Identify regular and irregular plurals
- Compare and contrast two tall tales using a graphic organizer
- Experiment with narrative writing by rewriting a classic tale
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 2.1.B, 2.1.C, 2.1.D, 2.3.A, 2.3.B, 2.3.C, 2.3.D, 2.6.C, 2.6.E, 2.6.H, 2.7.D, 2.8.A, 2.8.B, 2.8.C, 2.8.D, 2.9.A, 2.9.C, 2.11.D.iii, 2.12.A	ELPS 1.A, 1.C, 2.C, 2.D, 2.E, 2.I, 3.C, 3.E, 3.F, 3.G, 5.B, 5.G	TEKS 2.6.H, 2.7.D, 2.8.B, 2.9.A, 2.9.C, 2.12.A	TEKS 2.6.G, 2.7.F, 2.9.A



## Grade 2 Curriculum Map

### Knowledge Domain 2: The Ancient Greek Civilization

#### Unit Length: 17 Days

Instructional Lessons: 12 Days

Pausing Point: 2 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 1 Day

#### Summary

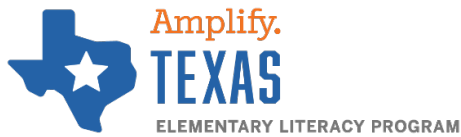
This domain will introduce students to ancient Greek civilization, and its contributions which can still be seen in many areas of our lives today, including in language, government, and architecture. Students will learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn to establish a character and will incorporate facts about ancient Greece into a piece of fictional writing.

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#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Make predictions about what will happen in a text
- Draft a short opinion piece and a short fictional narrative
- Compare and contrast the way of life of two Greek city-states
- Determine the importance of various leaders and events from Ancient Greece
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 2.1.A, 2.1.C, 2.1.D, 2.1.E, 2.3.B, 2.3.C, 2.3.D, 2.6.B, 2.6.C, 2.6.E, 2.6.F, 2.6.G, 2.6.H, 2.6.I, 2.7.B, 2.7.D, 2.7.E, 2.7.F, 2.8.C, 2.9.D. ii, 2.9.F, 2.11.A, 2.11.C, 2.11.D.x, 2.12.A, 2.12.B, 2.13.A, 2.13.C, 2.13.E  Note: See <b>Instructional Strategies</b> for TEKS 2.11.D.vi	<b>ELPS</b> 1.F, 1.H, 2.C, 2.D, 2.G, 2.H, 2.I, 3.B, 3.D, 3.E, 3.F, 3.G, 3.H, 3.I, 4.C, 4.G, 4.I, 4.J, 5.D, 5.G	<b>TEKS</b> 2.2.D, 2.7.B, 2.7.D, 2.7.E, 2.11.A, 2.12.A, 2.13.C	<b>TEKS</b> 2.6.G, 2.7.B, 2.7.F, 2.12.B



## Grade 2 Curriculum Map

### Knowledge Domain 3: Stories from Mount Olympus

#### Unit Length: 15 Days

Instructional Lessons: 10 Days

Pausing Point: 2 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 1 Day

#### Summary

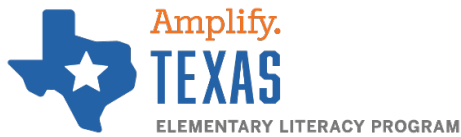
Students build on their knowledge of ancient Greek culture through exploration of Greek myths, and recognize the continuing cultural relevance of these stories in literary allusions, common words, and expressions used today. Students learn about gods including Pandora, Demeter, Persephone, and Hercules, and their home on Mount Olympus. Students will summarize a Greek myth and practice plot development by creating a character and writing their own fictional narrative in the style of a Greek myth.

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#### Learning Outcomes

- Demonstrate understanding of Greek mythology
- Set a purpose for listening and understanding
- Distinguish literary allusions and meanings of common words and expressions
- Identify common characteristics of Greek myths
- Deepen comprehension through the "Somebody Wanted But So Then" strategy
- Experiment with fictional narrative writing in the style of a Greek myth
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 2.1.A, 2.1.C, 2.3.B, 2.3.C, 2.3.D, 2.6.A, 2.6.C, 2.6.F, 2.6.G, 2.6.H, 2.7.B, 2.7.D, 2.7.F, 2.8.A, 2.8.B, 2.8.C, 2.9.A, 2.11.C, 2.11.D, 2.11.D.iv, 2.11.E, 2.12.A, 2.13.C, 2.13.G  Note: See <b>Instructional Strategies</b> for TEKS 2.11.D.vi	<b>ELPS</b> 1.E, 2.G, 3.B, 3.D, 3.E, 3.G, 3.H, 3.J, 4.G, 4.K, 5.D, 5.G	<b>TEKS</b> 2.7.D, 2.8.A, 2.8.B, 2.11.C, 2.11.D, 2.12.A, 2.13.C	<b>TEKS</b> 2.6.G, 2.7.B, 2.7.F, 2.8.C, 2.9.A, 2.12.B



## Grade 2 Curriculum Map

### Knowledge Domain 4: The War of 1812

#### Unit Length: 13 Days

Instructional Lessons: 8 Days  
 Pausing Point: 2 Days  
 Domain Review: 1 Day  
 Domain Assessment: 1 Day  
 Culminating Activities: 1 Day

#### Summary

This domain will introduce students to an important period in the history of the United States—the War of 1812. Students will learn both why the War of 1812 is often called America’s second war for independence, and how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States, including attacks on Washington, D.C. and Baltimore, and the attack on New Orleans in an attempt to gain control of the Mississippi River.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Plan, write, and present a persuasive speech
- Create a Picture Gallery of important people and events connected with the War of 1812
- Deepen comprehension and cite evidence from the text
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 2.1.A, 2.1.C, 2.1.D, 2.2.B.vi, 2.3.B, 2.3.C, 2.3.D, 2.6.B, 2.6.G, 2.6.H, 2.7.B, 2.7.D, 2.7.E, 2.9.D.i, 2.9.E.i-ii, 2.10.E, 2.12.A, 2.12.B, 2.13.A, 2.13.C	ELPS 1.E, 3.D, 3.F, 3.G, 3.H, 3.I, 3.J, 5.B, 5.F, 5.G	TEKS 2.1.C, 2.6.G, 2.7.B, 2.7.D, 2.9.D.i, 2.12.A, 2.12.B	TEKS 2.7.B, 2.7.F, 2.9.D.i, 2.12.B



## Grade 2 Curriculum Map

### Knowledge Domain 5: Cycles of Nature: Clouds to Raindrops

#### Unit Length: 14 Days

Instructional Lessons: 9 Days

Pausing Point: 2 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 1 Day

#### Summary

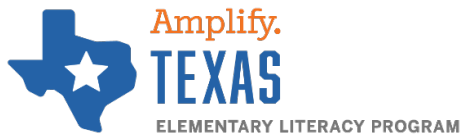
Students are introduced to the cycles of nature as they study seasonal cycles, animal life cycles, and the importance of the water cycle. Students will also learn about the effects seasonal changes have on plants and animals. As students learn that all organisms, including people, experience the developmental stages of the life cycle, they will also begin to understand how all organisms depend on Earth's limited water supply. Students will write an informational paragraph summarizing the life cycle of a frog.

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#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Collect and synthesize information using note-taking tools
- Participate in shared research projects by recording observations on scientific phenomena
- Deepen comprehension and cite evidence from a text
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 2.1.A, 2.1.C, 2.1.D, 2.2.B.iv, 2.3.B, 2.3.C, 2.3.D, 2.6.B, 2.6.D, 2.6.E, 2.6.G, 2.7.A, 2.7.C, 2.7.D, 2.7.E, 2.7.F, 2.9.D.i-ii, 2.9.F, 2.10.F, 2.11.B.ii, 2.11.C, 2.11.E, 2.12.B	ELPS 1.E, 1.G, 2.D, 2.G, 3.F, 3.I, 4.C, 4.F, 4.G, 4.I, 5.G	TEKS 2.2.B.iv, 2.6.G, 2.7.D, 2.7.E, 2.12.B	TEKS 2.6.G, 2.7.D, 2.7.F, 2.12.B



## Grade 2 Curriculum Map

### Knowledge Domain 6: Westward Expansion

#### Unit Length: 14 Days

Instructional Lessons: 9 Days  
 Pausing Point: 2 Days  
 Domain Review: 1 Day  
 Domain Assessment: 1 Day  
 Culminating Activities: 1 Day

#### Summary

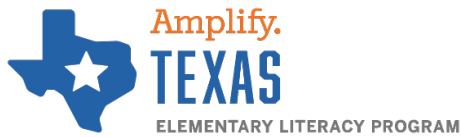
Building on an earlier domain, students continue to study the history of the United States—the time of westward expansion during the 1800s. Students explore why pioneers were willing to endure the hardships to move westward, and learn about innovations in transportation and communication, including the steamboat, the Transcontinental Railroad, and the Pony Express. Students also come to understand the hardships and tragedies that Native Americans endured because of westward expansion. Students will practice note taking skills as they prepare to write an informational text in the format of a Westward Expansion Quilt.

\*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the domain Introduction and each lesson's Advance Preparation section for details.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Write an informational text in the format of a Westward Expansion Quilt
- Deepen comprehension and cite evidence from a text
- Identify the main topic of a text and compare and contrast two texts about the Erie Canal
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 2.1.C, 2.1.D, 2.2.B.vi, 2.2.C.vi, 2.3.B, 2.3.D, 2.6.B, 2.6.E, 2.6.F, 2.6.G, 2.6.H, 2.7.B, 2.7.D, 2.7.E, 2.9.D.i-ii, 2.12.B	ELPS 1.E, 1.G, 3.B, 3.D, 3.F, 3.G, 3.I, 4.J, 5.B, 5.F	TEKS 2.1.C, 2.7.B, 2.7.D, 2.7.E, 2.12.B	TEKS 2.6.G, 2.7.B, 2.7.F



## Grade 2 Curriculum Map

### Knowledge Domain 7: Insects: All Around

#### Unit Length: 12 Days

Instructional Lessons: 8 Days  
 Pausing Point: 1 Day  
 Domain Review: 1 Day  
 Domain Assessment: 1 Day  
 Culminating Activities: 1 Day

#### Summary

Students will learn the characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. For example, students will learn how insects are important to the process of pollination and in the production of honey, some cosmetics, and even medicines. This domain will lay the foundation for further study of the life cycles, habitats, and classifications of insects and other animals.

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#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Plan, draft, and revise an informational narrative
- Research, collect, synthesize, and record information in a journal
- Deepen comprehension and cite evidence from a text
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 2.1.A, 2.1.B, 2.1.C, 2.1.D, 2.3.B, 2.3.C, 2.3.D, 2.6.C, 2.6.G, 2.7.D, 2.7.F, 2.9.D.i, 2.11.B.ii, 2.11.C, 2.11.D, 2.12.A, 2.12.B, 2.13.C  Note: See <b>Instructional Strategies</b> for TEKS 2.11.D.vi	<b>ELPS</b> 1.E, 2.D, 2.G, 2.H, 2.I, 3.C, 3.D, 3.F, 4.F, 4.G, 4.I, 5.D, 5.G	<b>TEKS</b> 2.1.A, 2.11.B.ii, 2.11.C, 2.12.A, 2.12.B, 2.13.C	<b>TEKS</b> 2.7.F, 2.9.D.i



## Grade 2 Curriculum Map

### Knowledge Domain 8: The U.S. Civil War

#### Unit Length: 16 Days

Instructional Lessons: 11 Days  
 Pausing Point: 2 Days  
 Domain Review: 1 Day  
 Domain Assessment: 1 Day  
 Culminating Activities: 1 Day

#### Summary

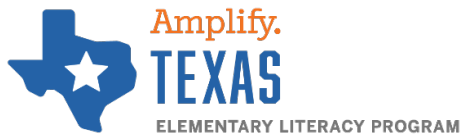
This domain lays the foundation for more in-depth study of a critical period in American history in later grades. Students begin to learn about the controversy between the North and the South over slavery, and become familiar with the achievements of key historical figures during this time, including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee. Students will incorporate key vocabulary as they write Civil War journal entries throughout the domain.

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#### Learning Outcomes

- Compare and contrast oppositional concepts using a T-chart
- Demonstrate understanding of key vocabulary
- Identify and record relevant information to a Civil War Timeline and Civil War Journal
- Deepen comprehension and cite evidence from a text
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 2.1.A, 2.1.C, 2.1.D, 2.1.E, 2.3.B, 2.3.D, 2.6.C, 2.6.D, 2.6.E, 2.6.F, 2.6.G, 2.6.H, 2.7.B, 2.7.C, 2.7.D, 2.7.E, 2.8.A, 2.10.D, 2.11.E	ELPS 1.E, 1.G, 2.G, 2.H, 3.D, 3.F, 3.G, 3.I, 5.B, 5.F	TEKS 2.6.H, 2.7.B, 2.7.C, 2.7.D	TEKS 2.6.G, 2.7.B, 2.7.F



## Grade 2 Curriculum Map

### Knowledge Domain 9: The Human Body: Building Blocks and Nutrition

#### Unit Length: 15 Days

Instructional Lessons: 9 Days

Pausing Point: 2 Days

Domain Review: 2 Days

Domain Assessment: 1 Day

Culminating Activities: 1 Day

#### Summary

In this domain, students will explore a number of topics related to the human body, beginning with the importance of cells as the building blocks of all life on Earth. Students will learn about organs and body systems, with a focus on the digestive and excretory systems. Students will also learn about Anton van Leeuwenhoek and his pioneering work with the microscope, which led to the discovery of tiny one-celled bacteria. The remainder of this domain focuses on the importance of good nutrition and how to make good choices in order to eat a well-balanced diet.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Make connections and sequence information to deepen comprehension
- Identify and record relevant information in *My Human Body Journal*
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 2.1.A, 2.1.C, 2.1.D, 2.3.B, 2.6.B, 2.6.C, 2.6.D, 2.6.E, 2.6.F, 2.6.G, 2.6.H, 2.7.B, 2.7.C, 2.7.E, 2.9.D.i, 2.11.D.v, 2.12.B	ELPS 1.E, 1.G, 2.G, 2.I, 3.D, 3.F, 3.G, 3.I, 4.J, 5.F	TEKS 2.1.D, 2.6.H, 2.7.B, 2.7.C, 2.7.E, 2.12.B	TEKS 2.6.G, 2.7.F, 2.12.B



## Grade 2 Curriculum Map

### Knowledge Domain 10: Journeys to America: Land of Opportunity

#### Unit Length: 17 Days

Instructional Lessons: 10 Days

Pausing Point: 3 Days

Domain Review: 2 Days

Domain Assessment: 1 Day

Culminating Activities: 1 Day

#### Summary

Students explore the idea of *e pluribus unum* and the importance of immigration in the history of the United States, with a focus on the great wave of immigrants from Europe between 1880 and 1920. By examining the reasons people immigrated and why they settled in particular cities or regions, students may make connections to their own family history and cultural background. In learning about citizenship, students are introduced to basic knowledge about the Constitution and the Bill of Rights and how these documents helped make the United States a land of opportunity.

\*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the domain Introduction and each lesson's Advance Preparation section for details.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Make connections and sequence information to deepen comprehension
- Collect and summarize information into short summaries of the Read-Alouds
- Plan, draft, and revise a letter
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 2.1.A, 2.1.C, 2.1.D, 2.B.vi, 2.3.A, 2.3.D, 2.6.A, 2.6.C, 2.6.E, 2.6.F, 2.6.G, 2.6.H, 2.6.I, 2.7.B, 2.7.C, 2.7.D, 2.7.F, 2.8.A, 2.9.D.i-ii, 2.10.D, 2.11.A, 2.11.B.i-ii, 2.11.D.iv, 2.12.C, 2.13.C, 2.13.E	<b>ELPS</b> 1.D, 1.E, 1.H, 2.C, 2.E, 2.I, 3.B, 3.F, 3.G, 3.J, 4.E, 4.F, 4.G, 4.I, 4.J, 5.E, 5.F, 5.G	<b>TEKS</b> 2.6.G, 2.6.H, 2.7.B, 2.11.B.i-ii, 2.12.C, 2.13.C, 2.12.E	<b>TEKS</b> 2.6.G, 2.7.B, 2.7.F



## Grade 2 Curriculum Map

### Knowledge Domain 11: Fighting for a Cause

#### Unit Length: 20 Days

Instructional Lessons: 12 Days

Pausing Point: 2 Days

Domain Review: 2 Days

Domain Assessment: 2 Days

Culminating Activities: 2 Days

#### Summary

This domain will introduce students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. These key historical figures devoted their lives to various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. They provide students with great examples of the power of perseverance and choosing nonviolent pathways to create awareness and momentum for a cause. Students will understand the connection between ideas and actions, and how ordinary people can create extraordinary change.

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#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Make connections and sequence information to deepen comprehension
- Draft, edit, and publish free verse poetry
- Domain Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 2.1.A, 2.1.B, 2.1.C, 2.1.D, 2.6.A, 2.6.B, 2.6.E, 2.6.F, 2.6.G, 2.6.H, 2.7.B, 2.7.C, 2.7.E, 2.7.F, 2.9.B, 2.9.D.i, 2.10.A, 2.11.C, 2.11.D, 2.12.A  Note: See <b>Instructional Strategies</b> for TEKS 2.11.D.vi	<b>ELPS</b> 1.E, 2.F, 2.G, 3.D, 3.F, 3.G, 3.H, 4.G, 4.I, 4.J, 5.F, 5.G	<b>TEKS</b> 2.6.G, 2.6.H, 2.7.B, 2.7.E, 2.11.C, 2.11.D, 2.12.A	<b>TEKS</b> 2.6.G, 2.7.F, 2.12.B



## Grade 2 Curriculum Map

### Knowledge Domain 12: Up, Up, and Away: The Age of Aviation

#### Unit Length: 15 Days

Instructional Lessons: 15 Days

Pausing Point: 0 Days

Domain Review: 0 Days

Domain Assessment: 0 Days

Culminating Activities: 0 Days

#### Summary

In exploring the history of aviation, students will hear the stories of early aviators, such as the Montgolfier brothers, the Wright brothers, Aída de Acosta, and Amelia Earhart. They will study the science of flight, including the physics concept of lift, and will research the social impacts of flight on the world. Students will increase their understanding of the research process, including brainstorming, asking questions, gathering information from texts, and writing about what they have learned in order to present informational texts to be displayed in an Aviators Hall of Fame.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Participate in the research process by brainstorming and asking questions
- Collect and synthesize information using note-taking tools
- Write an informational text about a notable aviator

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 2.1.A, 2.1.C, 2.3.B, 2.6.A, 2.6.C, 2.6.E, 2.6.F, 2.6.G, 2.7.A, 2.7.D, 2.8.B, 2.10.A, 2.10.B, 2.11.B.i, 2.11.B.ii, 2.11.D, 2.13.A, 2.13.B, 2.13.C, 2.13.D, 2.13.E  Note: See <b>Instructional Strategies</b> for TEKS 2.11.D.vi	<b>ELPS</b> 1.A, 2.A, 2.C, 2.D, 2.E, 2.F, 2.G, 3.C, 3.E, 3.H, 4.B, 4.D, 4.E, 4.G, 4.I, 4.J, 5.B, 5.C, 5.F, 5.G	<b>TEKS</b> 2.1.C, 2.3.B, 2.6.E, 2.6.G, 2.8.B, 2.11.B, 2.11.D, 2.13.A, 2.13.B, 2.13.C, 2.13.D, 2.13.E, 2.13.G	N/A