

Grade 2 Curriculum Map

Knowledge Domain 1: Fairy Tales and Tall Tales

Unit Summary

UNIT LENGTH: 8 days

Students are introduced to three classic fairy tales: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” They consider characteristic elements of fairy tales and consider problems faced by the characters as well as lessons each story conveys. Students then turn to the American frontier and 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.

Unit Components

Anchor Text:	<i>Fairy Tales and Tall Tales</i> (Read-Aloud) Literary * 780L
Trade Book:	<i>Swamp Angel</i> by Anne Isacacs Literary * 960L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Vocabulary Lesson:	Homophones

Overall Learning Outcome

- Demonstrate understanding of fairy tales and tall tales genres
- Set a purpose for listening and understand the concept 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

Big Ideas

- Fairy Tales and Tall Tales lay the foundation of understanding stories in future grades.
- Fairy Tales is a continuation and deepening of prior knowledge about the genre and will allow for a greater understanding of story grammar.
- Tall Tales introduces students to the setting of the American frontier and some of the occupations there.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.2.F.1.3d	ELA.2.R.1.1 ELA.2.R.1.2 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.1 ELA.2.R.3.2a ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.2 ELA.2.C.3.1	ELA.2.V.1.1 ELA.2.V.1.3		ELA.2.R.1.1 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2a ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.3 ELA.2.C.1.4	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.4.1 ELA.K12.EE.5.1							

Grade 2 Curriculum Map

Knowledge Domain 2: Early Asian Civilizations

Unit Summary

UNIT LENGTH: 14 days

Students are introduced to the continent of Asia and its two most populous countries, India and China. Students learn about early India, the importance of the Indus and Ganges Rivers, and the basics of their culture. Students then explore early Chinese civilization and its lasting contributions, including paper, silk, and the Great Wall of China. In addition, students are introduced to related folktales and poetry, including “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” and “The Magic Paintbrush.”

Unit Components

Anchor Text:	<i>Early Asian Civilizations</i> (Read-Aloud) Informational/Literary * 970L
Trade Book:	<i>Ancient China</i> by Mel Friedman Informational * 890L
	<i>Seven Blind Mice</i> by Ed Young (FL Text) Literary * AD350L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify key components of a civilization
- Identify trickster tales and folktales as a type of fiction
- Effectively write and use regular and irregular past tense verbs
- Successfully plan, draft, and publish an informational book about China
- Summarize a text in “Somebody Wanted But So Then” format
- Domain Assessment

Big Ideas

- India and China, the two most populous countries in Asia, were able to form because of mighty rivers.
- Hinduism and Buddhism, two religions in India, were major forces that shaped early Indian civilization.
- The early Chinese civilization provided many contributions to the world, including paper, silk, and the Great Wall of China.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.2.F.1.3d	ELA.2.R.1.1 ELA.2.R.1.4 ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.1 ELA.2.R.3.2a ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.2 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.2.1 ELA.2.C.3.1 ELA.2.C.4.1 ELA.2.C.5.1	ELA.2.V.1.1 ELA.2.V.1.3		ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2a ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.2 ELA.2.C.1.3 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.2.1 ELA.2.C.4.1	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1				ELA.K12.EE.4.1			

Grade 2 Curriculum Map

Knowledge Domain 3: The Ancient Greek Civilization

Unit Summary

UNIT LENGTH: 12 days

Students explore the civilization of ancient Greece, which lives on in many ways—in our language, government, art and architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, Greek democracy, the gods and goddesses of the ancient Greeks, and the philosophers Socrates, Plato, and Aristotle.

Unit Components

Anchor Text:	<i>The Ancient Greek Civilization</i> (Read-Aloud) Informational/Literary * 1050L
Trade Book:	<i>Pythagoras and the Ratios</i> by Julie Ellis Literary * 740L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Vocabulary Lesson:	Context Clues

Overall 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 of Ancient Greece
- Domain Assessment

Big Ideas

- Ancient Greek civilization contributed to many areas of our lives today.
- Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own and other governments.
- Great philosophers, gods and goddesses, the Olympic games, significant battles, and the conquests of Alexander the Great all added to the importance of the ancient Greeks.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.2.R.1.1 ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2a ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.2 ELA.2.C.1.3 ELA.2.C.1.5 ELA.2.C.3.1 ELA.2.C.4.1	ELA.2.V.1.1 ELA.2.V.1.2 ELA.2.V.1.3		ELA.2.R.1.1 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2a ELA.2.R.3.2b	ELA.2.C.1.2 ELA.2.C.1.3 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.3.1 ELA.2.C.4.1	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1				ELA.K12.EE.4.1			

Grade 2 Curriculum Map

Knowledge Domain 4: Greek Myths

Unit Summary

UNIT LENGTH: 10 days

Building on the Ancient Greek Civilization domain, students explore several well-known Greek myths and mythical characters, including Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students learn about common characteristics of myths and examine story elements in the myths.

Unit Components

Anchor Text:	<i>Greek Myths</i> (Read-Aloud) Literary * 920L
Trade Book:	<i>King Midas and the Golden Touch</i> by Charlotte Craft Literary * 860L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 1: Introducing Narrative Writing

Overall Learning Outcomes

- Identify Greek myths as a type of fiction
- Identify common characteristics of Greek myths
- Demonstrate understanding of key vocabulary
- Sequence story events and make predictions
- Plan, draft and edit a fictional narrative in the style of a Greek myth
- Collect and synthesize information with graphic organizers
- Domain Assessment

Big Ideas

- Ancient Greeks worshipped many gods and goddesses.
- A myth is a fictional story, once thought to be true, that tried to explain mysteries of nature and humankind.
- References to Greek mythology are still culturally relevant today, and give students a frame of reference with which to understand literary allusions and the meanings of common words and phrases.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.2.R.1.1 ELA.2.R.1.2 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.3.2a ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.2 ELA.2.C.1.5 ELA.2.C.2.1 ELA.2.C.3.1 ELA.2.C.4.1 ELA.2.C.5.2	ELA.2.V.1.1 ELA.2.V.1.3		ELA.2.R.1.1 ELA.2.R.1.2 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.3.2a ELA.2.R.3.2b	ELA.2.C.1.2 ELA.2.C.1.3 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.4.1 ELA.2.C.5.2	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.3.1 ELA.K12.EE.5.1			

Grade 2 Curriculum Map

Knowledge Domain 5: The War of 1812

Unit Summary

UNIT LENGTH: 8 days

Students are introduced to major figures and events in the War of 1812, sometimes called America’s Second War for Independence. Students learn about James and Dolley Madison, “Old Ironsides,” “The Star-Spangled Banner,” the Battle of New Orleans, and more, all of which build a foundation for more in-depth study in later grades.

Unit Components

Anchor Text:	<i>The War of 1812</i> (Read-Aloud) Informational * 820L
Trade Book:	<i>The Star-Spangled Banner in Translation</i> by Elizabeth Raum Informational * 790L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 2: Developing Narrative Writing
Vocabulary Lesson:	Synonyms and Antonyms

Overall 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

Big Ideas

- The War of 1812 is best remembered as the war that gave birth to “The Star-Spangled Banner.”
- It is often called America’s Second War for Independence.
- The United States was greatly affected by the Napoleonic Wars between France and Great Britain.
- This domain builds the foundation for learning about westward expansion, the U.S. Civil War, and immigration later this year.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.2.R.1.1 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2a ELA.2.R.3.2b	ELA.2.C.1.2 ELA.2.C.1.3 ELA.2.C.1.5 ELA.2.C.2.1 ELA.2.C.4.1	ELA.2.V.1.1 ELA.2.V.1.2 ELA.2.V.1.3		ELA.2.R.1.1 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2a ELA.2.R.3.2b	ELA.2.C.1.2 ELA.2.C.1.3 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.2.1 ELA.2.C.4.1	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.4.1				ELA.K12.EE.1.1			

Grade 2 Curriculum Map

Knowledge Domain 6: Cycles in Nature

Unit Summary

UNIT LENGTH: 9 days

Students are introduced to natural cycles that make life on Earth possible. Students will learn about seasonal cycles, plant and animal life cycles, and the water cycle. Students will also enjoy poems by Emily Dickinson and Robert Louis Stevenson.

Unit Components

Anchor Text:	<i>Cycles in Nature</i> (Read-Aloud) Informational * 940L
Trade Book:	<i>The Snowflake: A Water Cycle Story</i> by Neil Waldman Informational * 660L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Vocabulary Lesson:	Abbreviations

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Collect and synthesize information using note-taking tools
- Participate in a shared research project by recording observations on scientific phenomena
- Write an informational paragraph summarizing the life cycle of a frog
- Domain Assessment

Big Ideas

- Nature has many natural cycles that make life on Earth possible.
- Seasonal cycles, flowering plants and trees, animal life cycles, and the water cycle are a few examples of natural cycles.
- Natural cycles are interconnected, and a change in one cycle often affects the cycles of many.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.2.R.1.1 ELA.2.R.1.3 ELA.2.R.1.4 ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.3 ELA.2.R.2.4 ELA.2.R.3.2a ELA.2.R.3.2b	ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.2.1	ELA.2.V.1.1 ELA.2.V.1.3		ELA.2.R.1.1 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.2.3 ELA.2.R.2.4 ELA.2.R.3.2a ELA.2.R.3.2b	ELA.2.C.1.4	ELA.2.V.1.1 ELA.2.V.1.3
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.4.1							

Grade 2 Curriculum Map

Knowledge Domain 7: Westward Expansion

Unit Summary

UNIT LENGTH: 9 days

Students are introduced to an important period in the history of the United States—the time of westward expansion during the 1800s. Students explore why pioneers were willing to endure hardship in order 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.

Unit Components

Anchor Text:	<i>Westward Expansion</i> (Read-Aloud) Informational * 910L
Trade Book:	<i>Dandelions</i> by Eve Bunting Literary * 650L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 3: Introducing Opinion Writing
Vocabulary Lesson:	Compound Words

Overall 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

Big Ideas

- Pioneers were willing and eager to endure hardships to move westward during the 1800s.
- Many important innovations in both transportation and communication occurred during that time period.
- Native Americans endured both intended and unintended hardships and tragedies as a result of westward expansion.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.2.F.1.3d	ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.3 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.2.1	ELA.2.V.1.3		ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2b	ELA.2.C.1.3 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.2.1	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.4.1 ELA.K12.EE.5.1			

Grade 2 Curriculum Map

Knowledge Domain 8: Insects

Unit Summary

UNIT LENGTH: 8 days

Students learn about the characteristics of insects, the largest group of animals on Earth. Students explore insect life cycles and social insects such as bees and ants. They consider helpful and harmful aspects of insects. This domain lays the foundation for more in-depth study in later grades of life cycles and animal classification.

Unit Components

Anchor Text:	<i>Insects</i> (Read-Aloud) Informational * 940L
Trade Books:	<i>Bee Dance</i> by Rick Chrustowski (FL Text) Literary * 440L
	<i>Give Bees a Chance</i> by Bethany Barton (FL Text) Literary * 590L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 4: Developing Opinion Writing

Overall 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

Big Ideas

- Insects are the largest group of animals on Earth.
- Insects have identifiable characteristics and life cycles, are categorized as either solitary or social, and can be viewed as both helpful and harmful.
- Insects are important to the process of pollination and also to the production of honey, some cosmetics, and even medicines.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.2.F.1.3d	ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2b	ELA.2.C.1.2 ELA.2.C.1.3 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.2.1 ELA.2.C.4.1 ELA.2.C.5.2	ELA.2.V.1.1 ELA.2.V.1.3		ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2b	ELA.2.C.1.2 ELA.2.C.1.3 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.4.1 ELA.2.C.5.2	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.4.1							

Grade 2 Curriculum Map

Knowledge Domain 9: The U.S. Civil War

Unit Summary

UNIT LENGTH: 11 days

This domain lays the foundation for more in-depth study in later grades of a critical period in American history. Students learn about the controversy between the North and the South over slavery. Students also 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.

Unit Components

Anchor Text:	<i>The U.S. Civil War</i> (Read-Aloud) Informational * 1060L
Trade Book:	<i>Aunt Harriet's Underground Railroad in the Sky</i> by Faith Ringgold Literary * 850L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 5: Introducing Informative Writing
Vocabulary Lesson:	Alphabetizing

Overall 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

Big Ideas

- Controversy over slavery between the North and the South eventually led to the U.S. Civil War.
- Africans were taken from Africa against their will and forced into slavery in the U.S. until the end of the Civil War.
- Significant women and men from the time period include Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.2.R.2.2 ELA.2.R.3.2a ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.2 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.2.1 ELA.2.C.4.1	ELA.2.V.1.1 ELA.2.V.1.2 ELA.2.V.1.3		ELA.2.R.2.2 ELA.2.R.3.2a ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.2 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.4.1	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.3.1 ELA.K12.EE.5.1			

Grade 2 Curriculum Map

Knowledge Domain 10: Human Body: Building Blocks & Nutrition

Unit Summary

UNIT LENGTH: 9 days

Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then proceed to explore a number of topics regarding the human body, including cells, tissues, organs, and body systems, with a focus on the digestive and excretory systems. In addition, students learn about good nutrition and other keys to good health.

Unit Components

Anchor Text:	<i>Human Body: Building Blocks & Nutrition</i> (Read-Aloud) Informational * 950L
Trade Book:	<i>Baby Doctor's Guide to Anatomy and Physiology</i> by Baby Professor Informational * 760L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)

Overall 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

Big Ideas

- Cells form the building blocks of life on Earth.
- Collections of cells form tissues, tissues form organs, and organs form systems within the body.
- Anton van Leeuwenhoek was important in science for his work with microscopes and the discovery of one-celled bacteria.
- The five keys to good health are: eat well, exercise, sleep, keep clean, and have regular checkups.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.4 ELA.2.C.2.1 ELA.2.C.3.1 ELA.2.C.5.1	ELA.2.V.1.3		ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2b ELA.2.R.3.3	ELA.2.C.1.4 ELA.2.C.2.1	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.6.1				ELA.K12.EE.3.1 ELA.K12.EE.6.1			

Grade 2 Curriculum Map

Knowledge Domain 11: Immigration

Unit Summary

UNIT LENGTH: 10 days

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 immigration between 1880 and 1920. They learn reasons why people immigrated and why they settled in particular cities or regions. In learning about citizenship, students are introduced to basic knowledge about the Constitution and the Bill of Rights.

Unit Components

Anchor Text:	<i>Immigration</i> (Read-Aloud) Informational * 1060L
Trade Book:	<i>Emma's Poem: The Voice of the Statue of Liberty</i> by Linda Glaser Literary * 720L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 6: Developing Informative Writing

Overall 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

Big Ideas

- The United States is often referred to as a country of immigrants, with the biggest wave of immigration taking place from 1880 to 1920.
- Immigrants had many different reasons for immigrating to the United States, and settled in particular cities or regions upon their arrival.
- The Constitution and the Bill of Rights are two important documents that detail the privileges and rights of American citizens.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.2.F.1.3d	ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.1 ELA.2.R.3.2b	ELA.2.C.1.2 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.3.1 ELA.2.C.4.1 ELA.2.C.5.2	ELA.2.V.1.1 ELA.2.V.1.2 ELA.2.V.1.3		ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2b	ELA.2.C.1.2 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.4.1 ELA.2.C.5.2	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1				ELA.K12.EE.5.1			

Grade 2 Curriculum Map

Knowledge Domain 12: Fighting for a Cause

Unit Summary

UNIT LENGTH: 9 days

Students learn about seven key figures who fought for a cause and, against great opposition, stood up for what they believed in: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez. Students explore the connection between ideas and actions and see how people can do extraordinary things to change a nation’s understanding and actions.

Unit Components

Anchor Text:	<i>Fighting for a Cause</i> (Read-Aloud) Informational * 930L
Trade Book:	<i>Eleanor</i> by Barbara Cooney Literary * 810L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 7: Purposeful Writing
Vocabulary Lesson:	Print & Digital References

Overall 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

Big Ideas

- Despite facing immeasurable odds, many ordinary people have stood up and fought for a cause in which they believed.
- Some of these beliefs are the abolition of slavery, the right of women to vote, and the welfare of migrant workers.
- These heroic people used nonviolent means to make their voices heard, and in doing so, changed peoples’ minds, changed laws, and inspired others to make a difference.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.3 ELA.2.R.2.4 ELA.2.R.3.2b	ELA.2.C.1.3 ELA.2.C.1.5 ELA.2.C.2.1 ELA.2.C.4.1 ELA.2.C.5.2	ELA.2.V.1.1 ELA.2.V.1.2		ELA.2.R.2.1 ELA.2.R.2.2 ELA.2.R.2.4 ELA.2.R.3.2b	ELA.2.C.1.3 ELA.2.C.1.4 ELA.2.C.1.5 ELA.2.C.2.1 ELA.2.C.4.1 ELA.2.C.5.2	ELA.2.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1				ELA.K12.EE.5.1			