

**1st 9 Weeks (43 Days)**

9 Weeks at a Glance	1 August 7-11	2 August 14-18	3 August 21-25	4 August 28-Sept. 1	5 September 5-8 (Sept. 4 - Labor Day)	6 September 11-15	7 September 18-21 (Sept. 22 - Teacher In-Service Day)	8 September 25-29	9 October 2-6
<b>Knowledge</b>	<p><b>Domain 1: Fairy Tales and Tall Tales (12 days)</b></p> <p><b>Science: 2.PS4</b> Waves and Their Applications in Technologies for Information Transfer  <b>Social Studies: 2.11</b> Compare how maps and globes depict geographical information in different ways.  <b>2.16</b> Compare physical features of the earth.  <b>2.30</b> Describe periods of time.</p>			<p><b>Domain 2: Early Asian Civilizations Omit Lessons: 3 and 7 Optional: Lesson 6 Modify assessment as needed. (16 days)</b></p> <p><b>Social Studies: 2.11</b> Compare how maps and globes depict geographical information in different ways.  <b>2.30</b> Describe periods of time.</p>			<p><b>Domain 3: The Ancient Greek Civilization (17 days) This may have to carry over 1 or 2 days into the 2nd nine weeks.</b></p> <p><b>Social Studies: 2.11</b> Compare how maps and globes depict geographical information in different ways.  <b>2.28</b> Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.  <b>2.30</b> Describe periods of time.</p>		
<b>Writing In Knowledge</b>	<p><b>Writing:</b> Rewrite a fairy tale by changing one element and write a description of a scene. Use graphic organizers and write in response to questions about the text.</p>			<p><b>Formal Writing: Informational</b> Students work in small groups to write an informational book about paper, writing, and calligraphy in ancient China. Begins in Lesson 9.  <b>Informal Writing:</b> Notes, graphic organizers, responses to text, exit tickets, Pausing Points, Culminating Activities</p>			<p><b>Formal Writing: Narrative</b> Students plan, draft, and edit a fictional narrative about someone living in the time of ancient Greece. Begins in Lesson 10.  <b>Informal Writing:</b> Opinion, notes, graphic organizers, responses to text, Pausing Points, Culminating Activities</p>		
<b>Skills</b>	<p><b>Unit 1 (25 days)</b> BOY Assessments in Lessons 6-10</p>					<p><b>Unit 2 (20 days)</b></p>			
<b>Writing In Skills</b>	<p><b>Writing:</b> Writing sentences in preparation for more formal writing. Write a personal narrative about their best pal in Lesson 10. Write in Response to text and write an opinion about a food they like to eat. Writing opportunities in Pausing Points.</p>					<p><b>Formal Writing: Opinion</b> Plan, draft, edit, publish a book report about The Hare and the Hedgehog, providing opinions of the narrative. Begins in Lesson 12.  <b>Informal Writing:</b> Fictional narrative, graphic organizers, response to text, Pausing Points.</p>			

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2nd 9 Weeks (41 Days)

9 Weeks at a Glance	1 October 16-20	2 October 23-27	3 October 30 - November 4	4 November 6-10	5 November 13-17	6 November 20-21 (Nov. 22-24 - Thanksgiving Break)	7 November 27 - December 1	8 December 4-8	9 December 11-15
<b>Knowledge</b>	<p align="center"><b>Domain 4: Greek Myths (15 days)</b></p> <p><b>Social Studies: 2.11</b> Compare how maps and globes depict geographical information in different ways. <b>2.30</b> Describe periods of time.</p>			<p align="center"><b>Domain 5: The War of 1812 (12 days)</b></p> <p><b>Social Studies: 2.07</b> Differentiate between imports and exports. <b>2.08</b> Evaluate how imports and exports help to meet the needs of people in the U.S. <b>2.09</b> Explain why and how producers advertise to sell a product or service. <b>2.11</b> Compare how maps and globes depict geographical information in different ways. <b>2.19</b> Recall the origins, meaning, and lyrics of the “Star Spangled Banner.” <b>2.20</b> Identify and examine the significance of well-known national symbols and landmark. <b>2.21</b> Recognize that the U.S. has a constitution, which is the basis for our nation’s laws. <b>2.29</b> Examine the significant contributions made by people of the U.S (George Washington) <b>2.30</b> Describe periods of time.</p>			<p align="center"><b>Domain 6: Cycles in Nature (14 days)</b></p> <p><b>Science: 2.LS.1</b> From Molecules to Organisms: Structures and Processes <b>2.LS.2</b> Ecosystems: Interactions, Energy, and Dynamics <b>2.LS.3</b> Heredity <b>2.ESS.1</b> Earth’s Place in the Universe <b>2.ESS.2</b> Earth’s Systems</p> <p><b>Social Studies: 2.11</b> Compare how maps and globes depict geographical information in different ways. <b>2.12</b> Identify and locate the four hemispheres, equator, prime meridian, North and South Poles, and the seven continents. <b>2.30</b> Describe periods of time.</p>		
<b>Writing In Knowledge</b>	<p align="center"><b>Formal Writing: Narrative</b> Students write their own Greek myths. Begins in Lesson 7.</p> <p align="center"><b>Informal Writing:</b> Spin a story tapestry, journal entries, notes, graphic organizers, responses to text, Pausing Pints, Culminating Activities.</p>			<p align="center"><b>Formal Writing: Persuasive Speech</b> Students plan, draft, present persuasive speeches to argue their position about whether the United States should or should not go to war with Great Britain in 1812. Begins in Lesson 2.</p> <p align="center"><b>Informal Writing:</b> Research notes, graphic organizers, short descriptions, responses to text, Pausing Points, Culminating Activities.</p>			<p align="center"><b>Formal Writing: Informational</b> Students write an informational Paragraph about the life cycle of a frog that includes an introduction, transition words, and a conclusion. Begin in Lesson 7.</p> <p align="center"><b>Informal Writing:</b> Observational notes, graphic organizers, illustrated summaries, responses to text, Pausing Points, Culminating Activities.</p>		
<b>Skills</b>	<p align="center"><b>Unit 3 (33 days)</b> *Spelling Trees</p>						<p align="center"><b>Begin Unit 4... 9 Days (total 28 days)</b> *Spelling Trees</p>		
<b>Writing In Skills</b>	<p align="center"><b>Formal Writing: Personal Narrative</b> Students plan, draft, edit and revise a personal narrative about an event that actually happened to them. Begins in Lesson 23. <b>Informal Writing:</b></p>						<p align="center"><b>Formal Writing: Persuasive</b> Students plan, draft, edit, and publish a persuasive letter on a topic chosen by the class. Begins in Lesson 13.</p>		

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**3rd 9 Weeks (51 Days)**

<b>9 Weeks at a Glance</b>	<b>1</b> January 3-5	<b>2</b> January 8-12	<b>3</b> January 16-19 (Jan. 15 - MLK Day)	<b>4</b> January 22-26	<b>5</b> January 29 - February 2	<b>6</b> February 5-9	<b>7</b> February 12-16	<b>8</b> February 20-23 (Feb. 19 - Teacher In-Service Day)	<b>9</b> February 26 - March 1	<b>10</b> March 4-8	<b>11</b> March 11-15
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<b>Knowledge</b>	<p><b>Domain 7: Westward Expansion (14 days)</b></p> <p><b>Science: 2.ETS.1</b> Engineering Design</p> <p><b>Social Studies: 2.11</b> Compare how maps and globes depict geographical information in different ways. <b>2.13</b> Recognize that the U.S. is part of the North American continent, and identify the U.S land/water borders. <b>2.16</b> Compare physical features of the earth. <b>2.17</b> Compare and contrast regions of the U.S. in terms of climate, physical features, and population. <b>2.18</b> Analyze how the location of regions affects the way people live. <b>2.29</b> Examine the significant contributions made by people of the U.S. (Sequoyah) <b>2.30</b> Describe periods of time. <b>2.31</b> Analyze and interpret events placed chronologically on a timeline.</p>			<p><b>Domain 8: Insects (12 days)</b></p> <p><b>Social Studies: 2.11</b> Compare how maps and globes depict geographical information in different ways. <b>2.30</b> Describe periods of time.</p> <p><b>Science: 2.LS.1</b> From Molecules to Organisms: Structures and Processes <b>2.LS.2</b> Ecosystems: Interactions, Energy, and Dynamics <b>2.LS.3</b> Heredity</p>			<p><b>Domain 9: The U.S. Civil War (15 days)</b></p> <p><b>Social Studies: 2.04</b> Examine different types of producers and consumers in the U.S. <b>2.05</b> Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc. <b>2.06</b> Analyze how supply and demand influence production. <b>2.11</b> Compare how maps and globes depict geographical information in different ways. <b>2.28</b> Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.</p>			<p><b>Buffer Days</b></p> <p>For Catch-Up/Reteaching Skills/etc.</p>		
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<p><b>Writing In Knowledge</b></p>	<p><b>Formal Writing: Informational</b> Write informational texts to create a Westward Expansion Quilt over the course of the domain. Begins in Lesson 1.</p> <p><b>Informal Writing:</b> Notes, graphic organizers, responses to text, Pausing Points, Culminating Activities.</p>	<p><b>Formal Writing: Informational Narrative</b> Students, plan, draft, and edit an informational narrative from an insect's perspective.</p> <p><b>Informal Writing:</b> Journal entries, labeling, research notes, descriptions, Pausing Points, Culminating Activities.</p>	<p><b>Writing:</b> Students write daily in Civil War journals. Students also use graphic organizers and short summaries. Additional writing opportunities present in Pausing Points and Culminating Activities.</p>
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<p><b>Skills</b></p>	<p><b>Unit 4 continued...19 Days</b> (28 total) *Spelling Trees</p>	<p><b>Unit 5 (34 days)</b> MOY Assessments Can be found in Lessons 28-30 *Spelling Trees</p>
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<p><b>Writing In Skills</b></p>	<p><b>Formal Writing: Persuasive</b> Students plan, draft, edit, and publish a persuasive letter on a topic chosen by the class. Begins in Lesson 13.</p> <p><b>Informal Writing:</b> Opinion, summaries, responses to text, graphic organizers, Pausing Points.</p>	<p><b>Formal Writing: Narrative</b> Students continue to practice writing narratives by rewriting different endings to stories in the Student Reader. Students plan, draft, edit a different ending to the story "Fire!" Begins in Lesson 18.</p> <p><b>Informal Writing:</b> Response to text, graphic organizers, Pausing Points</p>
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**4th 9 Weeks ( 42 Days)**

<b>9 Weeks at a Glance</b>	<b>1</b> March 18-21 (March 22 - Spring Break)	<b>2</b> April 1-4	<b>3</b> April 8-12	<b>4</b> April 15-19	<b>5</b> April 22-26	<b>6</b> April 29 - May 3	<b>7</b> May 6-10	<b>8</b> May 13-17	<b>9</b> May 20-24 (May 23 - Admin. Day)
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<b>Knowledge</b>	<p align="center"><b>Domain 10: The Human Body (13 days)</b></p> <p><b>Science: 2.LS.3</b> Heredity  <b>2.ETS.2</b> Links Among Engineering, Technology, Science, and Society  <b>Social Studies: 2.11</b> Compare how maps and globes depict geographical information in different ways.  <b>2.30</b> Describe periods of time</p>	<p align="center"><b>Domain 11: Immigration (16 days)</b></p> <p><b>Social Studies: 2.01</b> Identify various cultural groups within the U.S. and the students' community. <b>2.02</b> Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S.  <b>2.03</b> Distinguish how people from various cultures in the community and nation share principles, goals, and traditions. <b>2.11</b> Compare how maps and globes depict geographical information in different ways. <b>2.20</b> Identify and examine the significance of well-known national symbols and landmarks.  <b>2.21</b> Recognize that the U.S. has a constitution, which is the basis for our nation's laws. <b>2.22</b> Recognize that Tennessee has a constitution, which is the basis for our state's laws. <b>2.25</b> Identify the rights and responsibilities of citizens of the U.S. <b>2.27</b> Compare the ways one becomes a citizen.  <b>2.30</b> Describe periods of time.</p>	<p align="center"><b>Domain 12: Fighting for a Cause (14 days)</b></p> <p><b>Social Studies:</b>  <b>2.11</b> Compare how maps and globes depict geographical information in different ways. ,  <b>2.26</b> Understand that there are laws written to protect citizens' right to vote.  <b>2.29</b> Examine the significant contributions made by people of the U.S. ( MLK, Jr., Susan B. Anthony, Rosa Parks)  <b>2.30</b> Describe periods of time.</p>
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<b>Writing In Knowledge</b>	<p><b>Writing:</b> Students write journal entries about what they know and have learned about the human body and its systems. Students also write in response to questions and use graphic organizers to sort information.</p>	<p><b>Formal Writing: Narrative</b> Students plan and draft a letter from the perspective of a fictional immigrant writing home to a family member or friend, describing events based on knowledge gained from Read-Alouds.</p> <p><b>Informal Writing:</b> E Pluribus Unum puzzle, Notes, graphic organizers, short responses to text, Pausing Points, Culminating Activities.</p>	<p><b>Formal Writing: Poetry</b> Students plan and draft free verse poetry throughout the unit to express their opinions about topics presented in the read alouds. Begins in Lesson 9.</p> <p><b>Informal Writing:</b> Responses to text, graphic organizers, Pausing Points, Culminating Activities.</p>
<b>Skills</b>	<p><b>Unit 6 (35 Total Days)</b> EOY Assessment in Lessons 33-36</p>		<p><b>Buffer Days</b> for TNReady testing window days during Units 10-11: Catch-Up/Reteaching Skills/etc.</p>
<b>Writing In Skills</b>	<p><b>Formal Writing: Informational</b> Practice paragraph writing in preparation for writing a research report about a nonfiction topic of their choice. Begins in Lesson 29.</p> <p><b>Informal Writing:</b> Notes, graphic organizers, responses to text, Pausing Points.</p>		