

**GRADE 2**  
**Integrated Curriculum Map**  
**August/September**

Language Arts	Math	Science	Social Studies
<p><b>Phonemic Awareness, Word Recognition and Fluency</b></p> <p>4. Use knowledge of common word families (e.g., -ite, or -ate) to sound out unfamiliar words.</p> <p>5. Segment letter, letter blends and syllable sounds in words.</p> <p>6. Distinguish and identify the beginning, middle and ending sounds in words.</p> <p>7. <i>Identify words as having either short- or long-vowel sounds.</i></p> <p><b>Acquisition of Vocabulary</b></p> <p>4. Read accurately high-frequency sight words.</p> <p><b>Writing Applications</b></p> <p>4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.</p> <p><b>Writing Conventions</b></p> <p>1. Print legibly, and space letters, words and sentences appropriately.</p> <p>4. <i>Spell words studied (e.g., word lists, text words) correctly.</i></p> <p><b>Communication: Oral and Visual</b></p> <p>4. Follow two-and three-step oral directions.</p>		<p><b>Physical Science</b></p> <p>1. Explore how things make sound (e.g., rubber bands, tuning fork and strings).</p> <p>2. <i>Explore and describe sounds (e.g., high, low, soft and loud) produced by vibrating objects.</i></p>	<p><b>Citizenship Rights &amp; Responsibilities</b></p> <p>1. <i>Demonstrate skills and explain the benefits of cooperation when working in group settings:</i></p> <ul style="list-style-type: none"> <li>a. <i>Manage conflict peacefully;</i></li> <li>b. <i>Display courtesy;</i></li> <li>c. <i>Respect others.</i></li> </ul> <p>2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).</p> <p>3. Demonstrate citizenship traits including:</p> <ul style="list-style-type: none"> <li>a. Honesty;</li> <li>b. Self-assurance;</li> <li>c. Respect for the rights of others;</li> <li>d. Persistence;</li> <li>e. Patriotism.</li> </ul> <p><b>Government</b></p> <p>4. Explain the purpose of rules in the workplace.</p> <p>5. Predict the consequences of following rules or violating rules in different settings.</p> <p><b>History</b></p> <p>1. <i>Measure calendar time by days, weeks, months and years.</i></p> <p>2. <i>List the days of the week and months of the year in order.</i></p>

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**October**

Language Arts	Math	Science	Social Studies
<p><b>Phonemic Awareness, Word Recognition and Fluency</b>            2. Read regularly spelled multi-syllable words by sight.            3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.            8. Demonstrate a growing stock of sight words.            9. <i>Read text using fluid and automatic decoding skills.</i></p> <p><b>Acquisition of Vocabulary</b>            3. Classify words into categories (e.g., colors, fruits, vegetables).</p> <p><b>Literary Text</b>            2. <i>Describe characters and setting.</i>            3. <i>Retell the plot of a story.</i></p> <p><b>Writing Conventions</b>            8. <i>Use periods, question marks and exclamation points as endpoints correctly.</i></p> <p><b>Communication: Oral and Visual</b>            1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.</p>		<p><b>Physical Science</b>            3. Explore with flashlights and shadows that light travels in a straight line until it strikes an object.</p>	<p><b>Geography</b>            1. <i>Read and interpret a variety of maps.</i>            2. Construct a map that includes a map title and key that explains all symbols that are used.            3. Name and locate the continents and oceans.            4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.            5. Compare how land is used in urban, suburban and rural environments.            6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.</p>

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**November**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Acquisition of Vocabulary</b>  <i>1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</i>            2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).            7. Identify contractions and common abbreviations and connect them to whole words.</p> <p><b>Informational, Technical and Persuasive Text</b>  <i>2. Arrange events from informational text in sequential order.</i>            3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how_ and identify answers.            4. Classify ideas from informational texts as main ideas or supporting details.</p> <p><b>Writing Conventions</b>            10. Use correct punctuation for contractions and abbreviations.</p>		<p><b>Science and Technology</b>            1. Explain that developing and using technology involves benefits and risks.  <i>2. Investigate why people make new products or invent new ways to meet their individual wants and needs.</i>  <i>3. Predict how building or trying something new might affect other people and the environment.</i></p>	<p><b>History</b>            4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.            5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.            6. Identify and describe examples of how science and technology have changed the daily lives of people and compare:                a. Forms of communication from the past and present;                b. Forms of transportation from the past and the present.</p> <p><b>Social Studies Skills and Methods</b>  <i>3. Predict the next event in a sequence.</i></p>

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**December**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Acquisition of Vocabulary</b>            8. Determine the meaning of prefixes, including un-, re-, pre- and suffixes, including –er, -est, -ful, -less.            9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.</p> <p><b>Informational, Technical and Persuasive Text</b>            1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.</p> <p><b>Writing Applications</b>            3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).</p> <p><b>Writing Conventions</b>            2. Spell words with consonant blends and diagraphs.            6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding –ing).            7. Use spelling strategies (e.g., word wall, word list, thinking about the base word and affixes).</p>		<p><b>Science and Technology</b>            4. Communicate orally, pictorially, or in written form the design process used to make something.</p>	<p><b>People In Society</b>            1. Describe the cultural practices and products of people on different continents.            2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.            3. Explain how contributions of different cultures within the United States have influenced our common national heritage.</p>

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**January**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Informational, Technical and Persuasive Text</b></p> <p>5. Identify information in diagrams, charts, graphs and maps.</p> <p>6. Analyze a set of directions for proper sequencing.</p> <p><b>Communication: Oral and Visual</b></p> <p>3. Identify the main idea of oral presentations and visual media.</p> <p>8. Deliver informational presentations that:</p> <ol style="list-style-type: none"> <li>a. present events or ideas in logical sequence and maintain a clear focus;</li> <li>b. demonstrate an understanding of the topic;</li> <li>c. include relevant facts and details to develop a topic;</li> <li>d. organize information with a clear beginning and ending;</li> <li>e. include diagrams, charts or illustrations as appropriate; and</li> <li>f. identify sources.</li> </ol> <p><b>Research</b></p> <p>1. Create questions for investigations, assigned topic or personal area of interest.</p> <p>2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, and public library or community resources).</p> <p>3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.</p> <p>4. Identify important information and write brief notes about the information.</p> <p>5. Sort relevant information about the topic into categories with teacher assistance.</p> <p>6. Report important findings to others.</p>		<p><b>Earth and Space</b></p> <p>1. Recognize that there are more stars in the sky than anyone can easily count.</p> <p>2. Observe and describe how the sun, moon and stars all appear to move slowly across the sky.</p> <p>3. <i>Observe and describe how the moon appears a little different every day but looks nearly the same again about every four weeks.</i></p>	<p><b>History</b></p> <p>3. <i>Place a series of related events in chronological order on a time line.</i></p> <p>7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <ol style="list-style-type: none"> <li>b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).</li> </ol> <p><b>Social Studies Skills and Methods</b></p> <p>2. Identify sources used to gather information:</p> <ol style="list-style-type: none"> <li>a. People;</li> <li>b. Printed materials;</li> <li>c. Electronic sources.</li> </ol> <p>5. Communicate information in writing.</p> <p>6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.</p>

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**February**

Language Arts	Math	Science	Social Studies
<p><b>Phonemic Awareness, Word Recognition and Fluency</b>            1. Identify rhyming words with the same or different spelling patterns.            10. Read passages fluently with appropriate changes in voice, timing and expression.</p> <p><b>Writing Conventions</b>            12. Use nouns, verbs and adjectives correctly.            14. Use personal pronouns.            15. Use past and present verb tenses (e.g., “we were” rather than “we was”).</p> <p><b>Communication: Oral and Visual</b>            2. Compare what is heard with prior knowledge and experience.</p> <p><b>Acquisition of Vocabulary</b>            6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.</p>		<p><b>Earth and Space</b>            4. Observe and describe that some weather changes occur throughout the day and some changes occur in a repeating seasonal pattern.            5. <i>Describe weather by measurable quantities such as temperature and precipitation.</i></p>	<p><b>History</b>            7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <p>a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.)</p> <p><b>Social Studies Skills and Methods</b>            1. <i>Obtain information from oral, visual and print sources.</i>            4. Distinguish the difference between fact and fiction in oral, visual and print materials.</p> <p><b>People In Society</b>            4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.</p>

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**March**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Acquisition of Vocabulary</b>            10. Determine the meaning and pronunciations of unknown words using a beginner’s dictionary, glossaries and technology.</p> <p><b>Literary Text</b>            4. <i>Distinguish between stories, poems, plays, fairy tales and fables.</i></p> <p><b>Communication: Oral and Visual</b>            5. Demonstrate an understanding of the rules of the English language.            6. Select language appropriate to purpose and use clear diction and tone.            9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.            7. Adjust volume to stress important ideas.</p> <p><b>Writing Conventions</b>            11. <i>Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).</i></p>		<p><b>Life Science</b>            2. Identify that there are many distinct environments that support different kinds of organisms.            3. Explain why organisms can survive only in environments that meet their needs.            4. Compare similarities and differences.</p>	<p><b>Government</b>            1. <i>Identify leaders such as mayor, governor and president, and explain that they are elected by the people.</i>            2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:                a. Making and enforcing laws;                b. Providing leadership;                c. Providing services;                d. Resolving disputes.            3. Explain the importance of landmarks in the United States and the ideals that they represent including:                a. The Washington Monument;                b. The Jefferson Memorial;                c. The Lincoln Memorial.</p>

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**April**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Acquisition of Vocabulary</b>            5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.</p> <p><b>Literary Text</b>            1. Compare and contrast different versions of the same story.            5. Identify words from texts that appeal to the senses.</p> <p><b>Writing Applications</b>            1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.            2. Write responses to stories by comparing text to other texts, or to people or events in their lives.</p> <p><b>Writing Conventions</b>            13. Use subjects and verbs that are in agreement.            16. Use nouns and pronouns that are in agreement.</p>		<p><b>Life Science</b>            1. Explain that animals, including people, need air, water, food, living space and shelter; plants need air, water, nutrients (e.g., minerals), living space and light to survive.            5. Explain that food is a basic need of plants and animals.            6. Investigate the different structures of plants and animals that help them live in different environments.</p>	<p><b>Government</b>            1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.            2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:                a. Making and enforcing laws;                b. Providing leadership;                c. Providing services;                d. Resolving disputes.            3. Explain the importance of landmarks in the United States and the ideals that they represent including:                a. The Washington Monument;                b. The Jefferson Memorial;                c. The Lincoln Memorial.</p>

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May

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<p><b>Writing Conventions</b>            3. Spell regularly used and high-frequency words correctly.            5. Spell plurals and verb tenses correctly.            9. Use quotation marks.</p> <p><b>Communication: Oral and Visual</b>            10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).</p> <p><b>Literary Text</b>            6. Identify the theme of texts.</p>		<p><b>Life Science</b>            7. <i>Compare the habitats of many different kinds of Ohio plants and animals and some of the ways animals depend on plants and each other.</i>            8. Compare the activities of Ohio' common animals during the different seasons by describing their behaviors and body covering.            9. Compare Ohio plants during the different seasons by describing changes in their appearance.</p>	<p><b>Economics</b>            3. Recognize that most people work in jobs in which they produce a few special goods or services.            2. Explain how people are both buyers and sellers of goods and services.            1. <i>Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).</i>            4. Explain why people in different parts of the world earn a living in a variety of ways.            5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.</p>