



Tomah Area School District
High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Course: Grade 2 ELA

Essential Knowledge:

Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g. 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).
- Decode words with common prefixes and suffixes.
- Decode regularly spelled two-syllable words with long vowels. Encode some of these words.
- Know when to drop the final e when adding an -ing, -ed endings. (Silent e- vowel pattern base word).
- Know when to double the final consonant when adding a suffix, -ing, -ed.
- Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI and RL)

Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)

Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI and RL)

Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI and RL)

Write text in a variety of modes:

- Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.
- Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Convey events, real or imagined, through 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.

Create writing that utilizes:

- Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.
- Transitions: use transitions to link and build connections between ideas, text, and events.
- Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events, and images.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

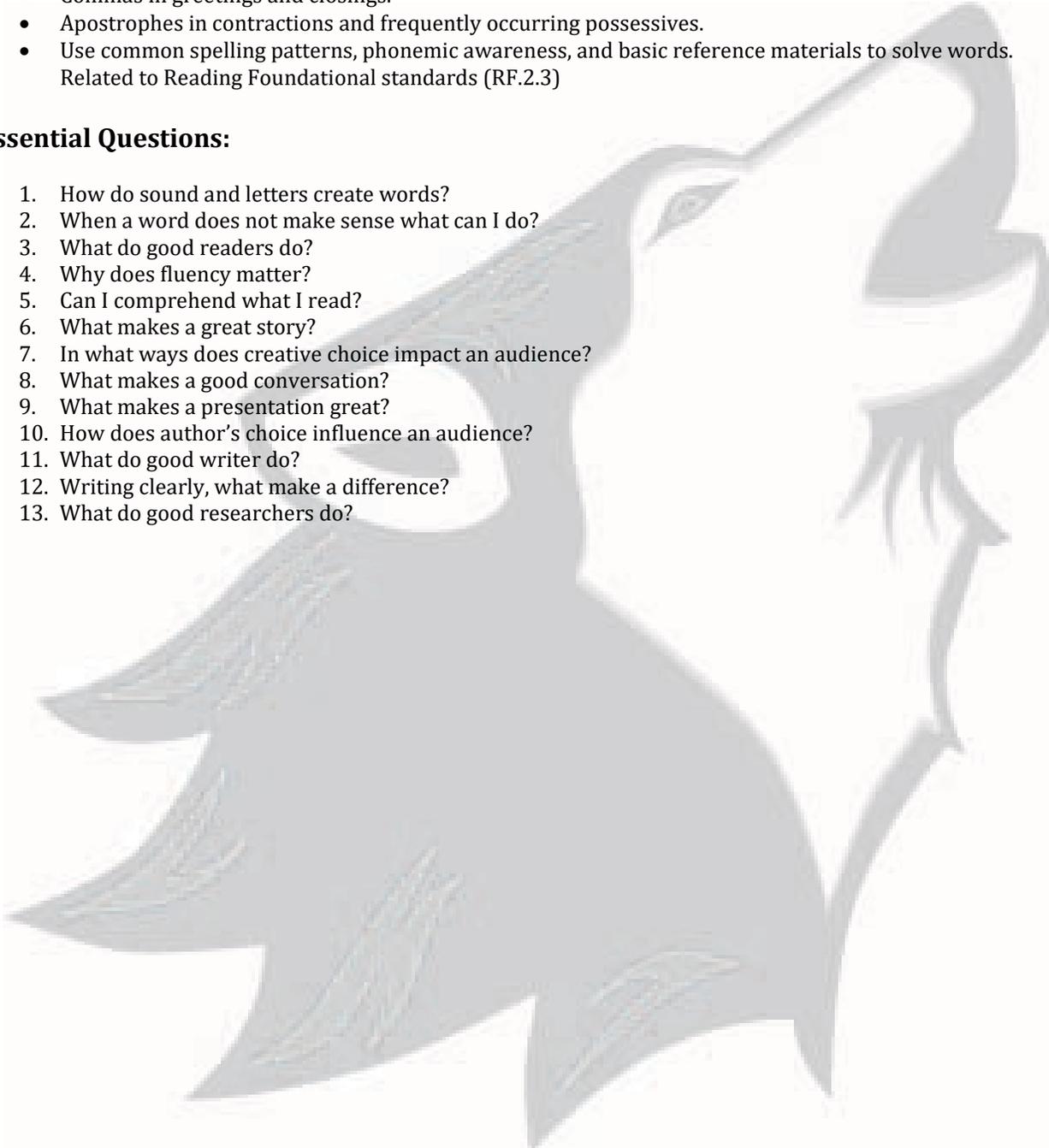
Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- Capitalization of holidays, products, geographic places.
 - Commas in greetings and closings.
 - Apostrophes in contractions and frequently occurring possessives.
 - Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.
- Related to Reading Foundational standards (RF.2.3)

Essential Questions:

1. How do sound and letters create words?
2. When a word does not make sense what can I do?
3. What do good readers do?
4. Why does fluency matter?
5. Can I comprehend what I read?
6. What makes a great story?
7. In what ways does creative choice impact an audience?
8. What makes a good conversation?
9. What makes a presentation great?
10. How does author's choice influence an audience?
11. What do good writer do?
12. Writing clearly, what make a difference?
13. What do good researchers do?





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Essential Learning

Grade/Course: Grade 2 Math

Essential Knowledge:

Represent and solve problems involving addition and subtraction.

- 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.

Add and subtract within 20.

- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Understand place value.

- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Use place value understanding and properties of operations to add and subtract.

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 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; 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.
- Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measure and estimate lengths in standard units.

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

Work with time and money.

- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

Essential Questions:

1. In what ways can operations affect numbers?
2. How can different strategies be helpful when solving a problem?
3. Why does “what” we measure influence “how” we measure?
4. Why display data in different ways?
5. How does a digit’s position affect its value?
6. How does geometry better describe objects?

Units:

1. Numbers Within 20
2. Numbers Within 100
3. Numbers Within 1000
4. Length
5. Shapes and Arrays





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Essential Learning

Grade/Course: Grade 2 Science

Essential Knowledge:

Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Analyze data obtained from testing different materials to determine which material have the properties that are best suited for an intended purpose.

Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Make observations of plants and animals to compare the diversity of life in different habitats.

Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Units:

1. Observations with Properties
2. Physical Properties of Materials
3. State of Matter
4. Changes of Matter
5. How Plants Make Food
6. Plant Life Cycles
7. Plant Parts
8. Habitats
9. Landforms
10. The Changing Earth (Soil)
11. Water Cycle (Clouds)



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Essential Learning

Grade/Course: Grade 2 Social Studies

Essential Knowledge:

Students will examine individual cognition, perception, behavior, and identity (Psychology). Learning about individual cognition, perception, and behavior.

- Understand we are individuals influenced by our relationships and environments.

Students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics). Learning the role of consumers, producers, and markets.

- Differentiate between buyers (consumers) and sellers (producers).

Students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

- Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.

Students will evaluate the relationship between identity and place. Learning the role of characteristics of place.

- Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry).
- Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).

Students will evaluate the relationship between human and the environment. Learning the role of interdependence.

- Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.

Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications:

- Describe a person or event from the past that reflects your own life in some way

Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

- Create one primary source about your life.

Students will analyze and evaluate the powers and processes of political and civic institutions.

- Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).

Essential Questions:

1. How does diversity impact society?
2. How do external factors influence our identity and behavior?
3. What impacts a person's way of life or standard of living?
4. How do scarcity and competition influence decision making?

5. What is the relationship between decision-making and economic outcomes?
6. How do the use of geographic tools reflect history, culture, politics, and economics?
7. How does where we live influence how we live, and why does it matter?
8. How do geography, climate, and resources affect the way people live and work?
9. How do the tools historians use help us understand the relationships between people, places, idea, and events of the past?
10. What influences perspective and interpretation of history?
11. How does the past (events, people, and ideas) influence and/or reflect the present?
12. Why should we care about the perspectives of multiple people or sides?
13. How do governments develop and evolve over time?
14. How do different political and economic systems affect civic life?
15. What knowledge and skills are needed to participate effectively in our political system?

Units:

1. Our Place in the World (Community)
2. Self, Identity, and Culture: How am I like other people? How am I different from other people?
3. Places in the World: What are other places like?
4. Markets: How do we get goods and services?
5. Rights and Responsibilities: What rights do people have?





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Essential Learning

Grade/Course: Grade 2 Exercise and Sports Science (ESS)

Essential Knowledge:

Standard 1

- Differentiate among twisting, curling, bending, and stretching actions.
- Jump a self-turned rope consecutively forward and backward with a mature pattern.
- Strike an object upward with a short-handled implement, using consecutive hits.
- Throw overhand, demonstrating three of the five critical elements of a mature pattern.
- Catch a self-tossed or well-thrown large object with hands, not trapping or cradling against the body.
- Dribble an object in general space demonstrating three of the five critical elements of a mature pattern.
- Dribble using the preferred and while walking in general space.
- Skip using a mature pattern.

Standard 2

- Combine locomotor skills in general space to a rhythm.

Standard 3

- Select and identify preferred activities that increase cardiorespiratory fitness, flexibility, muscular strength and endurance.

Standard 4

- Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.
- Demonstrate acceptance and respect of individual differences.

Standard 5

- Identify different types of physical activities that are challenging.
- Identify physical activities that provide self-expression (dance).
- Identify physical activities that provide self-expression.

Units:

1. Rock Climbing/Adventure
2. Gymnastics
3. Dance
4. Fitness/Healthy Lifestyle
5. Jump Rope
6. Striking/Volleying
7. Throwing/Catching
8. Kicking/Foot Dribbling
9. Hand Dribbling
10. Playground
11. Cooperative/Building a Learning Community
12. Low Organization/Target Games
13. Locomotor Unit

14. Chasing and Fleeing

15. Body and Space Awareness

