

Criteria for High Quality Curriculum

A high, quality curriculum

- ☐ is organized around themes, concepts, issues, problems, processes, or phenomenon that align to the values of the school as articulated through the school's mission and vision statement, and/or the process and content standards, learning processes, dispositions and habits of mind that are used to guide instruction.
- ☐ strongly aligns to the standards and ensures all standards are taught and assessed within the curriculum.
- ☐ uses multiple and varied assessment types and moments to ascertain what students know and are able to do.
- ☐ includes rigorous, meaningful and engaging curriculum-embedded performance tasks that produce as well as measure learning.
- ☐ supported by purposeful learning experiences and resources.

Second Grade Unit Descriptions

Unit One: A Healthy Me! How healthy am I? Students understand that reading about nutrition and healthy lifestyles can help them to evaluate the choices they make. In this unit, students use their knowledge of informational texts to read about and identify criteria for what makes people healthy. They use their information to write an evaluation of their own health and identify a step to become even healthier, when answering the question, how healthy am I? (RL.2.11, RI.2.1, RI.2.4, RI.2.5, RI.2.7, W.2.1, W.2.5, W.2.6, W.2.8)

Unit Two: 20 Questions *Why ask questions?* In this unit, students explore how asking questions can be used to understand the world around them. They learn to use questions as a way of making sense of different genres including folktales, poetry and songs, and biographies and other forms of non-fiction. As a result, the students develop questions to interview a person in their life, and write a biography sharing what they learned. (RL.2.1, RL.2.2, RL.2.5, RL.2.9, RI.2.1, RI.2.6, W.2.3, W.2.6, W.2.8)

Unit Three: Around the Town What defines a community? Students learn that people in different communities share common characteristics but have features that make them unique. In this unit, students read non-fiction texts about rural, suburban and urban communities and a variety of literature set in these communities. Students create a tri-fold brochure for new families that identify common characteristics of all communities, and how and where they can be found locally. (RL.2.3, RL.2.7, RL.2.11, RI.2.1, RI.2.5, RI.2.9, W.2.2, W.2.5, W.2.7)

Unit Four: Animal Investigators Who shares our Earth? In this unit, students understand that they share the planet with many different kinds of animals. Students learn how text features can be used to identify important details about different animal groups. They use their understanding to create their own non-fiction books about an exotic animal that they will share with kindergarten students preparing for a trip to the zoo. (RL.2.1, RL.2.4, RI.2.2, RI.2.3, RI.2.7, RI.2.10, W.2.2, W.2.5, W.2.11)

Unit Five: What's the Point? Students understand that authors' write for different purposes and that understanding an author's purpose helps them interpret the story or information presented. In this unit, students explore authors who write to inform, persuade, or entertain. They use their knowledge of author's purpose to create an ad for a book they want to convince others to read. (RL.2.2, RL.2.6, RL.2.7, RL.2.10, RI.2.2, RI.2.6, RI.2.8, RI.2.9, W.2.1, W.2.5, W.2.6)

3rd and 4th Grade Standards-Analysis Document

Standard	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
1	1, 2, 3, 5	1, 3, 5	3, 5	1, 2, 3, 4, 5	2, 3, 4, 5, 6
2	1, 3, 4	2, 4, 6	2, 4	1, 2, 5	3, 4, 5
3	1, 2, 3, 4	1, 2, 3, 4	1, 6	2, 4	5, 6
4	3, 5	1, 2, 5		1, 4, 6	5
5	5	2, 4, 5	1, 2, 3, 4, 5	4, 6	3, 5
6	2, 4, 6	2, 3, 5	3, 4	4, 6	4
7	4, 5, 6	2, 4	2, 3, 4, 6	X	X
8	X	5	4, 5	X	X
9	2, 9	3, 4, 6	X	X	X
10				X	X
11	1, 3, 5	X	3, 5	X	X