

	<b><u>CURRICULUM</u></b> <i>End Product of Learning, “What” You Teach</i>			<b><u>INSTRUCTION</u></b> <i>Means to the End Product, “How” You Teach</i>	<b><u>ASSESSMENT</u></b> <i>Validation to Revise Curriculum &amp; Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
<b>Quarter 1</b> <b>(10 weeks)</b> <b>And throughout the school year</b>		Proper behavior and procedures	Participate and respond appropriately and respectfully while following rules and procedures.	Demonstration  Games  Discussion	Informal daily observations
	CC.2.L.1 Ask and answer such questions as who, what, where, when and why and how to demonstrate understanding of key details in text. CC.2.L3 Describe how characters in a story respond to major events and challenges CC.2.L5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.2.L6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog outloud.	How to display effective listening skills during storytime  characters and setting  main idea, or problem and solution of a story.  events or outcomes in a story  story events in sequence  emotional reactions and motives in stories.	Listen and view respectfully. Respond appropriately. display effective listening skills during storytime Answer questions about selections Describe characters and setting Explain the main idea, or problem and solution of a story. Predict events or outcomes in a story Retell story events in sequence Deduce emotional reactions and motives in stories.	Storytime and questioning  Modeling	Informal Questioning  Class Discussion  Daily work

Course/Subject: Media		CURRICULUM MAP		Grade: 2	
		Media Center Orientation -circulation dust -book return area -everyone section Fiction Nonfiction -juvenile fiction section -biography section -Electronic catalog	-Follow library procedures -Locate specific areas of the media center -Identify check out procedures	Demonstration  Games  Discussion  Storytime and questioning  Modeling	Informal daily observations  Informal Questioning  Class Discussion  Daily work
		Electronic Card Catalog -author -title -subject	Search the electronic card catalog by author, title, or subject to locate materials		
		Fiction Organization -Alphabetical order according to author's last name (third letter) -call numbers	-Follow pattern using alphabetical sequence -Understand fiction books are arranged in alphabetical order by the author's last name -Recognize fiction call number by letters only -Create call numbers using the first three letters of author's last name -Recognize the difference between easy fiction, and juvenile fiction call numbers		
		Nonfiction Organization	-Understand that fiction books have subjects -Understand that nonfiction books are arranged in numerical order by their subjects. -Recognize nonfiction call numbers by numbers and letters -Recognize broad categories of the Dewey Decimal System		
	CC.2.R.L.10 With prompting and support, read prose	Literature/Media	-Make the distinction between prose and poetry		

Course/Subject: Media		CURRICULUM MAP		Grade: 2	
	and poetry of appropriate complexity.			Demonstration Games Discussion Storytime and questioning Modeling	Informal daily observations  Informal Questioning Class Discussion  Daily work
		Parts of a Book  Exterior	-Identify title , author, copyright, publisher, and place of publication, illustrator and call number		
Quarter 2 (10 weeks)		Biographies	-Recognize that biographies are nonfiction -Understand that biography books are arranged in alphabetical order by the name the person is about		
	CC.2.R.L.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	Illustrations are used to describe story content	Describe story content using illustrations		
Spring	CC.2.L.2e Consult reference materials including dictionaries as needed to check and correct spelling	Dictionaries are used for definitions as well as correct spelling	Use dictionary to look up a work for correct spelling		
	CC.2.L.RI8 Describe how reasons support specific points the author makes in a text.				
	CC.2.L.RI Describe				
		Knowledge of Caldecott Award	Recognize Caldecott Award as quality illustration		
		Knowledge of Newberry Award	Recognize Newberry Award as quality writing		

Course/Subject: Media		CURRICULUM MAP		Grade: 2	
Through out the school year		Recognize style elements of various authors and illustrators	Make the connection between the author and illustrator by comparing and contrasting literary works.	Demonstration Games	Informal daily observations
	CC.2.R.L.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC2.R.L.2 Recount stories including fables and folktales from diverse cultures and determine their central message, lesson or moral. CC.2.R.L.9 Compare and contest two or more versions of the same story by different authors or from different cultures.	Literature -Prose -Poetry -Fables -Folktales -Fairytale	-Make the distinction between prose and poetry -Recount stories including fables and folktales from diverse cultures and determine their central message, lesson -Compare and contrast different versions of the same story by different authors or from different cultures. Or moral.	Discussion Storytime and questioning Modeling	Informal Questioning Class Discussion Daily work
		Call Numbers	Recognize that the call number is the address of a book Identify fiction and nonfiction call numbrs Find a book on the shelf using the call number		