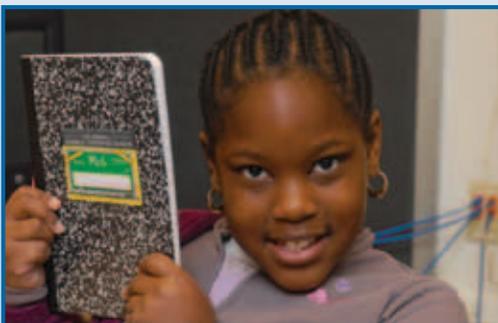




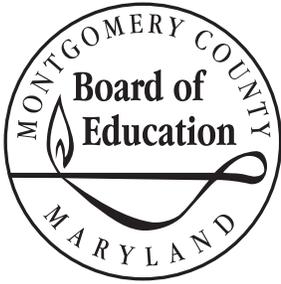
**A PARENT'S GUIDE  
TO**

# **Grade 2**

# **Integrated Curriculum**



- **Art**
- **General Music**
- **Health Education**
- **Information Literacy**
- **Mathematics**
- **Physical Education**
- **Reading**
- **Science & Engineering**
- **Social Studies**
- **Writing**



## **VISION**

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*A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.*

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850 Hungerford Drive  
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[www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org)

## Montgomery County Public Schools Pre-K–5 Instructional Programs

### Art

**GOALS:** Students will develop the knowledge and skills essential to creating, analyzing, and responding to art by—

- identifying, describing, representing, and comparing components of the environment in visual compositions;
- identifying, selecting, and organizing the elements of art and principles of design to create visual compositions using appropriate processes and materials; and
- generating a variety of responses to artwork, including transforming personal thoughts and feelings into visual compositions using the elements of art and principles of design.

### General Music

**GOALS:** Students will develop the knowledge and skills essential to creating, performing, and responding to music by—

- organizing musical ideas and sounds creatively;
- refining skills necessary to perform alone and in an ensemble while learning to read and notate music; and
- making aesthetic judgments through music analysis and response.

### Health Education

**GOALS:** Students will develop the knowledge and skills essential to developing behaviors and strategies that promote lifelong wellness by—

- identifying and describing strategies to stay safe;
- understanding accurate health information; and
- making healthful decisions throughout their lives.

### Information Literacy

**GOALS:** Students will develop the knowledge and skills essential to becoming lifelong learners who are information literate by—

- locating and evaluating resources;
- analyzing and synthesizing information to ethically communicate new understandings; and
- following an inquiry process—analyzing information needs, thinking critically, solving problems, and communicating effectively using literature and multimedia resources.

### Mathematics

**GOALS:** Students will develop the knowledge and skills essential to achieving mathematical proficiency by—

- developing both conceptual understanding and procedural fluency;
- thinking and reasoning mathematically; and
- using mathematics to solve problems in authentic contexts.

### Physical Education

**GOALS:** Students will develop the knowledge and skills essential to becoming responsible citizens who are both physically educated and health literate by—

- setting and achieving personally challenging goals to display the skills and practices needed in physical activity;
- applying higher order thinking skills to human movement; and
- designing personal movement and fitness plans that sustain a healthy lifestyle.

### Reading

**GOALS:** Students will develop the knowledge and skills essential to becoming literate, thoughtful communicators, capable of controlling language effectively by—

- strategically reading literary and informational instructional-leveled texts with fluency, purpose, and comprehension;
- using skills and strategies widely as tools for learning and reflection; and
- understanding and appreciating language and literature as catalysts for deep thought and emotion.

### Science & Engineering

**GOALS:** Students will develop the knowledge and skills essential to becoming literate in science, technology, and engineering by—

- thinking critically, solving problems, and communicating effectively;
- tackling ever more challenging issues; and
- seeking understanding to support solutions.

### Social Studies

**GOALS:** Students will develop the knowledge and skills essential to developing a balanced and integrated understanding of systems of culture, economics, geography, and politics and the history of their development by—

- applying concepts and knowledge of the past to problem-solving real-world issues of the present.
- critically examining human interactions and evaluating their role as an effective citizen; and
- communicating social studies concepts clearly in multiple formats and putting theory into practice as a citizen.

### Writing

**GOALS:** Students will develop the knowledge and skills essential to becoming literate, thoughtful communicators, capable of controlling language effectively by—

- composing narrative, informative/explanatory, and opinion texts as tools for learning and reflection;
- conducting research and writing projects for a range of discipline-specific tasks, purposes, and audiences; and
- evaluating relevant information from print and digital sources and using a variety of digital tools to produce and publish writing.

## Grade 2 Integrated Curriculum

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**The Elementary Integrated Curriculum (EIC)** blends reading, language arts, and mathematics instruction with lessons in science, social studies, music, art, information literacy, health education, and physical education in a way that spurs creativity and critical thinking skills. Students will receive robust instruction across all subjects in the early grades. The curriculum is built around developing students' critical and creative thinking skills, as well as essential academic success skills, which will lead to college and career readiness in the 21st century.

In the *Grade 2 Integrated Curriculum*, critical and creative thinking skills as well as academic success skills are identified for each marking period. These skills are explicitly taught using concepts and topics identified by marking period in each content area and provide a focus for integration across content areas. This document provides an outline of these skills and the curriculum concepts and topics that are the focus of instruction for Grade 2 students by marking period.

### Grade 2 Critical Thinking, Creative Thinking, and Academic Success Skills

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#### Marking Period 1

**Fluency** (creative thinking skill)—generating multiple responses to a problem or an idea:

- Generate ideas using multiple strategies
- Ask questions in a variety of ways

**Collaboration** (academic success skill)—working effectively and respectfully to reach a group goal:

- Demonstrate teamwork by working productively with others
- Define and identify steps to reach a group goal
- Identify and analyze options for sharing responsibility to reach a group goal
- Demonstrate the characteristics of both a group leader and a group member

#### Marking Period 2

**Analysis** (critical thinking skill)—breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood:

- Sort and classify into categories
- Identify and describe patterns and the relationships within patterns
- Identify relationships among parts of a whole
- Infer and explain meaning to make sense of parts

**Metacognition** (academic success skill)—knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking:

- Examine one's own thoughts and ideas to identify background knowledge
- Explain thinking processes
- Self-monitor strategies to assess progress and apply new thinking
- Seek clarification and adapt strategies to attain learning task/outcome

#### Marking Period 3

**Flexibility** (creative thinking skill)—being open and responsive to new and diverse ideas and strategies and moving freely among them:

- Maintain openness by considering new and diverse ideas and multiple perspectives
- Select and use multiple resources
- Move freely between new information and prior knowledge

**Intellectual Risk Taking** (academic success skill)—accepting uncertainty or challenging the norm to reach a goal:

- Adapt and make adjustments to meet challenges when seeking solutions
- Demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks
- Challenge self and others to advance skill level

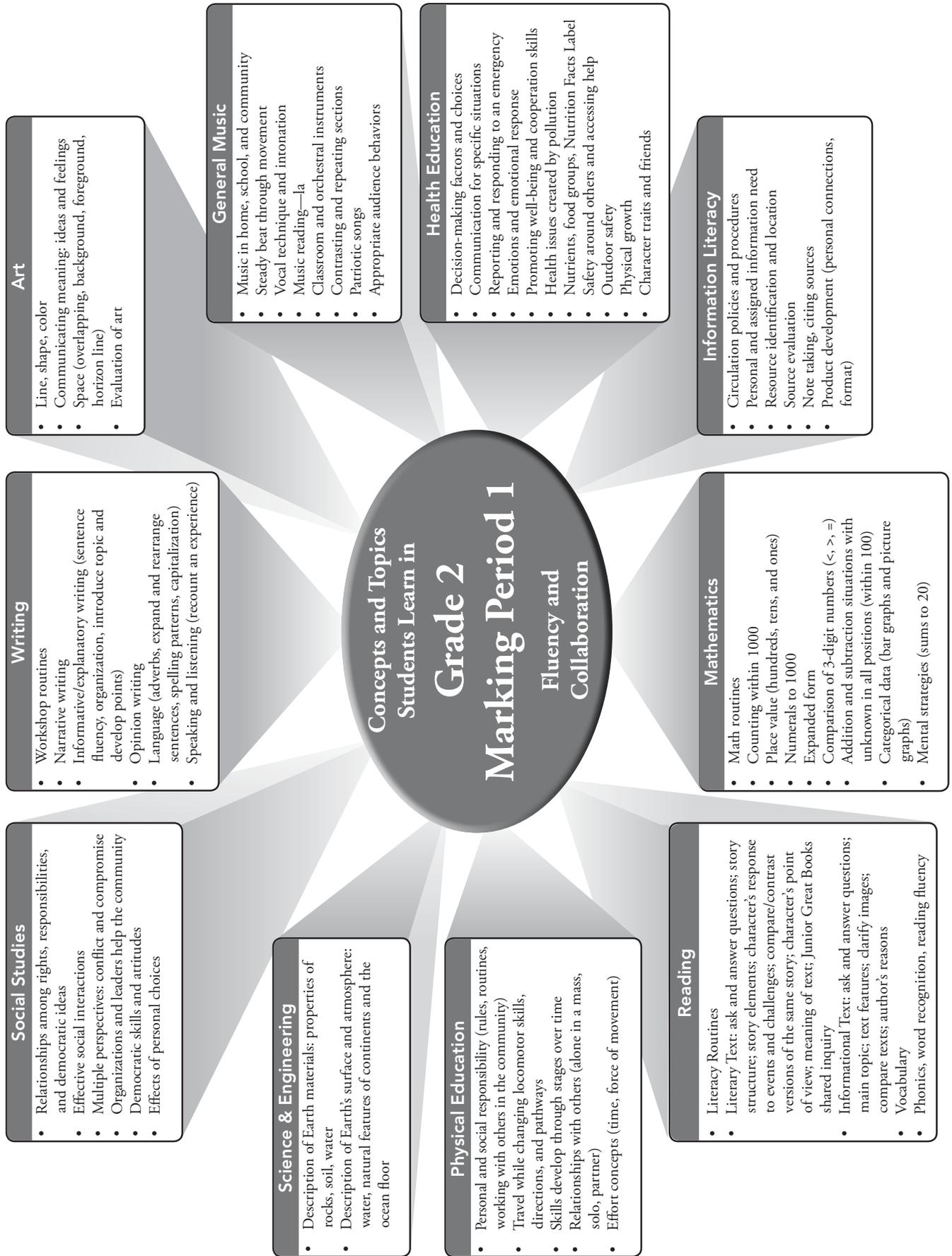
#### Marking Period 4

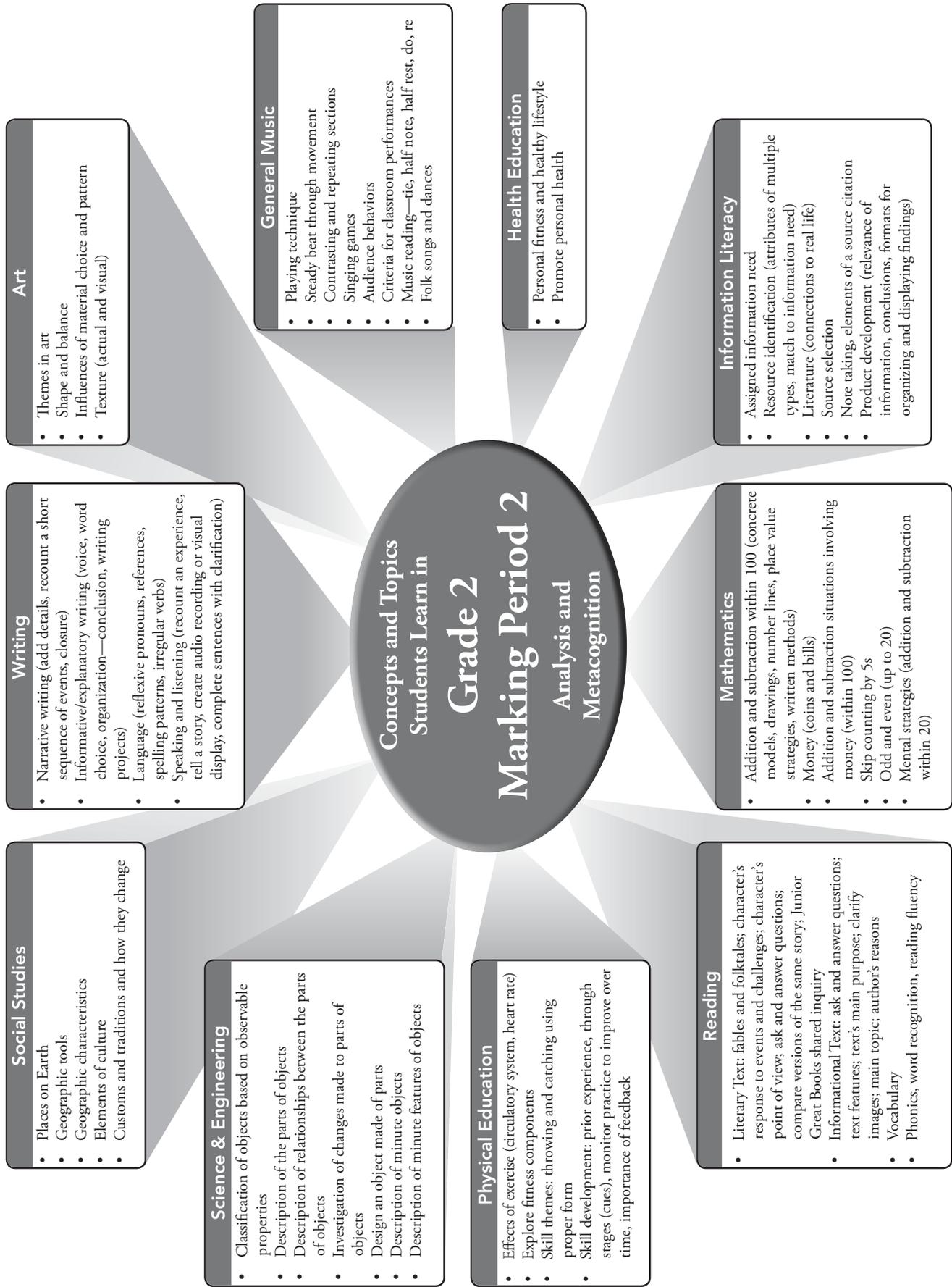
**Synthesis** (critical thinking skill)—putting parts together to build understanding of a whole concept or to form a new or unique whole

- organize parts to form a new or unique whole
- integrate ideas, information, and theories to invent or devise a solution

**Effort/Motivation/Persistence** (academic success skill)—working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures

- demonstrate strategies to achieve a goal or solve a problem
- self-assess effectiveness of strategies and redirect efforts to achieve a goal or obtain a solution to a problem





**Social Studies**

- Technology affects daily life
- Transportation: past and present
- Production process
- Goods and services
- Financial transactions
- Distribution of goods
- Economic decision-making skills

**Writing**

- Narrative writing (poetry, ideas, word choice, organization, voice)
- Opinion writing (ideas, state an opinion, use facts and definitions to develop points, gather information, sentence fluency, voice, word choice, closure)
- Language (collective nouns, commas in letters, irregular plural nouns, apostrophe, adjectives and adverbs)

**Art**

- Representations of observation, memory, and imagination: texture, line, pattern
- Form (relationships between 2-D shapes and 3-D forms)
- Reasons for creating art

**Science & Engineering**

- Survival of plants and animals in familiar and unfamiliar habitats
- Observation and description of minute organisms in their habitats
- Satisfaction of basic needs by minute and larger organisms
- Comparisons of plant and animal life cycles, including humans
- Comparisons of familiar organisms to organisms that lived long ago

**General Music**

- Creative movement patterns
- Music reading
- Notation
- Improvisation
- Meter: identification and movement
- Similarities of music and other arts
- Musical terminology
- Songs and dances of diverse periods and cultures
- Connections with other disciplines

**Physical Education**

- Effects of exercise (muscular and skeletal systems, locate pulse)
- Categorize fitness components
- Fundamental movement: jumping and landing with a self-turned rope
- Skill theme: balance (static and dynamic) and weight transfer (feet to hands to feet to travel)
- Creative movement—tumbling sequences to interpret a story, poem, or song

**Health Education**

- Stress (family stressors, management skills and strategies)
- Family roles and responsibilities
- Communicable and non-communicable disease
- Personal fitness and healthy lifestyle
- Rules for taking medicine safely
- Community health professionals and resources
- Growth and maturation

**Reading**

- Literary Text: story structure; character's response to events and challenges; character's point of view; ask and answer questions; poetry rhythm and rhyme; William and Mary
- Informational Text: ask and answer questions; series of events, ideas, or steps; clarify images; author's reasons
- Vocabulary
- Phonics, word recognition, reading fluency

**Mathematics**

- Number lines to 100 (whole number lengths)
- Linear measurement (units, tools, estimation)
- Addition and subtraction situations involving linear measurement (within 100)
- Time on analog and digital clocks (to nearest 5 minutes)
- Partitioning shapes into halves, thirds, fourths (circles, rectangles)
- Partitioning rectangles, repeated addition (up to five rows and five columns)

**Information Literacy**

- Assigned information need
- Resources (match to information need, attributes of multiple types)
- Sources (locate, select, source list creation)
- Note taking (strategies, technology tools, formats for organizing and recording content)
- Product development (make personal connections, categorizing, layouts, technology tools for presentation)

**Concepts and Topics  
Students Learn in  
Grade 2  
Marking Period 3  
Flexibility and  
Intellectual Risk Taking**

**Social Studies**

- Relationships among events over time
- People today and long ago
- Contributions of government leaders and others to America

**Writing**

- Narrative writing (poetry, voice—describing thoughts and feelings)
- Informative/explanatory writing (introduce a topic, use facts to develop points, recall experiences, closure)
- Language (adjectives, adverbs, irregular plural nouns, expand and rearrange sentences)
- Speaking and listening (create audio recordings or visual displays)

**Art**

- Decorative designs: shape, color, contrast, pattern
- Art as inspiration
- Representations of the environment
- Art vocabulary
- Criteria for judging art

**Science & Engineering**

- Description of day and night sky
- Moon and sun observation over time
- Observable properties of the moon, stars, sun
- Location and motion of celestial objects
- Identification of moon phases
- Description and comparison of patterns of change in the sun and moon

**General Music**

- Musical contrasts/terminology
- Songs and dances of diverse styles, periods, and cultures
- Composition
- Arrange sounds
- Improvisation
- Vocal technique and intonation

**Physical Education**

- Effort and improvement
- Skill themes: kicking to dribble with feet, striking with body parts and implements (to targets, using a continuous underhand motion)

**Health Education**

- Maturation (physical, social, mental, compare changes over time)
- Sun safety strategies

**Concepts and Topics Students Learn in**  
**Grade 2**  
**Marking Period 4**  
**Effort/Motivation/Persistence and Synthesis**

**Reading**

- Literary Text: poetry rhythm and rhyme; ask and answer questions; William and Mary
- Informational Text: ask and answer questions; clarify images; text features; connections between historical events/series of scientific ideas; main topic; text's main purpose; compare texts; author's reasons
- Vocabulary
- Phonics, word recognition, reading fluency

**Mathematics**

- Addition and subtraction within 1000 (concrete models, drawings, place value strategies, written methods)
- Addition and subtraction within 20 (sums of two 1-digit numbers from memory)
- Attributes of shapes: recognize, describe, draw (triangles, quadrilaterals, pentagons, hexagons, cubes)

**Information Literacy**

- Assigned information need
- Resource identification
- Product development
- Sources (select and evaluate using text features, elements of a citation)
- Note taking (relevance of information—fiction or non-fiction)
- Product development (evaluate information for completeness and integrate from multiple sources)

## How Parents Can Help

You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the many ways you can help your child get the most out of school:

- Show interest in what your child is doing in school.
- Set high expectations for your child. Make it clear that school should be his or her first priority.
- Dedicate at least 15 minutes each day to talking with your child and reading with him or her.
- Provide a quiet place for your child to study.
- Help your child with his or her homework.
- Limit the amount of television your child watches and discuss what he or she sees on television.
- Monitor the amount of time your child spends playing video games or surfing the Internet.
- Volunteer to help with school activities and try to get other parents involved as well.
- Talk with your child's teachers regularly about your child's progress and what you can do to help him or her improve.
- Encourage your child to complete challenging work.

Adapted from *A Parent's Guide to Achievement Matters Most*, Maryland State Department of Education.

## Curriculum Resources

For more information about the Elementary Integrated Curriculum, including videos, the EIC framework, and other resources, see [www.montgomeryschoolsmd.org/curriculum/integrated/](http://www.montgomeryschoolsmd.org/curriculum/integrated/)

### Art

- **National Art Educators Association**, [www.arteducators.org/](http://www.arteducators.org/). This dynamic community of practice is where visual arts teachers, scholars, researchers and professors, students, administrators, art museum educators, and artists come together around a shared belief in the power of the arts in developing human potential. Contact 1806 Robert Fulton Drive, Suite 300, Reston, VA 20191. Call 703-860-8000.
- **Maryland Art Education Association**, [www.mdarted.org/index.html](http://www.mdarted.org/index.html). The purpose of this organization is to encourage, strengthen, and promote the role of the visual arts in education.
- **Artful Thinking**, [www.pz.harvard.edu/at/index.cfm](http://www.pz.harvard.edu/at/index.cfm). The goal of the Artful Thinking program is to help students develop thinking dispositions that support thoughtful learning—in the arts and across school subjects. The program is one of several at Project Zero linked by the theme “Visible Thinking.”

### General Music

- **MENC, The National Association for Music Education**, [www.menc.org/](http://www.menc.org/). Since 1907, MENC has worked to ensure that every student has access to a well-balanced, comprehensive, and high-quality program of music instruction taught by qualified teachers. Contact 1806 Robert Fulton Drive, Reston, VA 20191. Call 703-860-4000 or 800-336-3768.

- **Why Music Education?**, [www.menc.org/resources/view/why-music-education-2007](http://www.menc.org/resources/view/why-music-education-2007). This resource contains a collection of facts, figures, and quotes speaking to the inherent value of music education and its role in education and in life.
- **Maryland Music Educators Association**, [www.mmea.maryland.org/](http://www.mmea.maryland.org/). The mission of the Maryland Music Educators Association is to advance music education in Maryland schools.
- **Classics for Kids**, [www.classicsforkids.com/](http://www.classicsforkids.com/). The Classics for Kids® lesson plans and teaching resources give parents practical, effective plans and activities that use classical music to help children learn and meet national and state standards.

### Health Education

- **Montgomery County Public Schools Comprehensive Health Education**, [www.montgomeryschoolsmd.org/curriculum/health/resources/](http://www.montgomeryschoolsmd.org/curriculum/health/resources/). This link is part of the MCPS Comprehensive Health Education site. In addition to this listing of web resources identified by units, key concepts, standards, and indicators can be accessed. Parents can learn more about the vision, goals, and instructional approach used to promote wellness and self-regulation.

- **National Institutes of Health**, [health.nih.gov/](http://health.nih.gov/) and (**National Institutes of Health**) **National Institute of Child Health and Human Development**, [www.nichd.nih.gov/health/topics](http://www.nichd.nih.gov/health/topics). This site contains comprehensive lists of health and human development topics compiled by the Department of Health & Human Services. Also available on the sites are searchable lists of health publications, links to health education projects, interactive student site links, and educational materials. Contact National Institutes of Health, 9000 Rockville Pike, Bethesda, MD 20892. Call 301-496-4000.
- **Centers for Disease Control and Prevention (CDC)**, [www.cdc.gov/tobacco/](http://www.cdc.gov/tobacco/). This site provides credible health information fact sheets, resources, and links to interactive student websites such as information related to the health risks from tobacco product use. Contact Centers for Disease Control and Prevention, 1600 Clifton Road, Atlanta, GA 30333. Call 800-CDC-INFO (800-232-4636).
- **KidsHealth**, [kidshealth.org/](http://kidshealth.org/). This is an interactive site for parents, students, and educators with research-based information about the most common health education topics.

### Information Literacy

- **American Association of School Librarians—Parents page**, [www.ala.org/ala/mgrps/divs/laasl/aboutaasl/aaslcommunity/quicklinks/parents.cfm](http://www.ala.org/ala/mgrps/divs/laasl/aboutaasl/aaslcommunity/quicklinks/parents.cfm). This page contains many helpful links for parents.
- **Montgomery County Public Schools School Library Media Programs**, [www.montgomeryschoolsmd.org/departments/media/programs/](http://www.montgomeryschoolsmd.org/departments/media/programs/). This page contains many helpful links for parents.
- **Montgomery County Public Schools Homework Resources**, [www.montgomeryschoolsmd.org/students/homework.aspx](http://www.montgomeryschoolsmd.org/students/homework.aspx). This site contains subscription and general resources for parents and students.
- **Commonsense Media**, [www.common SenseMedia.org/](http://www.common SenseMedia.org/). This site is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology.
- **Boolify**, [www.boolify.org/index.php](http://www.boolify.org/index.php). This site makes it easier for students to understand their web search by illustrating the logic of their search, and by showing them how each change to their search instantly changes their results.

### Mathematics

- **National Council of Teachers of Mathematics Illuminations**, [illuminations.nctm.org/](http://illuminations.nctm.org/). This site provides a comprehensive organization of math investigations, lessons, tools, and resources. Call 703-620-9840.
- **Helping Your Child Learn Math**, [www2.ed.gov/pubs/parents/Math/index.html](http://www2.ed.gov/pubs/parents/Math/index.html). This resource provides math applications to real-life situations. The second edition of Helping Your Child Learn Math is for parents of children in kindergarten through fifth grade. It has been revised to include a variety of activities that will help children learn and apply mathematical concepts such as geometry, algebra, measurement, statistics,

and probability in a useful and fun way. All of the activities in this book relate math to everyday life and complement many of the math lessons that children are learning in school. Call 800-USA-LEARN.

- **Common Core State Standards Initiative**, [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards). The EIC is directly aligned with Common Core State Standards for Mathematics.

### Physical Education

- **Montgomery County Public Schools Physical Education**, [www.montgomeryschoolsmd.org/curriculum/physed/](http://www.montgomeryschoolsmd.org/curriculum/physed/). This site contains resources for parents and students.
- **National Association for Sport and Physical Education**, [www.aahperd.org/naspe/about/relatedLinks/parents.cfm](http://www.aahperd.org/naspe/about/relatedLinks/parents.cfm). This site contains links and publications to help parents learn more about today's physical education and how it contributes to a child's complete education. Also links to resources that can help parents learn more about youth sports issues.
- **Head Start Body Start**, [www.aahperd.org/headstart/bodystart/](http://www.aahperd.org/headstart/bodystart/). Parents will find activities and tools to inspire creative, movement-based play and healthy food choices at home.
- **Let's Move!**, [www.letsmove.gov/parents/main](http://www.letsmove.gov/parents/main). This site provides helpful information and steps parents and children can take that make a real difference and help build healthy habits for life.
- **Kidnetic**, [www.kidnetic.com/Parents/](http://www.kidnetic.com/Parents/). This site is a great resource for raising a healthy child and offers a special section just for parents. Check out the Bright Papers and Frequently Asked Questions to get the facts about children and physical activity, healthy eating, and self-esteem.

### Reading, Writing, Language Arts

- **National Council of Teachers of English**, <http://www.ncte.org/positions/statements/readtogether>. This site is designed specifically to help parents help their children. Assorted topics. Contact NCTE, 1111 Kenyon Road, Urbana, IL 61801-1096. Call 217-328-3870 or 877-369-6283.
- **International Reading Association**, <http://www.reading.org/InformationFor/Parents.aspx>. Go to a variety of topics—also in Spanish. Contact IRA, 444 North Capitol Street, NW, #630, Washington, D.C. 20001. Call 202-624-8800.
- **Helping Your Child Publication Series**, <http://www2.ed.gov/parents/academic/help/hyc.html>. These resources provide parents with lessons and activities to help their school-aged and preschool children master reading, understand the value of homework, and develop skills.
- **Guide to Grammar and Writing**, Capital Community College, Hartford, Conn. <http://grammar.ccc.commnet.edu/grammar>. This site contains an extensive collection of grammar, mechanics, language, usage, and writing topics, easily accessed by multiple indexes. This very comprehensive site addresses rules, examples, exercises, and quizzes. Call 806-906-5000.
- **Read, Write, Now!** Activities for Reading and Writing Fun, <http://www.udel.edu/ETL/RWN/Activities.html>.

This site includes reading activities and reading lists for children through Grade 6. The site is listed as a resource in MCPS website Weblinks/“Internet Resources: Great for Homework.” Call 800-860-9228 or 800-872-5327.

## Science & Engineering

- **“Online Services for Montgomery County Public Schools,” part of the MCPS Science Curriculum website**, <http://www.montgomeryschoolsmd.org/curriculum/science/>. All services are available for home use. Subjects are broken down by elementary, middle, and high school.
- **National Science Teachers Association**, <http://www.nsta.org/portals/parents/>. This site offers resources for parents who wish to help their children in science. Contact NSTA, 1840 Wilson Blvd., Arlington, VA 22201. Call 703-243-7100.
- **Helping Your Child Learn Science** United States Department of Education booklet, <http://www2.ed.gov/pubs/parents/Science/index.html>. This site provides science activities for parents of children ages 3–10. Activities are available for home and the community. Call 800-USA-LEARN (800-872-5327) and ask for Publications for Parents.
- **Scholastic**, <http://www2.scholastic.com/browse/home.jsp>. This is an interactive website with games, activities, and many resources for parents, teachers, and kids. Browse by grade level. Pre-K, K, 1–2, 3–5.

## Social Studies

- **“Social Studies Resources and Links,” MCPS Social Studies Curriculum website**, <http://www.montgomeryschoolsmd.org/curriculum/socialstudies/>. This site contains a very large number of resources, organized alphabetically by social studies topics.
- **Time for Kids**, <http://www.timeforkids.com/TFK>. This site includes resources appropriate for early elementary school students.
- **America’s Story from America’s Library**, <http://www.americaslibrary.gov/cgi-bin/page.cgi>. This Library of Congress site provides information on American history and includes video, audio, and interactive activities.
- **National Geographic Xpeditions**, <http://www.nationalgeographic.com/xpeditions/lessons/>. Produced by the National Geographic Society, this series of lesson plans is aligned with the United States Geography Standards. The site sorts by topic, standard, and grade level and contains an extensive lesson plan bank, each linked to a U.S. Geography Standard. The site teaches clear application skills geared toward addressing real-world issues. Contact National Geographic Society, P.O. Box 98199, Washington, D.C. 20090-8199. Call 800-647-5463.

# There are so many upgrades to the Elementary Integrated Curriculum, we've taken to calling it Curriculum 2.0!

**N**ew internationally driven standards in math, reading, and writing

**R**enewed focus on teaching the whole child

- Nurtures skills that build confidence and success
- Engages students beyond reading and math, to spark greater interest in science, social studies, information literacy, art, music, physical education, and health

**I**ntegrates thinking, reasoning, and creativity for a lifetime of learning

- Enhances learning by connecting subjects

**MCPS CURRICULUM 2.0** is built around developing students' critical and creative thinking skills, as well as essential academic success skills, so that students are well prepared for a lifetime of learning. We are upgrading the existing MCPS curriculum for the elementary grades in a way that will better engage students and teachers, and dedicate more learning time to subjects such as the arts, information literacy, science, social studies, and physical education. By blending these subjects with the core content areas of reading, writing, and mathematics, students will receive robust, engaging instruction across all subjects in the early grades – in short, we are building a stronger foundation at the elementary level.



To learn more—[www.montgomeryschoolsmd.org/curriculum/2.0/](http://www.montgomeryschoolsmd.org/curriculum/2.0/)



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