

TOWNSHIP OF UNION PUBLIC SCHOOLS



Social Studies
Curriculum Guide
2012

Curriculum Guide Approved June 2011



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**Curriculum Committee
Social Studies**

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

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Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The first grade social studies curriculum is based on the New Jersey Social Studies Core Curriculum Content Standards. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to attain at the conclusion of their first grade social studies experience. Higher-level thinking processes have been incorporated into the objectives. The techniques and activities used to teach the objectives are left to the discretion of the individual teacher. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

Recommended Textbooks Macmillan/McGraw-Hill Timelinks:

**Economics
History
Geography
Citizenship
Culture**

Curriculum Units

Unit 1: Culture: Family and Neighbors

Unit 2: Geography: All about Earth

Unit 3: History: Life Long Ago

Unit 4: Economics: All about Work

Unit 5: Citizenship: Our Government

Pacing Guide- Course

Content

Number of Days

Unit 1: September/October

4 weeks total

Unit 2: November/December

4 weeks total

Unit 3: January/February

4 weeks total

Unit 4: March/April

4 weeks total

Unit 5: May/June

4 weeks total

Unit 1: Culture: Family and Neighbors

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Who are our families and neighbors?</p>	<ol style="list-style-type: none"> 1. Understand that family members, and classmates can all teach us how to act responsibly. 2. Understand that at times, certain events bring families together. 3. Understand that there are similar reasons for having rules at home and school. 4. Understand that people rely on their neighbors. 5. Understand that America has many different customs because Americans have come from all over the world, bringing the customs of their home countries with them. <u>Critical Thinking Objectives</u> 6. Understand why rules are important. 	<ul style="list-style-type: none"> • Have students create a small map of their neighborhood and share with the class. • Have students draw a map of the school or classroom. • Discuss national celebrations (Independence Day, Martin Luther King Jr. Day, etc.) • Have students write a sentence about a celebration they share with their family. • Organize the class into groups and have the students create a list of rules for the classroom. • Have a "Heritage Day" by having the students bring in their "home country's" flag, and a food from the country. 	<p><u>Formative:</u> Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p><u>Performance Assessment:</u> <u>Culture Activity:</u> Have students create a book of customs they have at home. Present to class.</p> <p><u>Writing:</u> Have students write about their families and Neighbors. Rubric located on Teacher Guide page 32W.</p> <p><u>Summative:</u> Unit Assessment</p>

Unit 2: Geography: All About Earth

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we learn about where we live?</p>	<ol style="list-style-type: none"> 1. Understand that whether a person lives in the city, suburbs, in a town, or on a farm, they are part of a community. 2. Understand that communities and transportation is changing. 3. Understand that the Earth is made up of land and water, with different landforms and bodies of water. 4. Understand the weather and the four seasons. 5. Identify natural resources and recycling. 6. Understand the connection among community, state, country, continents and Earth. 	<ul style="list-style-type: none"> • Draw a picture of what it would look like in the suburbs. • Create a list of crops that people would grow on a farm. Plant some crops outside the school. • Draw a diagram of a form of transportation. • Put students in groups and have them create an imaginary island with different landforms and bodies of water. • Brainstorm ideas about different things that can be recycled at home and in school. • Create a flow chart that includes their address, neighborhood, community, state, country, continent, and Earth. 	<p><u>Formative:</u> Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p><u>Performance Assessment:</u> Color a World Map: Have students color the oceans blue on a world map and the landforms green. Find North America and draw a house to show where they live.</p> <p><u>Writing:</u> Have students write answering, "How do we learn about where we live?" Rubric located on Teacher Guide page 38W.</p> <p><u>Summative:</u> Unit Assessment</p>

Unit 3: History: Life Long Ago

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How did people live long ago?</p>	<p>Understand the difference and similarities between how people lived long ago and how they live today.</p> <p>Understand that there are similarities between our lives today and the lives of Native Americans long ago.</p> <p>Understand the purposes and effects of exploration</p> <p>Understand why the Pilgrims came to America and how they survived.</p> <p>Understand what freedom is and how Americans have been fighting for freedom since the start of the country</p>	<p>Invite a senior guest into the classroom to assist students compare and contrast life 50 years ago with today (i.e. schools, technology, grocery pricing) Students can complete a Venn Diagram.</p> <p>Use Google Images: Native Americans, Cherokee, Chippewa, Lenape. Students will make observations about the photos and infer what life was like long ago as a Native American. Students can decided if they would like to live during that time and support with reasons.</p> <p>"Explore" an upper grade classroom or other foreign area in the school. Students can create a map (diagram) and discuss what new things they discovered. Connect with lesson vocabulary.</p> <p>Have students and parents bring in various dishes that might have been served at the first Thanksgiving. Invite building staff to join (i.e. principal, librarian, special area teacher) Students can dress as pilgrims (paper hats, etc.) Connect with lesson-modify appropriately.</p> <p>Have students draw/color an American Flag on a sheet of paper. On the back, have the students compile a list of what we are free to do in the United States (i.e. vote, religion/worship, speech etc.)</p>	<p><u>Formative:</u> Exit Cards, Observations, informal questions, conferencing (unit questions in.T.E.)</p> <p><u>Performance Assessment:</u> Make a Mobile: Draw pictures of people, places, and events form long ago. Turn each picture over and write a sentence telling what you learned. Attach a picture to a coat hanger. Present to class.</p> <p><u>Writing:</u> Have students answer the Big Idea Question: <i>How Did People Live Long Ago?</i> Use Unit 3 Scoring Rubric</p> <p><u>Summative:</u> Unit Assessment</p>

Unit 4: Economics: All About Work

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why do people work?</p>	<p>Understand what money is and why it important to save it.</p> <p>Understand the difference between a need and a want.</p> <p>Understand what work is and the different kinds of work people do.</p> <p>Understand that goods are made, bought, and traded.</p>	<p>Use monopoly money or google free play money templates. During the Unit, explain to students they are going to be pretend employees. Pay them with play money for good deeds, class jobs, completing assignments, etc. During the course allow them to use money to buy pencils, erasers, paper, candy etc., but allow them to save for better items such as time on computer, free time, or homework pass. (building concept)</p> <p>Continue to use above activity to reinforce concept of needs and wants. Ex. Pencil=Need; Free time=want Students can list their needs and wants. i.e. video games, toys, clothes, food.</p> <p>Walk through the school- list different jobs: Cafeteria Staff, Custodian, Principal, Different Teachers, Aids, Assistants, Librarian, Nurse, Secretaries, Crossing Guards, and Bus Drivers. Students can also share jobs their parents, grandparents, uncle/aunts, etc. have and jobs they would like to have when they are older.</p> <p>Place students in groups. Each group will represent a "factory". Each group can make a "good" using craft items. Samples: (book marks, rulers, decorated pencils, ornaments, etc.) Students can "trade" with other students or use play money to sell and purchase "goods".</p>	<p><u>Formative:</u> Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p><u>Performance Assessment:</u> Make a book about work: Draw pictures of people working at different jobs; write the names of the jobs under the pictures; make a cover for the book; present the work the people in the book do.</p> <p><u>Writing:</u> Have students answer the Big Idea Question: <i>Why do people work?</i> Use Unit 4 Scoring Rubric</p> <p><u>Summative:</u> Unit Assessment</p>

Unit 5: Citizenship: Our Government

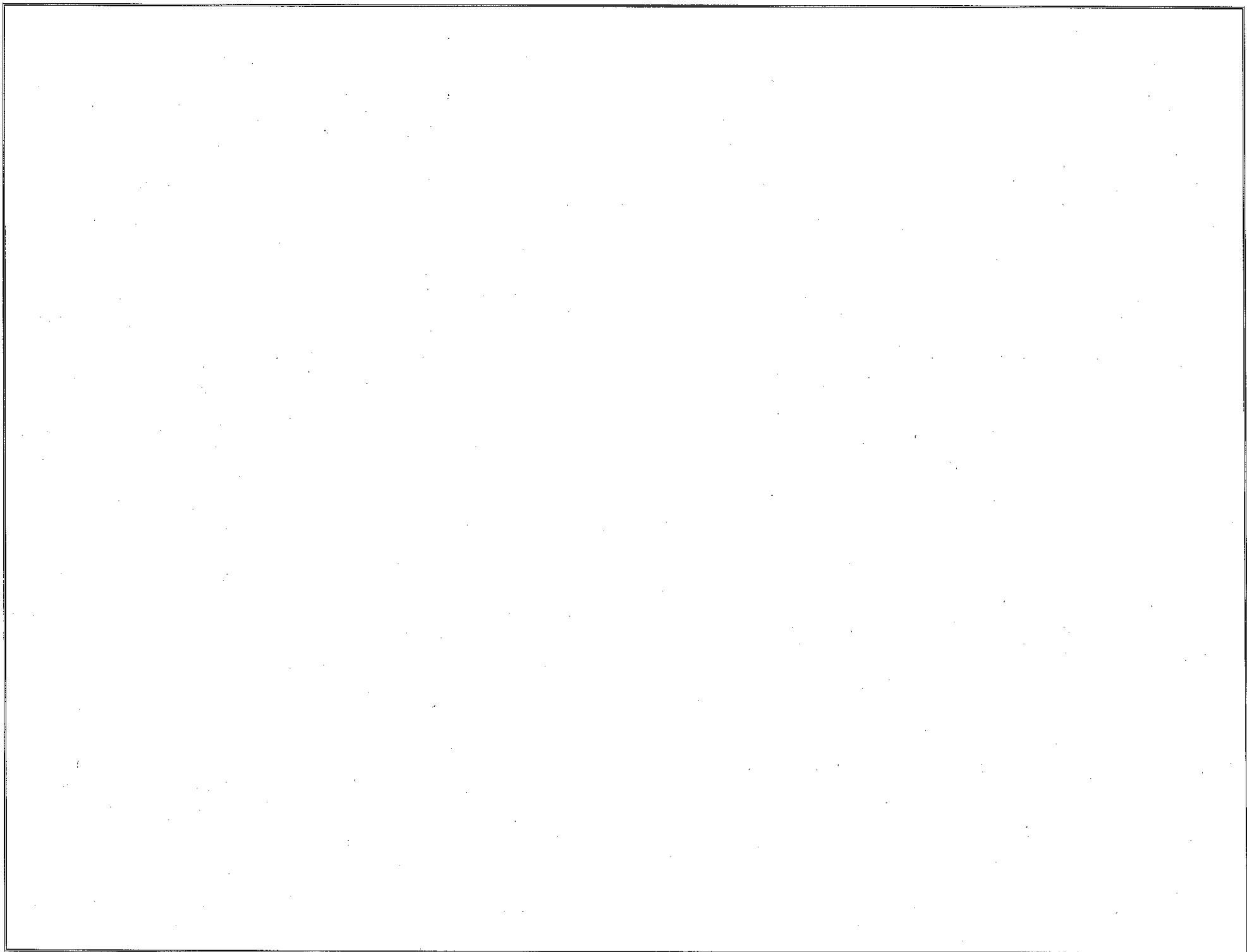
Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we get along together?</p>	<p>Understand what the Declaration of Independence is and why we celebrate on July 4.</p> <p>Understand what a government is and the importance of the Constitution.</p> <p>Understand laws and what they are for and that some are state and community laws.</p> <p>Understand the importance of being a good citizen and the purpose of voting.</p> <p>Understand that we have many leaders who have different roles.</p> <p>Understand some of the symbols that represent the USA and what they stand for.</p>	<p>Invite students to make a list of things they would do to celebrate Fourth of July. Draw pictures and write sentences explaining their plan. Compile a list of ideas for discussion.</p> <p>Tell children that when something is unfair it can hurt feelings and when something is fair it feels good. Tell brief stories demonstrating someone solving a problem fairly and unfairly. After each story, ask children to draw a picture of how they feel about the story.</p> <p>Write 10 state or community laws on slips of paper. Organize students into groups of 2 or 3, selecting a slip of paper. Each group will create a skit that shows people obeying the law written on the slip of paper. The remaining class will name the law.</p> <p>Have students brainstorm rules they would like to see made in their school. Conduct a formal vote on each selected one, recording the votes next to each suggestion. Discuss the voting results with children.</p> <p>Have students create a poster- for the president, the governor, or the mayor. Have them include the person's name, job duties, and other important information.</p> <p>Have students create a symbol for themselves or family, using clay to sculpt, draw, or use other materials. Invite them to show and explain their symbol to the class.</p>	<p><u>Formative:</u> Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p><u>Performance Assessment:</u> Government Activity: Vote for a Class Flag: Tell which symbols you would like to see on your flag. Vote for the symbol you like the best. Use the symbol to draw your class flag.</p> <p><u>Writing:</u> Have students answer the Big Idea Question: <i>How do we get along together?</i> Use Unit 5 Scoring Rubric</p> <p><u>Summative:</u> Unit Assessment</p>

New Jersey Core Curriculum Content Standards
Academic Area

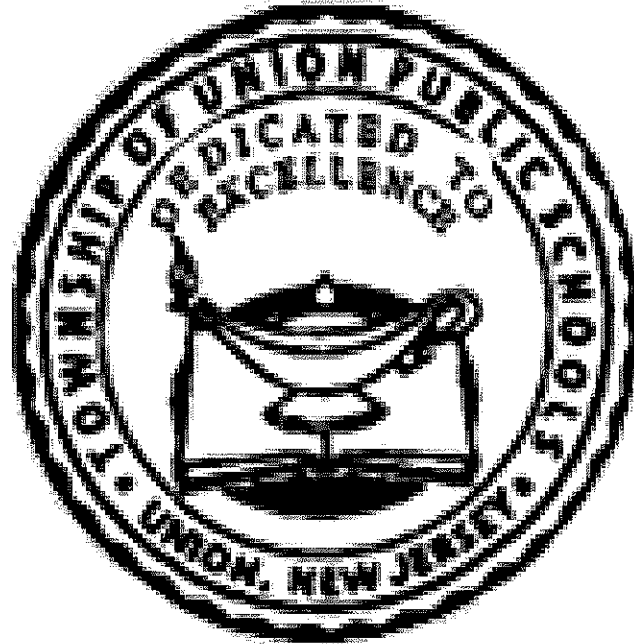
6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. (By the end of Grade 4)

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. (By the end of Grade 8)

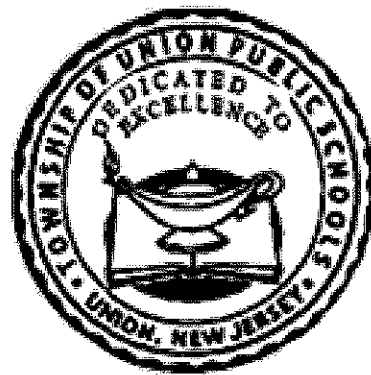
6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. (By the end of grade 4)



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Language Arts
Grade 2
Curriculum Guide
2012



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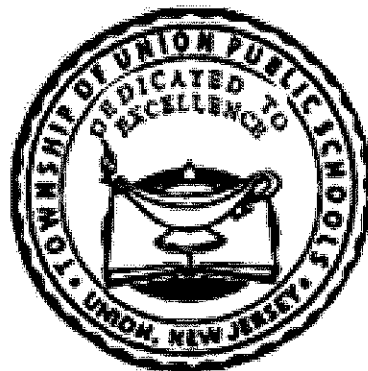
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Appendix: Common Core Standards for Language Arts & Literacy

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Course Description

This guide has been created to assist second grade teachers in meeting the goals required to master the proficiencies outlined in the Common Core Standards for Language Arts & Literacy.

The guide consists of the objectives in the following areas of language arts: reading (literature and informational text), 2nd grade writing and language, and speaking and listening.

Recommended Textbooks

Macmillan/McGraw-Hill Treasures Textbooks and Workbooks

Course Proficiencies

Reading

Students will be responsible for reading district chapter books as well as writing a response to the book. Knows sounds, spelling of Treasure's Reading Program including initial and final consonants (cat), initial diagraphs (sh, wh), two-letter blends (bl, br), short and long vowel sounds (a-cat, e-pet, i-pig, o-pop, and u-bug) and diphthongs (ar). Match oral words to printed words. Read the first grade high frequency sight words and phonetically regular words (spelling words from reading program).

Read and comprehend words with inflectual endings. Use picture clues (illustrations) to read and understand words. Tell whether a story is real or make-believe. Tell the main idea (what the story is about) and sequence (order of events) of a story. Predict what will happen next in a story. Identify parts of speech. (nouns, verbs, adjectives)

Speaking and Listening

Expresses thoughts and ideas clearly. Tell ideas about what they read or heard in a discussion or to a large group. Wait their turn to talk, listen to others while waiting and stay on topic. Demonstrates understanding of oral directions.

Listening

Sit quietly without distracting others and show the speaker they are listening. Ask appropriate questions.

Writing

Name and use words with opposite meanings (hot/cold), words that rhyme (big/pig), and simple compound words (into, pancake). Write a sentence that starts with a capital letter and ends with punctuation. Print correctly and neatly so that others can read their printing.

Use upper and lower case letters appropriately. Write well constructed sentences using appropriate vocabulary. Write three sentences on topic.

Curriculum Units

Unit 1: Friends and Family

Unit 2: Community Heroes

Unit 3: Let's Create

Unit 4: Better Together

Unit 5: Growing and Changing

Unit 6: The World Around Us

Pacing Guide- Course

Content

Number of Days

Unit 1: Sept- Mid October

6 weeks

Unit 2: Mid October-November

6 weeks

Unit 3: December-Mid January

6 weeks

Unit 4: Mid January- February

6 weeks

Unit 5: March- Mid April

6 weeks

Unit 6: Mid- April- May

6 weeks

Unit 1: Friends and Family

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs) RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2	Activities	Assessments
<p>Think about what makes a good friend.</p> <p>What details help you describe the characters' traits, motivation, and feelings?</p> <p>What happens in a story's beginning, middle, and end?</p> <p>What is the connection between all of the details in the selection?</p> <p>What do you think will happen next in the selection? Identify context clues.</p>	<ol style="list-style-type: none"> 1. Analyze story structure, summarize. 2. Identify the characters, setting, plot, and main idea and details 3. Make and confirm predictions. 4. Use a dictionary to put words in ABC order. 5. Identify words that end with -ed. 6. Identify and understand words with prefixes and their meanings. 7. Identify words with short a,e, l,o, u and long a,e,l,o,u, consonant digraphs, consonant blends, and soft c and g. 8. Identify statements, questions, commands 	<ul style="list-style-type: none"> • Create a story map of a story. • Use a graphic organizer to fill in information. • Put student's names in class in ABC order. • Word Family Houses • Rhyming Game • Subject/Predicate Game: Teacher says a sentence. Students point to the subject when the teacher says subject and act out the predicate when the teacher says predicate. • Punctuation Game: Teacher says a sentence and the students crouch down like a period if it's a statement, pose like a 	<ul style="list-style-type: none"> • Unit Assessment • Weekly Assessments • Formative Assessments online • Formative assessments daily • Exit Cards • Journal Checks

	and exclamations. 9. Identify subjects and predicates.	question mark if it's a question, and put their arms up like an exclamation mark if it's an exclamation.	
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Unit 2: Community Heroes

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What heroes live in your community?</p> <p>How did the setting and characters affect the events in the story?</p> <p>What details can you remember about the characters? What plot events did the character traits, motivations, or feelings cause?</p>	<p>RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2</p> <ol style="list-style-type: none"> 1. Monitor comprehension/reread and read ahead to generate questions. 2. Identify characters, plot and setting. Identify cause and effect. Identify main idea and details. 3. Make inferences. 4. Compare and Contrast. 5. Use context clues to identify a word. 6. Identify suffixes and their meanings. 	<ul style="list-style-type: none"> • Daily Oral Language • Students fix incorrect sentences written by the teacher. • Create a story map using a graphic organizer. • Compare and contrast two similar books. • Compare and contrast skittles to M&Ms. • Context clue game. • Word Family Houses (including suffixes and prefixes). 	<ul style="list-style-type: none"> • Unit Assessment • Weekly Assessments • Formative Assessments online • Formative assessments daily • Exit Cards • Journal Checks

<p>What is the connection between all of the details in the story?</p>	<p>7. Identify word families.</p>	<ul style="list-style-type: none"> Compound word pictures: Example Butterfly: draw a picture of butter on one flap of paper, a picture of a fly on another flap and inside of a butterfly. 	
<p>What inferences can you make about the characters and their traits, motivations, and feelings?</p>	<p>8. Decode and blend words with Long a, e, l, o, u.</p>	<ul style="list-style-type: none"> Write letters to students in another class. 	
<p>What is the main idea of the selection?</p>	<p>9. Identify compound words.</p> <p>10. Identify a noun (singular, plural, possessive and proper).</p> <p>11. Identify abbreviations.</p> <p>12. Identify uses for apostrophes and commas.</p>		

Unit 3: Let's Create

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs) RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2	Activities	Assessments
<p>How do people express their ideas and emotions in creative ways?</p> <p>How did summarizing the ideas in the selection help you retell in logical</p>	<ol style="list-style-type: none"> Visualize to generate questions. Summarize a story. Identify the author's purpose. Identify cause and effect. Draw conclusions. Use context clues to 	<ul style="list-style-type: none"> Students close their eyes while other students engage in reader's theater to promote visualization. Students fill in a story map of what happened first, next, and last in order to summarize. 	<ul style="list-style-type: none"> Unit Assessment Weekly Assessments Formative Assessments online Formative assessments daily

sequence?

Why did the author write the selection? Use text evidence to support your answer.

Retell the events in a story's beginning, middle, and end. What was the problem and how was it solved?

Retell the ideas in the selection in order. By combining those ideas, what conclusions can you draw?

define multiple meaning words and idioms.

6. Identify antonyms and synonyms.
7. Define root words.
8. Identify prefixes and suffixes and their meanings.
9. Identify and generate alliteration and rhyme.
10. Decode and blend words with r-Controlled vowels, silent letters, and inflectual endings.
11. Identify syllables and phoneme isolation.
12. Identify a verb (action, present-tense, past-tense, and the verb *have*).
13. Identify proper sentence combining.

- Students will highlight words that provide context clues for definitions of other words.
- Multiple Meaning word match: students will draw pictures of words with multiple meanings.
- Poetry writing for alliteration and poetry
- Students will clap out syllables in words.
- Verb game: students will act out the verb that a teacher says, if the word is not a verb it can not be acted out.

- Exit Cards
- Journal Checks

Unit 4: Better Together

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs) RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2	Activities	Assessments
<p>How is working together better than working alone?</p> <p>Retell the events in a story's beginning, middle, and end. What was the problem and how was it solved?</p> <p>What do illustrations tell you about the characters and how they think, feel, and act?</p> <p>How do signal words such as <i>first, then, and next</i> help you retell the events or ideas presented?</p> <p>Is this story true, realistic,</p>	<ol style="list-style-type: none"> 1. Monitor comprehension/ reread and read ahead to analyze text and story structure. 2. Identify cause and effect and sequence of events. 3. Use illustrations. 4. Distinguish between fantasy and reality. 5. Use context clues to define synonyms and antonyms. 6. Use dictionaries to distinguish homophones. 7. Decode and blend words with diphthongs: ou, ow; oi, oy. 8. Decode and blend words with vowel digraphs: oo, ui, ew, ur, u, ou, oe; au, aw, a 9. Identify verbs (linking, helping, irregular) 10. Identify use of quotation marks 11. Identify use of letter punctuation, 	<ul style="list-style-type: none"> • Students will use post it notes to read and reread to increase comprehension. • Students fill in a story graphic organizers for cause and effect and sequencing. • Students will practice using synonyms/antonyms in place of words in sentences and share work with partners. • Students will participate in blending words with diphthongs and digraphs by using word sound boards. 	<ul style="list-style-type: none"> • Unit Assessment • Weekly Assessments • Formative Assessments online • Formative assessments daily • Exit Cards • Journal Checks

<p>or a fantasy, how do you know?</p>	<p>12. Identify use of apostrophes and contractions. 13. Identify use of capitalization and book titles.</p>	<ul style="list-style-type: none"> • Daily Oral Language will allow students to practice correcting sentences containing grammatical errors. 	
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Unit 5: Growing and Changing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs) RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2	Activities	Assessments
<p>How do animals and plants change as they grow?</p> <p>What is the main idea of the selection? Explain how it is different from the topic.</p> <p>Retell the events of the story in sequence. What do you think will happen next in the story?</p> <p>Summarize the details in</p>	<ol style="list-style-type: none"> 1. Summarize a reading selection/ sequence of events 2. Monitor Comprehension / read and reread a story to adjust reading rate. 3. Make inferences in a selection. 4. Decode words with open and closed syllables 5. Decode words 	<ul style="list-style-type: none"> • Students will use a graphic organizer to summarize a story • Students will use post it notes to read and reread to increase comprehension skills • Students will play a making inferences game • Students will practice clapping out words to determine open or closed syllable words 	<ul style="list-style-type: none"> • Unit Assessment • Weekly Assessments • Formative Assessments On Line • Formative Assessments Daily • Exit Cards • Journal Checks

<p>the selection. What is the main idea?</p> <p>What inferences can you make about the characters in the story and their traits, motivation, and feelings?</p>	<p>with consonant + le</p> <p>6. Identify and use pronouns and possessive pronouns.</p> <p>7. Identify contractions</p> <p>8. Identify pronoun- Verb agreement in sentences.</p>	<ul style="list-style-type: none"> • Students will practice replacing nouns with pronouns or possessive pronouns in sentences • Students will engage in written daily oral language to practice correcting grammatical errors 	
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Unit 6: The World Around Us

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs) RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2	Activities	Assessments
<p>How do we learn about nature?</p> <p>Why did the author write the story? Explain.</p> <p>Make a connection among the details in a story to identify the main idea. How is it different from the</p>	<ol style="list-style-type: none"> 1. Identify the author's purpose 2. Identify the problem and solution in a reading selection 3. Identify cause-and-effect relationship in a text 4. Identify words that have vowel team 	<ul style="list-style-type: none"> • Discuss the three reasons why authors write stories • Students will complete a story map identifying the problem and solution of a text • Complete graphic organizer on cause and effect in a reading selection 	<ul style="list-style-type: none"> • Unit Assessment • Weekly Assessments • Formative Assessments on Line • Formative Daily Assessment • Exit Cards • Journal Checks

topic?

What is the problem presented in the selection or in the story, and what steps are taken to solve it?

What cause-and -effect relationships can you identify in the text?

syllables

5. Identify adjectives and adverbs
6. Identify synonyms and antonyms
7. Sentence punctuation commas in sentences and apostrophes
8. Proper nouns the use of capitalization
9. Read words with consonant + le syllables

- Students will complete sentences adding adjectives and adverbs to add details to writing
- Students will practice using synonyms and antonyms in place of other words in sentences
- Students will complete written daily language to correct the use of commas and apostrophes in sentences

Common Core Standards for Language Arts & Literacy

Grade Level: Second

RL: Reading Standards for Literature
Key Ideas and Details
RL.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3: Describe how characters in a story respond to major events and challenges.
Craft and Structure
RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading

RI: Reading Standards for Informational Text
Key Ideas and Details
RI.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure
RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.

(Not applicable to literature)

RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Integration of Knowledge and Ideas

RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).

RI.2.8: Describe how reasons support specific points the author makes in a text.

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10: By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF: Foundational Skills: Second Grade

Print Concepts

RF.2.1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.2.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words .
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4: Read with sufficient accuracy and fluency to support comprehension.

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

SL: Speaking and Listening: Second Grade

Comprehension and Collaboration

SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

W: Writing Standards: Second Grade

Text Types and Purposes

W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3: Write 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.

Production and Distribution of Writing

(Begins in grade 3)

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

(Begins in grade 4)

Range of Writing

(Begins in grade 3)

L: Language Standards: Second Grade

Conventions

L.2.1: Observe conventions of grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2: Observe conventions of capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Effective Language Use

(Begins in grade 3)

Vocabulary Acquisition and Usage

L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy or juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).