

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Social Studies	
Unit: Knowledge Domain 1 - Fairy Tales and Tall Tales	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Ideas: Students are introduced to three classic fairy tales: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” They consider characteristic elements of fairy tales and consider problems faced by the characters as well as lessons each story conveys. Students then turn to the American frontier and tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. They learn about the characteristics of tall tales, such as exaggeration and larger-than-life characters.</p>	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C: 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.</p> <p>CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.H: Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>CC.1.3.2.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.N: Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.2.O: Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p>CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.4.2.Q: Choose words and phrases for effect</p> <p>CC.1.4.2.R: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the elements and characteristics of a fairy tale or 	<p>Understandings:</p> <p>Students will understand...</p>

<p>tall tale?</p> <ul style="list-style-type: none"> ● Why are children told fairy tales and tall tales? ● What makes fairy tales and tall tales so fun to read? 	<ul style="list-style-type: none"> ● Characteristics and elements of Tall Tales and Fairy Tales ● Fairy Tales and Tall Tales genres ● Exaggeration ● Regular and irregular plurals ● Narrative writing ● Idioms and multiple meaning words
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic knowledge of Fairy Tales and Tall Tales Set a purpose for listening and understand the concept of exaggeration ● Understand regular and irregular plurals ● Narrative writing includes setting, characters, and plot ● Words can have multiple meanings 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Set a purpose for listening and understand the concept of exaggeration ● Distinguish details of idioms and multiple meaning words ● Identify regular and irregular plurals ● Compare and contrast two tall tales using a graphic organizer ● Experiment with narrative writing by rewriting a classic tale (change an element of the story)
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● displeases ● curious ● fortune ● constant ● admiration ● tamed ● feats ● legendary 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Fairy Tales and Tall Tales (Read-Alouds) ● Student Knowledge Workbook ● Trade Book: <i>Swamp Angel</i> by Anne Isaacs
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <p>Fairy Tales</p> <ul style="list-style-type: none"> ● <i>Beauty and the Beast</i>, retold and illustrated by Jan Brett ● <i>Beauty and the Beast</i>, illustrated by Jess Stockham ● <i>The Emperor’s New Clothes: A Tale Set in China</i>, by Demi ● <i>The Emperor’s New Clothes</i>, by Hans Christian Andersen and illustrated by Virginia Lee Burton ● <i>The Emperor’s New Clothes</i>, by Alison Edgson ● <i>The Fisherman and His Wife</i>, retold and illustrated by Rachel Isadora ● <i>Liang and the Magic Paintbrush</i>, by Demi ● <i>The Magic Fish</i>, by Freya Littledale and illustrated by Winslow Pinney Pels <p>Tall Tales</p> <ul style="list-style-type: none"> ● <i>Ain’t Nothing But a Man: My Quest to Find John Henry</i>, by Scott Reynolds Nelson

- *The Blind Men and the Elephant*, retold by Karen Backstein and illustrated by Annie Mitra
- *The Bunyans*, by Audrey Wood and illustrated by David Shannon
- *Casey Jones*, adapted by Stephen Krensky and illustrated by Mark Schroder
- *The Cu Bird*, by Marjorie Herrmann
- *The Enchanted Moccasins and Other Native American Legends*, by Henry R. Schoolcraft
- *John Henry: An American Legend*, by Ezra Jack Keats
- *John Henry*, by Julius Lester and illustrated by Jerry Pinkney
- *John Henry*, by Stephen Krensky and illustrated by Mark Oldroyd
- *Luba and the Wren*, by Patricia Polacco
- *Mike Fink*, adapted by Stephen Krensky and illustrated by Jeni Reeves
- *Mike Fink*, retold and illustrated by Steven Kellogg
- *Paul Bunyan*, retold and illustrated by Steven Kellogg
- *Paul Bunyan vs. Hals Halson: The Giant Lumberjack Challenge*, by Teresa Bateman and illustrated by C.B. Canga
- *Pecos Bill*, by Eric Blair and illustrated by Micah Chambers-Goldberg
- *Pecos Bill*, retold and illustrated by Steven Kellogg
- *Sally Ann Thunder Ann Whirlwind Crockett*, retold and illustrated by Steven Kellogg
- *Swamp Angel*, by Anne Isaacs and illustrated by Paul O. Zelinsky
- *Totem Tale*, by Deb Vanasse and illustrated by Erik Brooks

Audio Books

- “John Henry,” by Harry Belafonte <http://youtu.be/BZGxZbOB1Eo>
- “Casey Jones,” by Johnny Cash <http://youtu.be/mJCiPI-V6h8>

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies		
Unit: Knowledge Domain 2 - Early Asian Civilizations	<input checked="" type="checkbox"/> Essential	<input type="checkbox"/> Important
<input type="checkbox"/> Compact		
<p>Big Ideas: Students are introduced to the continent of Asia and its two most populous countries, India and China. Students learn about early India, the importance of the Indus and Ganges Rivers, and the basics of their culture. Students then explore early Chinese civilization and its lasting contributions, including paper, silk, and the Great Wall of China. In addition, students are introduced to related folktales and poetry, including “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” and “The Magic Paintbrush.”</p>		
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C: 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.</p> <p>CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p>		
<p>Pennsylvania Social Studies Standards:</p> <p>5.2.2.D: Explain responsible community behavior.</p> <p>5.4.2.B: Identify ways that countries can work together.</p> <p>5.4.2.C: Explain why nations need to work together for peace.</p> <p>6.1.2.B: Identify community wants and needs.</p> <p>6.1.2.C: Explain how choice has consequences.</p> <p>6.1.2.D: Identify a choice based on community interest.</p> <p>6.3.2.A: Identify examples of goods and services provided by the private sector.</p> <p>6.3.2.D: Identify products produced outside the United States.</p> <p>6.4.2.C: Identify products that come from many different countries.</p> <p>6.4.2.D: Identify buyers and sellers and how their wants and needs are addressed.</p> <p>6.5.2.B: Differentiate how different job skills impact earnings.</p> <p>6.5.2.E: Describe the qualities that may be necessary to complete a task.</p> <p>7.1.2.B: Describe regions in geographic reference using physical features.</p> <p>7.2.2.B: Identify the basic physical processes that affect the physical characteristics regions.</p> <p>7.3.2.A: Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).</p> <p>7.4.2.B: Identify physical systems.</p> <p>7.4.2.A: Identify how environmental changes can impact people.</p> <p>8.1.2.C: Apply sources of historical information.</p>		

8.4.2.A: Explain why cultures have commemorations and remembrances.

8.4.2.B: Explain the significance of historical documents on world history.

8.4.2.C: Identify how cultures have commemorations and remembrances.

Pennsylvania STEELS (Science, Technology, & Engineering, and Environmental literacy & Sustainability) Standards:

3.5.K-2.Y: Discuss how the way people live and work has changed throughout history because of technology.

Essential Questions:

- How were rivers important to the development of early Indian and Chinese civilizations?
- Why are celebrations and traditions important to Chinese and Indian culture?
- How did historic figures contribute to the society of early Chinese and Indian cultures?

Understandings:

Students will understand...

- Hinduism and Buddhism, two religions in India, were major forces that shaped early Indian civilization.
- The early Chinese civilization provided many contributions to the world, including paper, silk, and the Great Wall of China.
- India and China, the two most populous countries in Asia, were able to form because of mighty rivers.

Knowledge:

- Basic Knowledge of Early Asian Civilization

Do/Skills:

Students will be able to...

- Locate Asia, India, and China on a map or globe
- Explain the importance of mountains in the development of early Asian civilizations
- Explain the importance of the Indus and Ganges Rivers for the development of civilization in ancient times
- Describe the key components of a civilization
- Identify Hinduism and Buddhism as religions originating in Asia
- Describe the basic principles of Hinduism and Buddhism
- Identify important figures in Hinduism and Buddhism
- Identify Diwali as an important holiday in Hinduism
- Demonstrate familiarity with the folktale “The Tiger, the Brahman, and the Jackal”
- Identify trickster tales and folktales as a type of fiction
- Demonstrate familiarity with the poem “The Blind Men and the Elephant”
- Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in ancient times
- Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)
- Demonstrate familiarity with the folktale “The Magic Paintbrush”
- Describe the characters, plot, and setting of the folktale “The Magic Paintbrush”
- Describe silk making
- Identify Confucius
- Describe the teachings of Confucius
- Describe the Chinese New Year

	<ul style="list-style-type: none"> ● Effectively write and use regular and irregular past tense verbs ● Successfully plan, draft, and publish an informational book about China ● Summarize a text in “Somebody Wanted But So Then” format
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● cultivate ● fertile ● Indus River ● irrigation canals ● source ● represents ● unjust ● resembles ● custom ● conquer ● sorrow ● durable ● praise ● emerge ● plunge ● defense ● eager ● prosperous 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Early Asian Civilizations (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>Ancient China</i> by Mel Friedman
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <p>Ancient India</p> <ul style="list-style-type: none"> ● <i>Diwali (Celebrations in My World)</i>, by Kate Torpie ● <i>Dumpling Days</i>, by Grace Lin ● <i>Lighting a Lamp: A Diwali Story</i>, by Jonny Zucker ● <i>The Monkey and the Crocodile</i>, by Paul Galdone ● <i>One Grain of Rice</i>, by Demi ● <i>Seven Blind Mice</i>, by Ed Young <p>Ancient China</p> <ul style="list-style-type: none"> ● <i>The Ballad of Mulan: English/Hmong</i>, by Song Nan Zhang ● <i>Colors of China</i>, by Shannon Zemlicka ● <i>Day of the Dragon King</i> (Magic Tree House, No. 14), by Mary Pope Osborne ● <i>Dragon of the Red Dawn</i> (Magic Tree House, No. 37), by Mary Pope Osborne ● <i>The Dragon Prince: A Chinese Beauty & the Beast Tale</i>, by Laurence Yep and illustrated by Kam Mak

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| | <ul style="list-style-type: none">● <i>The Emperor and the Kite</i>, by Jane Yolen and illustrated by Ed Young● <i>The Great Wall of China</i>, by Leonard Everett Fisher● <i>Look What Came from China</i>, by Miles Harvey● <i>Ming Lo Moves the Mountain</i>, by Arnold Lobel● <i>The Seven Chinese Brothers</i>, by Margaret Mahy and illustrated by Mou-Sien Tseng● <i>The Silk Route: 7,000 Miles of History</i>, by John S. Major● <i>The Year of the Dog</i>, by Grace Lin |
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Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 3 - The Ancient Greek Civilizations	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Ideas: Students explore the civilization of ancient Greece, which lives on in many ways—in our language, government, art and architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, Greek democracy, the gods and goddesses of the ancient Greeks, and the philosophers Socrates, Plato, and Aristotle.	
PA Core Content Standards/Anchors (or National Standards):	
<p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C: 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.</p> <p>CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p>	
Pennsylvania Social Studies Standards:	
<p>5.4.2.B: Identify ways that countries can work together.</p> <p>5.4.2.C: Explain why nations need to work together for peace.</p> <p>6.2.2.A: Identify goods, services, consumers, and producers in the local community.</p> <p>6.3.2.A: Identify examples of goods and services provided by the private sector.</p> <p>6.3.2.D: Identify products produced outside the United States.</p> <p>7.1.2.B: Describe regions in geographic reference using physical features.</p> <p>7.3.2.A: Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).</p> <p>7.4.2.B: Identify physical systems.</p> <p>8.1.2.C: Apply sources of historical information.</p> <p>8.4.2.A: Explain why cultures have commemorations and remembrances.</p> <p>8.4.2.C: Identify how cultures have commemorations and remembrances.</p>	
Pennsylvania STEELS (Science, Technology, & Engineering, and Environmental literacy & Sustainability) Standards:	
3.5.K-2.Y: Discuss how the way people live and work has changed throughout history because of technology.	
Essential Questions:	Understandings:
<ul style="list-style-type: none"> How did the ancient Greeks contribute to the global world? Who are historical figures from ancient Greek civilization and why? 	<p>Students will understand...</p> <ul style="list-style-type: none"> Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own and other governments. Ancient Greek civilization contributed to many areas of our lives today.

	<ul style="list-style-type: none"> ● Great philosophers, gods and goddesses, the Olympic games, significant battles, and the conquests of Alexander the Great all added to the importance of the ancient Greeks.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic understanding of Ancient Greek civilization 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Define the term civilization, and describe the key components of a civilization ● Identify important ancient Greek geography on a map ● Describe the terrain of ancient Greece and how it affected the civilization's development ● State that the ancient Greeks worshiped many gods and goddesses and believed they lived on Mount Olympus ● Name and describe some ancient Greek gods and goddesses ● Describe the Olympic Games of ancient Greece ● Describe how the contributions of the ancient Greek civilization have influenced the present ● Explain what a city-state was in ancient Greek civilization ● Describe the city-state Sparta and the Spartan way of life ● Explain why Athens is named after the goddess Athena ● Describe the city-state Athens and the Athenian way of life ● Explain what democracy is, and state that it originated in Athens ● Compare/contrast life in Sparta with life in Athens ● Explain the significance of the Battle of Marathon ● Explain the significance of the Battle of Thermopylae ● Identify Socrates, Plato, and Aristotle, and describe their contributions as famous philosophers of ancient Greece ● Describe the accomplishments of Alexander the Great ● Demonstrate understanding of key vocabulary ● Make predictions about what will happen in a text ● Draft a short opinion piece and a short fictional narrative
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● independently ● summoned ● mission ● grand ● spartan ● ideal ● democracy ● tribute ● prefer ● marvelous ● tame ● invader 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: The Ancient Greek Civilization (Read-Aloud) ● Student Knowledge Workbook ● Tradebook: Pythagoras and the Ratios by Julie Ellis

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *Ancient Greece*, edited by E. D. Hirsch, Jr.
- *Ancient Greece* (DK Eyewitness Books), by Anne Pearson
- *Ancient Greece* (True Books: Ancient Civilizations), by Sandra Newman
- *Ancient Greece* (Cultural Atlas for Young People), by Anton Powell
- *Ancient Greece and the Olympics: A Nonfiction Companion to Hour of the Olympics*, by Mary Pope Osborne and Natalie Pope Boyce
- *The Gods and Goddesses of Olympus*, by Aliki
- *The Greeks* (Starting History), by Sally Hewitt
- *Hour of the Olympics* (Magic Tree House, No. 16), by Mary Pope Osborne
- *I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece*, by Fiona Macdonald
- *Life in a Greek Trading Port*, by Jane Shuter
- *Life in Ancient Athens*, by Jane Shuter
- *Tools of the Ancient Greeks: A Kid's Guide to the History & Science of Life in Ancient Greece*, by Kris Bordessa

Student Resources

- Birmingham Museum and Art Gallery for Kids: Ancient Greece
<http://bit.ly/VeuRIR>
- BBC Primary History Series: Ancient Greeks
http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/
- Interactive Tour of the Parthenon
<http://www.kidsdiscover.com/interactive-tour-parthenon-ruins-panorama/>

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 4 - Greek Myths	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Ideas: Building on the Ancient Greek Civilization domain, students explore several well-known Greek myths and mythical characters, including Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students learn about common characteristics of myths and examine story elements in the myths.	
PA Core Content Standards/Anchors (or National Standards): CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral. CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.C: Describe how characters in a story respond to major events and challenges. CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.C: 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.	
Essential Questions: <ul style="list-style-type: none"> • What are the characteristics of Greek myths? • What meanings did myths about gods, goddesses, and heroes have for the ancient Greeks? • What meanings do the Greek myths have for us today? 	Understandings: Students will understand... <ul style="list-style-type: none"> • Ancient Greeks worshiped many gods and goddesses. • A myth is a fictional story, once thought to be true, that tried to explain mysteries of nature and humankind. • References to Greek mythology are still culturally relevant today and give students a frame of reference with which to understand literary allusions and the meanings of common words and phrases.
Knowledge: <ul style="list-style-type: none"> • Basic knowledge of Greek Myths 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> • Explain that the ancient Greeks worshiped many gods and goddesses • Explain that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers, unlike humans • Identify the Greek gods and goddesses in the read-aloud • Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods • Identify Greek myths as a type of fiction • Demonstrate familiarity with particular Greek myths • Identify the elements of character, setting, plot, and supernatural beings and events in particular Greek myths • Identify common characteristics of Greek myths (i.e., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)

	<ul style="list-style-type: none"> ● Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs ● Identify Greek myths as a type of fiction ● Identify common characteristics of Greek myths ● Demonstrate understanding of key vocabulary ● Sequence story events and make predictions ● Plan, draft and edit a fictional narrative in the style of a Greek myth ● Collect and synthesize information with graphic organizers
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● spectators ● amusing ● retrieve ● flattered ● unraveling ● proof ● aimlessly ● guidance ● insisted ● resist 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Greek Myths (Read-Aloud) ● Student Knowledge Workbook ● Tradebook: <i>King Midas and the Golden Touch</i> by Charlotte Craft
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>A Child's Introduction to Greek Mythology: The Stories of the Gods, Goddesses, Heroes, Monsters, and Other Mythical Creatures</i>, by Heather Alexander ● <i>D'Aulaires' Book of Greek Myths</i>, by Ingri and Edgar Parin D'Aulaire ● <i>Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology</i>, by Lise LungeLarsen ● <i>The Gods and Goddesses of Olympus</i>, by Aliki ● <i>Greek Myths</i>, by Deborah Lock ● <i>Greek Myths</i>, by Marcia Williams ● <i>King Midas: The Golden Touch</i>, by Demi ● <i>The McElderry Book of Greek Myths</i>, retold by Eric A. Kimmel ● <i>Mythological Creatures: A Classical Bestiary</i>, by Lynn Curlee ● <i>Pegasus</i>, by Marianna Mayer <p>Student Resources</p> <ul style="list-style-type: none"> ● Myths Brainstorming Machine http://teacher.scholastic.com/writewit/mff/mythmachine.htm

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 5 - The War of 1812	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Ideas: Students are introduced to major figures and events in the War of 1812, sometimes called America’s second war for independence. Students learn about James and Dolley Madison, “Old Ironsides,” “The Star-Spangled Banner,” the Battle of New Orleans, and more, all of which build a foundation for more in-depth study in later grades.	
PA Core Content Standards/Anchors (or National Standards):	
<p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C: 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.</p> <p>CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p>	
Pennsylvania Social Studies Standards:	
<p>5.2.2.B: Identify a problem and probable solution.</p> <p>5.3.2.E: Describe situations in the state or nation when having an elected official represent the people is beneficial.</p> <p>5.3.2.H: Identify different forms of media.</p> <p>5.4.2.A: Explain examples of conflict in the community, state, and nation.</p> <p>5.4.2.B: Identify ways that countries can work together.</p> <p>5.4.2.D: Identify the different types of media.</p> <p>6.2.2.B: Differentiate between markets and competition.</p> <p>7.1.2.A: Identify how basic geographic tools are used to organize information.</p> <p>7.3.2.A: Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).</p> <p>8.1.2.A: Read and interpret information on simple timelines.</p> <p>8.1.2.B: Identify documents relating to an event.</p> <p>8.1.2.C: Apply sources of historical information.</p> <p>8.3.2.B: Identify American artifacts and their importance in American history.</p> <p>8.3.2.C: Identify facts related to how different people describe the same event at different time periods.</p> <p>8.4.2.B: Explain the significance of historical documents on world history.</p> <p>8.4.2.D: Identify global issues that require cooperation among nations.</p>	
Essential Questions:	Understandings:
<ul style="list-style-type: none"> Who were important figures of the War of 1812? Was the War of 1812 a war of choice or a war of necessity? Why was the War of 1812 referred to as America's second 	<p>Students will understand...</p> <ul style="list-style-type: none"> The War of 1812 is best remembered as the war that gave birth to “The Star-Spangled Banner.”

<p>American Revolution?</p>	<ul style="list-style-type: none"> ● It is often called America’s second war for independence. ● The United States was greatly affected by the Napoleonic Wars between France and Great Britain. ● This domain builds the foundation for learning about westward expansion, the U.S. Civil War, and immigration later this year.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic knowledge of the War of 1812 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain that Great Britain became involved in a series of wars against France ● Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors ● Explain that some members of the U.S. government began to call for war ● Identify James Madison as the fourth president and as the one in office during the War of 1812 ● Identify Dolley Payne Todd as James Madison’s wife, and explain that she was the first to be called the First Lady ● Explain that the USS Constitution became known as “Old Ironsides” because British cannonballs could not damage it ● Explain that in 1814 the British attacked the capital, Washington, D.C. ● Explain that, prior to the British arriving at the President’s House, Dolley Madison and others escaped, saving important papers and letters ● Explain that a famous portrait of George Washington that was hanging at the President’s House was saved before the British set fire to the President’s House ● Describe how the British attacked, but were unable to capture, the city of Baltimore and Fort McHenry ● Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry ● Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem ● Explain that the Battle of New Orleans actually took place after the War of 1812 was over ● Describe how the War of 1812 was considered a second war for independence ● Demonstrate understanding of key vocabulary ● Plan, write, and present a persuasive speech ● Create a Picture Gallery of important people and events connected with the War of 1812 ● Deepen comprehension and cite evidence from the text

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● represent ● patience ● magnificent ● economy ● quench ● inspired ● astonished ● dejected ● jubilant 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: The War of 1812 (Read-Aloud) ● Student Knowledge Workbook ● Tradebook: <i>The Star-Spangled Banner in Translation</i> by Elizabeth Raum
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>The American Flag</i> (True Books: American History), by Elaine Landau ● <i>A More Perfect Union: The Story of Our Constitution</i>, by Betsy Maestro ● <i>An American Army of Two</i>, by Janet Greeson and illustrated by Patricia Rose Mulvihill ● <i>The Battle of New Orleans: The Drummer's Story</i>, by Freddi Evans ● <i>The Biggest (and Best) Flag That Ever Flew</i>, by Rebecca C. Jones ● <i>The Bill of Rights</i>, by Christine Taylor-Butler ● <i>The Boy Who Saved the Town</i>, by Brenda Seabrooke ● <i>The Constitution of the United States</i> (True Books), by Christine Taylor-Butler ● <i>Dolley Madison</i> (First Biographies), by Jan Mader ● <i>Dolley Madison: First Lady of the United States</i> (Focus on Women in U.S. History: Primary Source Readers), by Melissa Carosella ● <i>Dolley Madison: Her Life, Letters, and Legacy</i>, by Holly Shulman and David Mattern ● <i>Dolley Madison Saves George Washington</i>, by Don Brown ● <i>The Flag Maker</i>, by Susan Campbell Bartoletti ● <i>Francis Scott Key's "Star-Spangled Banner,"</i> (Step into Reading), by Monica Kulling and illustrated by Richard Walz ● <i>If You Were There When They Signed the Constitution</i>, by Elizabeth Levy and illustrated by Joan Holub ● <i>James Madison</i>, by Jill K. Mulhall ● <i>James Madison: Founding Father</i>, by Lynn George ● <i>Jean Laffite: The Pirate Who Saved America</i>, by Susan Goldman Rubin and illustrated by Jeff Himmelman ● <i>Meet Caroline</i>, by Kathleen Ernst ● <i>Millie Cooper's Ride: A True Story from History</i>, by Marc Simmons ● <i>The National Anthem</i> (True Books: American History), by Elaine Landau

- *A Picture Book of Dolley and James Madison*, by David A. Adler and Michael S. Adler and illustrated by Ronald Himler
- *Pirates Past Noon* (Magic Tree House, No. 4), by Mary Pope Osborne
- *The Star-Spangled Banner*, by Peter Spier
- *Shh! We're Writing the Constitution*, by Jean Fritz
- *The Star-Spangled Banner in Translation: What It Really Means* (Fact Finders: Kids' Translations), by Elizabeth Raum
- *The War of 1812: Expanding & Preserving the Union* (Primary Source Readers), by Jill K. Mulhall
- *The War of 1812: The New American Nation Goes to War with England*, by Mark Beyer
- *The War of 1812* (Primary Sources of American Wars), by Georgene Poulakidas
- *Washington Is Burning! The War of 1812*, by Alvin R. Cunningham
- *Washington Is Burning* (On My Own History), by Marty Rhodes Figley and illustrated by Craig Orback
- *We the Kids: The Preamble to the Constitution of the United States*, by David Catrow

Websites

- Montpelier Historic Website <http://www.montpelier.org>
- PBS Film on Dolley Madison
<http://www.pbs.org/wgbh/americanexperience/films/dolley>
- Official Bicentennial Website <http://www.visit1812.com>
- The U.S. Capitol Visitor Center
<http://www.visitthecapitol.gov/Exhibitions/online>
- USS Constitution Museum <http://www.usconstitutionmuseum.org>
- The James Madison Museum <http://www.thejamesmadisonmuseum.org>
- The Papers of James Madison www.virginia.edu/pjm
- The White House <http://www.whitehouse.gov/about/presidents/jamesmadison>
- The Crafty Classroom <http://www.thecraftyclassroom.com/>
- HomeschoolPrintablesNotebookingPatriotic.html
- Hold the Fort (Online Game) <http://www.nps.gov/fomc/holdthefort>

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 6 - Cycles in Nature	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Ideas: Students are introduced to natural cycles that make life on Earth possible. Students will learn about seasonal cycles, plant and animal life cycles, and the water cycle. Students will also enjoy poems by Emily Dickinson and Robert Louis Stevenson.	
PA Core Content Standards/Anchors (or National Standards):	
<p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.3.2.F: Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B: Identify and introduce the topic.</p> <p>CC.1.4.2.C: Develop the topic with facts and/or definitions</p> <p>CC.1.4.2.D: Group information and provide a concluding statement or section.</p> <p>CC.1.4.2.E: Choose words and phrases for effect.</p> <p>CC.1.4.2.F: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What different cycles do we see in nature? • How are cycles in nature similar and different? • How are the cycles in nature interconnected and how do life cycles impact living things? 	<p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Nature has many natural cycles that make life on Earth possible. • Seasonal cycles, flowering plants and trees, animal life cycles, and the water cycle are a few examples of natural cycles. • Natural cycles are interconnected, and a change in one cycle often affects the cycles of many.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic understanding of the cycles of nature 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Collect and synthesize information using note taking tools ● Participate in a shared research project by recording observations on scientific phenomena ● Write an informational paragraph summarizing the life cycle of a frog ● Explain that a cycle is a sequence of events that repeats itself again and again ● Explain how the rotation of Earth causes daytime and nighttime ● Explain how tilt and the revolution of Earth around the sun causes the seasons ● Describe the seasonal cycle: spring, summer, autumn, winter ● Explain effects of seasonal changes on plants and animals ● Identify the stages of the life cycle of a flowering plant (seed to seed) ● Identify the stages of the life cycle of a tree (seed to seed) ● Explain why trees are important to living things on earth ● Explain that a life cycle is the stages of growth of a living thing that repeat over and over ● Identify the stages of the life cycle of a chicken ● Identify the stages of the life cycle of a frog ● Identify the stages of the life cycle of a butterfly ● Describe the water cycle on earth, including evaporation, condensation, and precipitation ● Explain that there is a limited amount of water on Earth ● Identify three types of clouds: cirrus, cumulus, and stratus
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● stage ● tilt ● adapt ● protective ● germinate ● replenished ● burrow ● transparent ● precipitation 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Cycles in Nature (Read-Aloud) ● Student Knowledge Workbook ● Tradebook: <i>The Snowflake</i> by Neil Waldman

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- Butterfly Larvae

Seasonal Cycles

- *Earth Cycles*, by Michael Elsohn Ross
- *Four Seasons Make a Year*, by Anne Rockwell
- *How Do Birds Find Their Way?*, by Roma Gans
- *The Reasons for Seasons*, by Gail Gibbons
- *Red Leaf, Yellow Leaf*, by Lois Ehlert
- *What Makes Day and Night*, by Franklyn Branley

Plant and Animal Life Cycles

- *From Caterpillar to Butterfly* (Let's-Read-and-Find-Out-Science), by Deborah Heiligman
- *From Seed to Plant*, by Gail Gibbons
- *From Seed to Sunflower*, by Dr. Gerald Legg
- *How a Seed Grows*, by Helene J. Jordan
- *The Life Cycle of an Oak Tree*, by Linda Tagliaferro
- *A Log's Life*, by Wendy Pfeffer
- *Monarch Butterfly*, by Gail Gibbons
- *A Nest Full of Eggs*, by Priscilla Belz Jenkins
- *One Bean*, by Anne Rockwell
- *The Reason for a Flower*, by Ruth Heller
- *Sunflower House*, by Eve Bunting

Water Cycle

- *Down Comes the Rain* (Let's-Read-and-Find-Out-Science), by Franklyn M. Branley
- *The Snowflake: A Water Cycle Story*, by Neil Waldman
- *Water* (Nature's Cycles), by Dana Meachen Rau
- *The Water Cycle*, by Helen Frost
- *The Water Cycle*, by Rebecca Olien
- *Water, Water Everywhere*, Mark J. Rauzon and Cynthia Overbeck Bix

Student Resources

- Interactive Earth Rotation
http://www.bbc.co.uk/schools/scienceclips/ages/9_10/earth_sun_moon.shtml
- Creature Feature: American Bullfrog
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/american-bullfrog>
- Creature Feature: Penguin
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/adelie-penguin>
- Monarch Caterpillar to a Butterfly
<http://www.npr.org/2011/06/01/129878708/watching-butterflies-born-on-a-monarch-ranch>

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 7 - Westward Expansion	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Ideas: Students are introduced to an important period in the history of the United States—the time of westward expansion during the 1800s. Students explore why pioneers were willing to endure the hardships to move westward, and learn about innovations in transportation and communication, including the steamboat, the Transcontinental Railroad, and the Pony Express. Students also come to understand the hardships and tragedies that Native Americans endured because of westward expansion.</p>	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>Pennsylvania Social Studies Standards:</p> <p>5.2.2.B: Identify a problem and probable solution.</p> <p>5.2.2.D: Explain responsible community behavior.</p> <p>5.3.2.A: Identify the role the government plays in the community (education, transportation).</p> <p>5.3.2.H: Identify different forms of media.</p> <p>5.4.2.A: Explain examples of conflict in the community, state, and nation.</p> <p>5.4.2.D: Identify the different types of media.</p> <p>6.1.2.B: Identify community wants and needs.</p> <p>6.1.2.C: Explain how choice has consequences.</p> <p>6.2.2.B: Differentiate between markets and competition.</p> <p>6.3.2.A: Identify examples of goods and services provided by the private sector.</p> <p>7.1.2.B: Describe regions in geographic reference using physical features.</p> <p>7.2.2.B: Identify the basic physical processes that affect the physical characteristics of regions.</p> <p>7.3.2.A: Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).</p> <p>7.4.2.A: Identify how environmental changes can impact people.</p> <p>8.1.2.A: Read and interpret information on simple timelines.</p> <p>8.2.2.A: Identify historical figures in the local community.</p> <p>8.2.2.D: Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military, conflict, and economics.</p> <p>8.3.2.A: Identify groups and organizations and their contributions to the United States.</p> <p>8.3.2.B: Identify American artifacts and their importance in American history.</p> <p>8.3.2.C: Identify facts related to how different people describe the same event at different time periods.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> Why did pioneer families choose to move to the West in the 	<p>Understandings:</p> <p>Students will understand...</p>

<p>1800s?</p> <ul style="list-style-type: none"> • What are the effects and/or consequences of Westward Expansion? • How did Westward Expansion affect Native American culture and land? 	<ul style="list-style-type: none"> • Pioneers were willing and eager to endure hardships to move westward during the 1800s. • Many important innovations in both transportation and communication occurred during that time period. • Native Americans endured both intended and unintended hardships and tragedies as a result of westward expansion.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Basic understanding of Westward Expansion 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Describe a pioneer family's journey westward • Describe family life on the frontier • Explain the significance of the steamboat • Identify Robert Fulton as the developer of the steamboat • Identify steamboats, canals, and trains as new means of travel that increased the movement of people west • Describe the importance of canals • Identify the Erie Canal as the most famous canal built during the Canal Era • Explain the significance of Sequoyah's invention of the Cherokee writing system • Explain that the U.S. government forced Native Americans from their land as the country expanded westward • Identify the Trail of Tears as a forced march of the Cherokee • Identify the Oregon Trail as a difficult trail traveled by wagon trains • Identify the Pony Express as a horseback mail delivery system • Identify the transcontinental railroad as a link between the East and the West • Identify "iron horse" as the nickname given to the first trains in America • Explain the advantages of rail travel • Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land • Describe the effect of diminishing buffalo on the life of Plains Native Americans • Demonstrate understanding of key vocabulary • Write an informational text in the format of a Westward Expansion Quilt • Deepen comprehension and cite evidence from a text • Identify the main topic of a text and compare and contrast two texts about the Erie Canal

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● sights ● voyage ● transport ● create ● encountered ● territory ● endurance ● convenient ● solemnly 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Westward Expansion (Read-Aloud) ● Student Knowledge Workbook ● Tradebook: <i>Dandelions</i> by Eve Bunting
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Buffalo Before Breakfast</i> (Magic Tree House, No. 18), by Mary Pope Osborne ● <i>The Buffalo Storm</i>, by Katherine Applegate and illustrated by Jan Ormerod ● <i>Daily Life in a Covered Wagon</i>, by Paul Erickson ● <i>Dandelions</i>, by Eve Bunting and illustrated by Greg Shed ● <i>Food and Recipes of the Westward Expansion</i>, by George Erdosh ● <i>Frontier Women Who Helped Shape the American West</i>, by Ryan Randolph ● <i>Ghost Town at Sundown</i> (Magic Tree House, No. 10), by Mary Pope Osborne ● <i>Going West</i>, by Jean Van Leeuwen and illustrated by Thomas B. Allen ● <i>Going West</i>, by Laura Ingalls Wilder and illustrated by Renee Graef ● <i>If You Traveled West in a Covered Wagon</i>, by Ellen Levine and illustrated by Elroy Freem ● <i>I Have Heard of a Land</i>, by Joyce Carol Thomas and illustrated by Floyd Cooper ● <i>Life in the West</i> (A True Book), by Teresa Domnauer ● <i>Life on a Pioneer Homestead</i>, by Sally Senzell Isaacs ● <i>Mailing May</i>, by Michael O. Tunnell and illustrated by Ted Rand ● <i>Meet Kirsten</i>, by Janet Shaw and illustrated by Renee Graef ● <i>A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840</i>, by Barbara Greenwood and illustrated by Heather Collins ● <i>Pioneer Cat</i>, by William H. Hooks ● <i>Rachel's Journal: The Story of a Pioneer Girl</i>, by Marissa Moss ● <i>The Santa Fe Trail</i>, by Ryan P. Randolph ● <i>Twister on Tuesday</i> (Magic Tree House, No. 23), by Mary Pope Osborne and illustrated by Sal Murdocca ● <i>Wagon Wheels</i>, by Barbara Brenner and illustrated by Don Bolognese ● <i>Westward Expansion</i> (A True Book), by Teresa Domnauer

- *The Amazing Impossible Erie Canal*, by Cheryl Harness

Robert Fulton

- *Making It Go: The Life and Work of Robert Fulton*, by Don Herweck
- *Robert Fulton*, by Lola Schaefer (Pebble Books, 2000)
- *Robert Fulton: Engineer of the Steamboat*, by Don Herweck
- *Robert Fulton's Steamboat*, by Renée C. Rebman

Oregon Trail

- *Apples to Oregon*, by Deborah Hopkinson and Nancy Carpenter
- *Clara Morgan and the Oregon Trail Journey*, by Marty Rhodes Figley and illustrated by Craig Orback
- *Facing West: A Story of the Oregon Trail*, by Kathleen Kudlinski
- *Life on the Oregon Trail* (Picture the Past), by Sally Senzell Isaacs
- *Roughing It on the Oregon Trail*, by Diane Stanley and illustrated by Holly Berry

The Pony Express

- *Buffalo Bill and the Pony Express*, by Eleanor Coerr and illustrated by Don Bolognese
- *Off Like the Wind! The First Ride of the Pony Express*, by Michael P. Spradlin and illustrated by Layne Johnson
- *They're Off! The Story of the Pony Express*, by Cheryl Harness
- *Whatever Happened to the Pony Express?* by Verla Kay and illustrated by Kimberly Bulcken Root and Barry Root

Sequoyah and the Cherokee

- *The First Strawberries: A Cherokee Story*, retold by Joseph Bruchac and illustrated by Anna Vojtech
- *If You Lived With the Cherokees*, by Peter and Connie Roop and illustrated by Kevin Smith
- *Rainbow Crow*, retold by Nancy Van Laan and illustrated by Beatriz Vidal
- *Sequoyah: The Cherokee Man Who Gave His People Writing*, by James Rumford

- *Trail of Tears*, by Joseph Bruchac and illustrated by Diana Magnuson
- American History Ink: The Transcontinental Railroad, by Glencoe/McGraw-Hill—Jamestown Education
- *The Building of the Transcontinental Railroad*, by Nathan Olson and illustrated by Richard Dominguez and Charles Barnett III
- *Coolies*, by Yin and illustrated by Chris Soentpiet
- *The Railroad: Life in the Old West*, by Bobbie Kalman
- *Railroad! A Story of the Transcontinental Railroad*, by Darice Bailer and illustrated by Bill Farnsworth
- *The Transcontinental Railroad* (True Books: Westward Expansion), by John Perritano

Audio with video:

- “The Erie Canal Song,” by Thomas S. Allen
<http://www.youtube.com/watch?v=HcNJ2RMOd3U>
- “I’ve Been Working on the Railroad”
<http://www.youtube.com/watch?v=7IDlfDtJYF8>

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 8 - Insects	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Ideas: Students learn about the characteristics of insects, the largest group of animals on Earth. Students explore insect life cycles and social insects such as bees and ants. They consider helpful and harmful aspects of insects. This domain lays the foundation for more in-depth study in later grades of life cycles and animal classification.</p>	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B: Identify and introduce the topic.</p> <p>CC.1.4.2.C: Develop the topic with facts and/or definitions</p> <p>CC.1.4.2.D: Group information and provide a concluding statement or section.</p> <p>CC.1.4.2.E: Choose words and phrases for effect.</p> <p>CC.1.4.2.F: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the characteristics of insects? • What are social insects? • What life cycles do insects go through? • How are insects helpful or harmful to life forms? 	<p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Insects are the largest group of animals on Earth. • Insects have identifiable characteristics and life cycles, are categorized as either solitary or social, and can be viewed as both helpful and harmful. • Insects are important to the process of pollination and also to the production of honey, some cosmetics, and even medicines.

Knowledge:

- Basic knowledge of insects

Do/Skills:

Students will be able to...

- Demonstrate understanding of key vocabulary
- Plan, draft, and revise an informational narrative
- Research, collect, synthesize, and record information in a journal
- Deepen comprehension and cite evidence from a text
- Explain that insects are the largest group of animals on Earth
- Explain that there are many different types of insects
- Explain the behaviors of solitary and social insects
- Classify insects based on their defining characteristics
- Identify and describe the three main body parts of insects: head, thorax, and abdomen
- Describe an insect's exoskeleton
- Explain why spiders are not insects
- Describe insect life cycles and the stages of complete and incomplete metamorphosis
- Describe various social insect colonies including the jobs performed in the colony
- Describe the many ways insects communicate with one another
- Identify ways in which insects can be helpful to humans
- Identify ways in which insects can be harmful to humans
- Identify ways in which humans can be harmful to insects and the importance of respecting animal habitats

Vocabulary:

- habitats
- microscopic
- progression
- cooperative
- destructive
- communicate
- mimicry
- foe

Core Resources:

- **CKLA Anchor Texts:** Insects (Read-Aloud)
- **Student Knowledge Workbook**
- **Tradebook:** *Insect Bodies* by Molly Aloian and Bobbie Kalman

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *About Insects*, by Cathryn Sill and illustrated by John Sill
- *Ant Cities*, by Arthur Dorros
- *Are You a Bee?*, by Judy Allen and Tudor Humphries
- *Are You a Butterfly?*, by Judy Allen and Tudor Humphries
- *Are You a Dragonfly?*, by Judy Allen and Tudor Humphries
- *Are You a Grasshopper?*, by Judy Allen and Tudor Humphries
- *Are You a Ladybug?*, by Judy Allen and Tudor Humphries
- *Are You an Ant?*, by Judy Allen and Tudor Humphries
- *Bee Life*, by Lynette Evans
- *Beetles*, by Cheryl Coughlan
- *Bugs Are Insects*, by Anne Rockwell and illustrated by Steve Jenkins
- *Children's Guide to Insects and Spiders*, by Jinny Johnson
- *Chirping Crickets*, by Melvin Berger and illustrated by Megan Lloyd
- *Clara Caterpillar*, by Pamela Duncan Edwards
- *Crickets*, by Cheryl Coughlan
- *The Dragonfly Door*, by John Adams and illustrated by Barbara L. Gibson
- *Eliza and the Dragonfly*, by Susie Caldwell Rinehart and illustrated by Anisa Claire Hovemann
- *From Caterpillar to Butterfly*, by Deborah Heiligman and illustrated by Bari Weissman
- *Grasshopper on the Road*, by Arnold Lobel
- *Grasshoppers*, by Margaret Hall
- *Helpful and Harmful Insects*, by Molly Aloian and Bobbie Kalman
- *Hey Little Ant*, by Phillip and Hannah Hoose and illustrated by Debbie Tilley
- *Honey in a Hive*, by Anne Rockwell and illustrated by S. D. Schindler
- *The Honey Makers*, by Gail Gibbons
- *Honeybees*, by Joyce Milton and illustrated by Pete Mueller
- *How to Hide a Butterfly and Other Insects*, by Ruth Heller
- *Hurry and the Monarch*, by Antoine Ó Flatharta and illustrated by Meilo So
- *The Insect Book*, by Connie Zakowski
- *Insect Bodies*, by Molly Aloian and Bobbie Kalman
- *Insect Life Cycles*, by Molly Aloian and Bobbie Kalman
- *Inside an Ant Colony*, by Allan Fowler
- *The Life and Times of the Ant*, by Charles Micucci
- *The Life and Times of the Honeybee*, by Charles Micucci
- *The Life Cycle of a Butterfly*, by Bobbie Kalman

- *The Life Cycle of a Honeybee*, by Bobbie Kalman
- *The Life Cycle of an Ant*, by Bobbie Kalman and Hadley Dyer
- *The Magic School Bus: Inside a Beehive*, by Joanna Cole and Bruce Degen
- *Monarch Butterfly*, by David M. Schwartz and photography by Dwight Kuhn
- *Monarch Butterfly*, by Gail Gibbons
- *A Monarch Butterfly's Life*, by John Himmelman
- *Old Cricket*, by Lisa Wheeler and illustrated by Ponder Goebel
- *On Beyond Bugs!*, by Tish Rabe and illustrated by Aristides Ruiz
- *Sarah's Story*, by Harley Bill and illustrated by Eve Aldridge
- *The Very Quiet Cricket*, by Eric Carle
- *Where Butterflies Grow*, by Joanne Ryder and illustrated by Lynne Cherry
- *A World Without Bees*, by Kenneth Peters and illustrated by Sonya Opal
- *Joyful Noise: Poems for Two Voices*, by Paul Fleischman

Student Resources

- Insect Riddles http://www.bugs.com/kids_corner/insect_riddles.asp
- San Diego Zoo Insect Page (for students)
<http://kids.sandiegozoo.org/animals/insects>
- University of Michigan Wasps, Bees, and Ants
<http://www.biokids.umich.edu/critters/Hymenoptera/pictures>

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 9 - The U.S. Civil War	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Ideas: This domain lays the foundation for more in-depth study in later grades of a critical period in American history. Students learn about the controversy between the North and the South over slavery. Students also become familiar with the achievements of key historical figures during this time, including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee.</p>	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>Pennsylvania Social Studies Standards:</p> <p>5.2.2.B: Identify a problem and probable solution.</p> <p>5.3.2.E: Describe situations in the state or nation when having an elected official represent the people is beneficial.</p> <p>5.3.2.H: Identify different forms of media.</p> <p>5.4.2.A: Explain examples of conflict in the community, state, and nation.</p> <p>5.4.2.B: Identify ways that countries can work together.</p> <p>5.4.2.D: Identify the different types of media.</p> <p>6.1.2.C: Explain how choice has consequences.</p> <p>6.2.2.B: Differentiate between markets and competition.</p> <p>6.2.2.G: Identify examples of an economic system.</p> <p>6.4.2.A: Identify local examples of specialization of work.</p> <p>6.5.2.E: Describe the qualities that may be necessary to complete a task.</p> <p>7.1.2.B: Describe regions in geographic reference using physical features.</p> <p>8.1.2.C: Apply sources of historical information.</p> <p>8.2.2.B: Identify important buildings, statutes, and monuments associated with the state’s history.</p> <p>8.2.2.D: Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military, conflict, and economics.</p> <p>8.3.2.A: Identify groups and organizations and their contributions to the United States.</p> <p>8.3.2.B: Identify American artifacts and their importance in American history.</p> <p>8.3.2.C: Identify facts related to how different people describe the same event at different time periods.</p> <p>8.4.2.B: Explain the significance of historical documents on world history.</p> <p>8.3.2.D: Demonstrate an understanding of how different groups describe the same event or situation.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What factors contributed to the Civil War? • Who were important figures during the Civil War? 	<p>Understandings:</p> <p>Students will understand...</p>

<ul style="list-style-type: none"> • What historical artifacts and systems were a direct result of the Civil War? • What is a Civil War? 	<ul style="list-style-type: none"> • Controversy over slavery between the North and the South eventually led to the U.S. Civil War. • Africans were taken from Africa against their will and forced into slavery in the U.S. until the end of the Civil War. • Significant women and men from the time period include Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Basic understanding of the U.S. Civil War 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Compare and contrast oppositional concepts using a T-chart • Demonstrate understanding of key vocabulary • Identify and record relevant information to a Civil War Timeline and Civil War Journal • Deepen comprehension and cite evidence from a text • Describe the life and contributions of Harriet Tubman • Identify the Underground Railroad as a system of escape for enslaved Africans in the United States • Describe the adult life and contributions of Abraham Lincoln • Differentiate between the Union and the Confederacy • Describe why the southern states seceded from the United States • Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South • Identify the people of the North as “Yankees” and those of the South as “Rebels” • Explain Abraham Lincoln’s role in keeping the Union together during the U.S. Civil War • Identify Robert E. Lee as the commander of the Confederate Army • Identify Clara Barton as the “Angel of the Battlefield” and the founder of the American Red Cross • Identify Abraham Lincoln as the author of the Emancipation Proclamation • Explain the significance of the Emancipation Proclamation • Identify Ulysses S. Grant as the commander of the Union Army • Explain that the North’s victory reunited the North and the South as one country and ended slavery

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● value ● rebellious ● economy ● expand ● confederacy ● union ● civilians ● advisors ● wounded ● abolished ● defeat ● united 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: The U.S. Civil War (Read-Aloud) ● Student Knowledge Workbook ● Tradebook: Aunt Harriet’s Underground Railroad in the Sky by Faith Ringgold
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Abe Lincoln Goes to Washington</i>, by Cheryl Harness ● <i>Abe Lincoln: The Boy Who Loved Books</i>, by Kay Winters illustrated by Nancy Carpenter ● <i>Aunt Harriet’s Underground Railroad in the Sky</i>, by Faith Ringgold ● <i>Civil War on Sunday</i> (Magic Tree House, #21), by Mary Pope Osborne and illustrated by Sal Murdocca ● <i>Clara Barton</i>, by Wil Mara ● <i>Escape North! The Story of Harriet Tubman</i>, by Monica Kulling and illustrated by Teresa Flavin ● <i>Follow the Drinking Gourd</i>, by Jeanette Winter ● <i>Harriet and the Promised Land</i>, by Jacob Lawrence ● <i>Harriet Tubman and the Underground Railroad</i> (Graphic Library), by Michael Martin and illustrated by Dave Hoover and Bill Anderson ● <i>Henry’s Freedom Box (A True Story from the Underground Railroad)</i>, by Ellen Levine ● <i>Hope’s Gift</i>, by Kelly Starling Lyons and illustrated by Don Tate ● <i>If You Lived at the Time of the Civil War</i>, by Kay Moore and illustrated by Anni Matsick ● <i>If You Lived When There Was Slavery in America</i>, by Anne Kamma and illustrated by Pamela Johnson ● <i>Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address</i>, by Jean Fritz and illustrated by Charles Robinson ● <i>Nettie’s Trip South</i>, by Ann Turner and illustrated by Ronald Himler ● <i>The Patchwork Path: A Quilt Map to Freedom</i>, by Bettye Stroud and illustrated

by Erin Susanne Bennett

- *A Picture Book of Abraham Lincoln*, by David A. Adler and illustrated by John and Alexandra Wallner
- *A Picture Book of Frederick Douglass*, by David A. Adler and illustrated by Samuel Byrd
- *A Picture Book of Harriet Beecher Stowe*, by David A. Adler and illustrated by Colin Bootman
- *A Picture Book of Harriet Tubman*, by David A. Adler and illustrated by Samuel Byrd
- *A Picture Book of Robert E. Lee*, by David A. Adler and illustrated by John and Alexandra Wallner
- *Show Way*, by Jacqueline Woodson and illustrated by Hudson Talbott
- *Under the Quilt of Night*, by Deborah Hopkinson and illustrated by James E. Ransome

Student Resources

- The Civil War for Kids <http://www.civilwarkids.com/index.html>
- The History Channel's Civil War 150
<http://www.history.com/interactives/civil-war-150#/home>

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 10 - The Human Body: Building Blocks for Nutrition	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Ideas: Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then proceed to explore a number of topics regarding the human body, including cells, tissues, organs, and body systems, with a focus on the digestive and excretory systems. In addition, students learn about good nutrition and other keys to good health.	
PA Core Content Standards/Anchors (or National Standards): CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words. CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools. CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic. CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
Essential Questions: <ul style="list-style-type: none"> • How do the major organs and systems of the human body keep us alive? • How can an individual maintain a healthy lifestyle? 	Understandings: Students will understand... <ul style="list-style-type: none"> • Cells form the building blocks of life on Earth. • Collections of cells form tissues, tissues form organs, and organs form systems within the body. • Anton van Leeuwenhoek was important in science for his work with microscopes and the discovery of one-celled bacteria. • The five keys to good health are: eat well, exercise, sleep, keep clean, and have regular checkups.
Knowledge: <ul style="list-style-type: none"> • Basic knowledge of the human body 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Cite evidence from the text when answering questions • Make connections and sequence information to deepen comprehension • Identify and record relevant information in My Human Body Journal • Identify the five senses and associated body parts • Identify the skeletal, muscular, circulatory, nervous, digestive, and excretory systems as important systems in the human body • Describe the significant contributions of Anton van Leeuwenhoek • Explain that all living things are made of microscopic cells • Describe the relationship between cells, tissues, organs, and systems • Identify important components of the digestive system and their functions • Describe the process of nourishing the body from the time food is taken into the mouth until waste is removed from the body • Identify important components of the excretory system and their functions

- Describe how the digestive and excretory systems work together
- Explain the importance of vitamins and minerals to the body
- Explain the importance of eating a balanced diet
- Plan a daily balanced diet

Vocabulary:

- systems
- observations
- functions
- nourish
- absorb
- toxic
- essential
- variety
- recovery

Core Resources:

- **CKLA Anchor Texts:** Human Body: Building Blocks & Nutrition (Read-Aloud)
- **Student Knowledge Workbook**
- **Tradebook:** Baby Doctor’s Guide to Anatomy and Physiology by Baby Professor

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *Bones: Our Skeletal System*, by Seymour Simon
- *The Bones Book and Skeleton*, by Stephen Cumbaa
- *The Brain: Our Nervous System*, by Seymour Simon
- *Cells, Tissues, and Organs*, by Richard Spilsbury
- *The Digestive System*, by Kirstin Petrie MS, RD
- *The Digestive System*, by Christine Taylor-Butler
- *Dinosaurs Alive and Well!: A Guide to Good Health*, by Marc Brown and Laurie Krasny Brown
- *The Dynamic Digestive System: How Does My Stomach Work?*, by John Burnstein
- *The Edible Pyramid: Good Eating Every Day*, by Loreen Leedy
- *Food and Digestion*, by Andrew Solway
- *Good Enough to Eat: A Kid’s Guide to Food and Nutrition*, by Lizzy Rockwell
- *Greg’s Microscope*, by Millicent E. Selsam, illustrated by Arnold Lobel
- *Gurgles and Growls: Learning About Your Stomach*, by Pamela Hill Nettleton
- *Guts: Our Digestive System*, by Seymour Simon
- *The Magic School Bus: Inside the Human Body*, by Joanna Cole, illustrated by Bruce Degen
- *Muscles: Our Muscular System*, by Seymour Simon
- *Parts*, by Tedd Arnold
- *The Race Against Junk Food (Adventures in Good Nutrition)*, by Anthony

Buono and Roy Nemerson

- *The Quest to Digest*, by Mary K. Corcoran
- *Ultra-Organized Cell Systems*, by Rebecca L. Johnson

Student Resources

- How the Human Body Works (various systems)
http://kidshealth.org/kid/htbw/htbw_main_page.html
- Human Body Systems Game
<http://sciencenetlinks.com/media/filer/2011/10/13/allsystems.swf>
- I Know That <http://www.iknowthat.com/com/L3?Area=Science%20Lab>
- Mission Nutrition
http://kidshealth.org/kid/games/mission_nutrition.html#cat20918
- A Ride Through the Human Body
<http://www.healthexplorationstation.com/fun/hes2.htm>
- Interactive Body
http://www.bbc.co.uk/science/humanbody/body/index_interactivebody.shtml

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 11 - Immigration	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Ideas: Students explore the idea of <i>e pluribus unum</i> and the importance of immigration in the history of the United States, with a focus on the great wave of immigration between 1880 and 1920. They learn reasons why people immigrated and why they settled in particular cities or regions. In learning about citizenship, students are introduced to basic knowledge about the Constitution and the Bill of Rights.</p>	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>Pennsylvania Social Studies Standards:</p> <p>5.1.2.A: Explain the purposes of rules and their consequences in the classroom and school community.</p> <p>5.1.2.B: Explain the importance of rules in the classroom and school community.</p> <p>5.1.2.E: Describe citizens’ responsibilities to the state of Pennsylvania and the nation.</p> <p>5.2.2.A: Identify and explain the importance of responsibilities at school, at home, and the community.</p> <p>5.3.2.I: Define taxes and why they are paid.</p> <p>5.3.2.J: Identify the responsibilities of voters after the vote.</p> <p>7.1.2.A: Identify how basic geographic tools are used to organize information.</p> <p>7.1.2.B: Describe regions in geographic reference using physical features.</p> <p>7.4.2.A: Identify how environmental changes can impact people.</p> <p>8.1.2.B: Identify documents relating to an event.</p> <p>8.2.2.D: Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military, conflict, and economics.</p> <p>8.3.2.A: Identify groups and organizations and their contributions to the United States.</p> <p>8.3.2.C: Identify facts related to how different people describe the same event at different time periods.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do people immigrate? ● What is the difference between a right and a responsibility? ● What types of areas attracted more immigrants and why? ● What challenges do immigrants face? ● How are communities enriched by the contributions of immigrants? 	<p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> ● The United States is often referred to as a country of immigrants, with the biggest wave of immigration taking place from 1880 to 1920. ● immigrants had many different reasons for immigrating to the United States and settled in particular cities or regions upon their arrival. ● The Constitution and the Bill of Rights are two important documents that detail the privileges and rights of American citizens.

Knowledge:

- Basic understanding of immigration

Do/Skills:

Students will be able to...

- demonstrate understanding of key vocabulary.
- cite evidence from the text when answering questions.
- make connections and sequence information to deepen comprehension.
- collect and summarize information into short summaries of the read alouds.
- plan, draft, and revise a letter.
- Explain why the United States was and is called the land of opportunity
- Identify the meaning of e pluribus unum
- Explain the significance of Ellis Island and the Statue of Liberty
- Describe how immigration has brought millions of newcomers to the United States
- Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco
- Demonstrate familiarity with the songs “This Land Is Your Land” and “The Star-Spangled Banner”
- Explain what it means to be a citizen of a country
- Identify ways that a person becomes an American citizen
- Identify that the government of the United States is based on the Constitution, the highest law of our land
- Identify James Madison as the “Father of the Constitution”
- Explain that the United States is founded on the principle of consent of the governed, American citizens: “We the People”
- Describe the rights and responsibilities of an American citizen

Vocabulary:

- pull factors
- push factors
- opportunity
- traditional
- afford
- exhausting
- supported
- settlers
- naturalized citizen
- disagreements
- guaranteed

Core Resources:

- **CKLA Anchor Texts:** Immigration (Read-Aloud)
- **Student Knowledge Workbook**
- **Tradebook:** Emma’s Poem: The Voice of the Statue of Liberty by Linda Glaser

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:**Immigration**

- *All the Way to America: The Story of a Big Italian Family and a Little Shovel*, by Dan Yaccarino
- *American Symbols: Ellis Island* (First Facts), by Terri DeGezelle
- *Angel Island* (American Symbols), by Lori Mortensen
- *At Ellis Island: A History of Many Voices*, by Louise Peacock, illustrated by Walter Lyon Krudop
- *Coolies*, by Yin, illustrated by Chris Soentpiet (Puffin Books, 2003) ISBN 978-0142500552
- *The Copper Lady*, by Alice and Kent Ross, illustrated by Leslie W. Bowman
- *Emma's Poem: The Voice of the Statue of Liberty*, by Linda Glasner, illustrated by Claire A. Nivola
- *Everybody Cooks Rice*, by Norah Dooley, illustrated by Peter J. Thornton
- *The Flag We Love*, by Pam Muñoz Ryan, illustrated by Ralph Masiello
- *If Your Name Was Changed at Ellis Island*, by Ellen Levine, illustrated by Wayne Parmenter
- *The Keeping Quilt*, by Patricia Polacco
- *Lily and Miss Liberty*, by Carla Stevens, illustrated by Deborah Kogan Ray
- *The Long Way to a New Land* (I Can Read Book 3), by Joan Sandin
- *The Memory Coat*, by Elvira Woodruff, illustrated by Michael Dooling
- *Molly's Pilgrim*, by Barbara Cohen, illustrated by Daniel Mark Duffy
- *My Name Is Yoon*, by Helen Recorvits, illustrated by Gabi Swiatkowska
- *One Green Apple*, by Eve Bunting, illustrated by Ted Lewin
- *A Picnic in October*, by Eve Bunting, illustrated by Nancy Carpenter
- *The Statue of Liberty* (Step Into Reading, Step 2), by Lucile Recht Penner, illustrated by Jada Rowland
- *The Story of the Statue of Liberty*, by Betsy Maestro, illustrated by Giulio Maestro
- *This Land Is Your Land*, words and music by Woody Guthrie, illustrated by Kathy Jakobsen
- *Watch the Stars Come Out*, by Riki Levinson, illustrated by Diane Goode
- *When Jessie Came Across the Sea*, by Amy Hest, illustrated by P. J. Lynch
- *The Bill of Rights*, by Christine Taylor-Butler
- *The Constitution of the United States*, by Christine Taylor-Butler
- *Francis Scott Key and "The Star-Spangled Banner,"* by Lynnea Bowdish,

illustrated by Harry Burman

- *If You Were There When They Signed the Constitution*, by Elizabeth Levy, illustrated by Joan Holub
- *James Madison* (Primary Source Readers), by Jill K. Mulhall
- *James Madison: Founding Father*, by Lynn George
- *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro, illustrated by Giulio Maestro
- *The National Anthem* (True Books: American History), by Elaine Landau
- *Shh! We're Writing the Constitution*, by Jean Fritz, illustrated by Tomie dePaola
- *The Star-Spangled Banner*, by Peter Spier
- *We the Kids: The Preamble to the Constitution of the United States*, by David Catrow

Student Websites

- Immigration: Stories of Yesterday and Today
<http://teacher.scholastic.com/activities/immigration>

Teacher Websites

- The Statue of Liberty–Ellis Island Foundation, Inc.
<http://www.libertyellisfoundation.org/ellis-island-history>
- Immigration: Then and Now
<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now>

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 12 - Fighting for a Cause	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Ideas: Students learn about seven key figures who fought for a cause and, against great opposition, stood up for what they believed in: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez. Students explore the connection between ideas and actions and see how people can do extraordinary things to change a nation’s understanding and actions.</p>	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>Pennsylvania Social Studies Standards:</p> <p>5.1.2.C: Define fairness in working with others.</p> <p>5.2.2.B: Identify a problem and probable solution.</p> <p>5.2.2.D: Explain responsible community behavior.</p> <p>5.3.2.A: Identify the role the government plays in the community.</p> <p>5.3.2.H: Identify different forms of media.</p> <p>5.3.2.J: Identify the responsibilities of voters after the vote.</p> <p>5.4.2.A: Explain examples of conflict in the community, state, and nation.</p> <p>5.4.2.B: Identify ways that countries can work together.</p> <p>5.4.2.D: Identify the different types of media.</p> <p>6.4.2.A: Identify local examples of specialization of work.</p> <p>6.5.2.B: Differentiate how different job skills impact earnings.</p> <p>6.5.2.E: Describe the qualities that may be necessary to complete a task.</p> <p>6.5.2.F: Explain the responsibilities of a business owner.</p> <p>7.1.2.A: Identify how basic geographic tools are used to organize information.</p> <p>8.1.2.C: Apply sources of historical information.</p> <p>8.3.2.B: Identify American artifacts and their importance in American history.</p> <p>8.3.2.C: Identify facts related to how different people describe the same event at different time periods.</p> <p>8.3.2.D: Demonstrate an understanding of how different groups describe the same event or situation.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the reasons people advocate for change? • Who are influential Americans who fought for change? • What does it mean to fight for change? • In what ways did people make a difference? 	<p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Despite facing immeasurable odds, many ordinary people have stood up and fought for a cause in which they believed.

	<ul style="list-style-type: none"> ● Some of these beliefs are the abolition of slavery, the right of women to vote, and the welfare of migrant workers. ● These heroic people used nonviolent means to make their voices heard, and in doing so, changed peoples' minds, changed laws, and inspired others to make a difference.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic understanding of why people advocate for change ● Basic knowledge of who fought for change 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Cite evidence from the text when answering questions ● Make connections and sequence information to deepen comprehension ● Draft, edit, and publish free verse poetry ● Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights ● Explain why fighting for important causes has helped to change laws and improve the lives of many people ● Explain the terms inequality, discrimination, and suffrage ● Explain the concepts of nonviolence, civil rights, and human rights ● Describe the lives and contributions of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez ● Identify the main causes for which Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez fought during their lifetimes ● Describe the similarities among the causes supported by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez ● Describe the similarities among the methods of protest used by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● courage ● ballots ● admirable ● proud ● challenge ● boycott ● extraordinary ● plight ● obstacles 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Fighting for a Cause (Read-Aloud) ● Student Knowledge Workbook ● Tradebook: For the Right to Learn: Malala Yousafzai's Story by Rebecca Langston-George

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *Amazing Grace*, by Mary Hoffman and illustrated by Caroline Binch
- *The Ballot Box Battle*, by Emily Arnold McCully
- *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote*, by Tanya Lee Stone and illustrated by Rebecca Gibbon
- *Freedom on the Menu: The Greensboro Sit-Ins*, by Carole Boston Weatherford and illustrated by Jerome Lagarrigue
- *Freedom Summer*, by Deborah Wiles and illustrated by Jerome Lagarrigue
- *Heroes for Civil Rights*, by David A. Adler and illustrated by Bill Farnsworth
- *If You Lived When Women Won Their Rights*, by Anne Kamma and illustrated by Pamela Johnson
- *The Other Side*, by Jacqueline Woodson and illustrated by E.B. Lewis
- *Remember the Ladies: 100 Great American Women*, by Cheryl Harness
- *Richard Wright and the Library Card*, by William Miller and illustrated by Gregory Christie
- *The Story of Ruby Bridges*, by Robert Coles and illustrated by George Ford
- *When Marian Sang*, by Pam Muñoz Ryan and illustrated by Brian Selznick

Susan B. Anthony

- *Susan B. Anthony*, by Alexandra Wallner
- *Susan B. Anthony* (First Biographies), by Martha E. H. Rustad
- *Susan B. Anthony: Fighter for Freedom and Equality*, by Suzanne Slade and illustrated by Craig Orback
- *Susan B. Anthony: Fighter for Women's Rights*, by Deborah Hopkinson and illustrated by Amy Bates

Mary McLeod Bethune

- *Mary McLeod Bethune* (Rookie Biographies), by Susan Evento
- *Mary McLeod Bethune*, by Eloise Greenfield and illustrated by Jerry Pinkney
- *Mary McLeod Bethune: A Great Teacher* (Great African Americans), by Patricia C. McKissack and Fredrick McKissack, Jr.

Cesar Chavez

- *A Picture Book of Cesar Chavez* (Picture Book Biography), by David A. Adler and Michael S. Adler, and illustrated by Marie Olofsdotter
- *Cesar Chavez* (Rookie Biographies), by Susan Eddy

- *Cesar Chavez: A Hero for Everyone*, by Gary Soto and illustrated by Lori Lohstoeter
- *Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Krull and illustrated by Yuyi Morales

Martin Luther King Jr.

- *A Lesson for Martin Luther King Jr. (Childhood of Famous Americans)*, by Denise Lewis Patrick and illustrated by Rodney S. Pate
- *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, by Doreen Rappaport and illustrated by Brian Collier
- *Martin Luther King Jr. (Rookie Biographies)*, by Wil Mara
- *My Brother Martin: A Sister Remembers—Growing Up with the Rev. Dr. Martin Luther King Jr.*, by Christine King Farris and illustrated by Chris Soentpiet
- *A Picture Book of Martin Luther King, Jr. (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla

Rosa Parks

- *I Am Rosa Parks*, by Rosa Parks and Jim Haskins, and illustrated by Wil Clay
- *A Picture Book of Rosa Parks (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla
- *Rosa*, by Nikki Giovanni and illustrated by Bryan Collier
- *Rosa Parks (Rookie Biographies)*, by Wil Mara
- *Rosa Parks: A Life of Courage*, by Ann-Marie Kishel

Jackie Robinson

- *Jackie Robinson (Rookie Biographies)*, by Wil Mara
- *Jackie Robinson: American Hero*, by Sharon Robinson
- *A Picture Book of Jackie Robinson (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla
- *Teammates*, by Peter Golenbock and illustrated by Paul Bacon
- *Who Was Jackie Robinson?*, by Gail Herman and illustrated by John O'Brien

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Pennsylvania	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Ideas: Students will learn that citizens of Pennsylvania have responsibilities in their local communities. The students will also learn about the state symbols which represent the heritage of Pennsylvania as well as national treasures. Students will explore how historical figures such as William Penn and Milton Hershey impacted change in Pennsylvania.</p>	
<p>PA Core Content Standards/Anchors (or National Standards): CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic. CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>Pennsylvania Social Studies Standards: 5.1.2.E: Describe citizens’ responsibilities to the state of Pennsylvania and the nation. 5.1.2.F: Identify state symbols. 5.3.2.B: Identify local government leaders. 7.1.2.A: Identify how basic geographic tools are used to organize information (map, map key, compass). 7.1.2.B: Describe regions in geographic reference using physical features (landforms, water features). 7.2.2.A: Identify physical characteristics of places (urban, suburban, rural). 7.2.2.B: Identify basic physical processes that affect physical characteristics of regions (how have weather & humans impacted the environment over time). 7.3.2.A: Identify the effect of local geography on the residents of the region (rivers, city locations, transportation). 7.4.2.A: Identify how environmental changes can impact people (weather, human interacting on land, weather impact on humans). 8.2.2.A: Identify historical figures in the local community (i.e. Milton Hershey). 8.2.2.B: Identify important buildings, statues and monuments associated with the state’s history (i.e. State Capital, Liberty Bell, Independence Hall). 8.2.2.C: Identify how commerce and industry and social organizations have changed over time in Pennsylvania (Milton Hershey). 8.2.2.D: Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict and economics.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to be a citizen of our state? • How do state symbols represent Pennsylvania heritage and national treasures? • How has Pennsylvania changed overtime? • How does the geography of Pennsylvania impact how people live? 	<p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • Citizen responsibilities • State symbols • Historical figures (Milton Hershey, William Penn, Rachel Carson, Benjamin Franklin) • Important buildings, statues and monuments (state capitol, independence hall, liberty bell) • Commerce and industry has changed over time (Milton Hershey) • Geographic tools are used to organize information (maps, key, compass) • Environmental changes impact people

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic knowledge of the state of Pennsylvania 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Identify major rivers, cities, and landforms ● Distinguish between rights and responsibilities as a citizen of PA ● Explain the role government plays in the community ● Identify local government leaders ● Describe how Pennsylvanians contributed to PA and USA culture ● Identify symbols that represent Pennsylvania ● Describe goods, services, consumers, and producers in the local community ● Compare and contrast PA commerce and industry over time (Milton Hershey)
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● state ● capitol ● cities (Pittsburgh, Philadelphia, Harrisburg) ● citizen ● responsibility ● mayor ● governor ● constitution ● Milton Hershey ● Rachel Carson ● Benjamin Franklin ● symbol (Olive Branch, Wheat, Liberty Bell) ● motto 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● <i>Pennsylvania</i> by M.J. York ● <i>Milton Hershey: Hershey's Chocolate Creator</i> by Joanne Mattern ● <i>Women in Science and Technology: Rachel Carson</i> by M.M. Eboch ● <i>A Picture Book of Benjamin Franklin</i> by David A. Adler, and illustrated by John and Alexandra Wallner
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● N/A 	<p><u>Supplemental Resources:</u></p>

Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Junior Achievement - Our Community	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Ideas: Junior Achievement - Our Community uses posters and games to offer practical information about businesses and the many jobs those businesses offer in a community. Students explore production methods through a simulation game, and they learn about taxes, decision making, and how money flows in an economy.	
PA Core Content Standards/Anchors (or National Standards): CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.J: Acquire and use-grade appropriate conversational, general academic, and domain-specific words and phrases. CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
Pennsylvania Social Studies Standards: 5.2.2.C: Identify community projects/activities that support leadership and public service. 5.2.2.D: Explain responsible community behavior. 5.3.2.A: Identify the role the government plays in the community (education, transportation). 5.3.2.B: Identify local government leaders. 5.3.2.C: Identify other types of services provided by local government 5.3.2.I: Define taxes and why they are paid. 5.3.2.J: Identify the responsibilities of voters after the vote. 6.1.2.D: Identify a choice based on community interest. 6.2.2.A: Identify goods, services, consumers, and producers in the local community. 6.2.2.B: Differentiate between markets and competition. 6.2.2.C: Define personal choice as related to buying an item. 6.2.2.D: Explain how demand for a consumer good impacts price. 6.2.2.E: Identify the impact on a community when a business closes. 6.2.2.F: Describe the role of financial institutions as related to consumers' financial needs. 6.3.2.C: Define taxes and who pays them. 6.4.2.B: Explain the reason for a specific trade among peers. 6.4.2.D: Identify buyers and sellers and how their wants and needs are addressed. 6.5.2.A: Explain how money earned by individuals is used to meet needs and wants. 6.5.2.B: Differentiate how different job skills impact earnings. 6.5.2.C: Describe the roles of local businesses. 6.5.2.D: Describe money saving behaviors. 6.5.2.G: Identify how saving for a purchase occurs over time. 6.5.2.H: Describe why people save money in a local bank.	
Pennsylvania STEELS (Science, Technology, & Engineering, and Environmental literacy & Sustainability) Standards: 3.5.K-2.U: Explain that design is a response to wants and needs.	

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What are jobs people can have in the community? ● How do workers produce goods and services? ● How do workers earn money for their goods and services? ● How does money move through the community? ● How does money impact people, businesses, and government in a community? ● How does the process of voting impact the community? 	<p><u>Understandings:</u></p> <p>Students will understand...</p> <ul style="list-style-type: none"> ● what a community is and the variety of jobs that people have in a community ● that workers who produce goods and services earn money for their work. ● explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government. ● a decision benefits their community. They vote to express their choice and to determine the will of the majority ● money and how it moves through a community.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Session One: People in a Community Working Together <ul style="list-style-type: none"> ○ Students learn what a community is and the variety of jobs that people have in a community. ● Session Two: Sweet “O” Donuts <ul style="list-style-type: none"> ○ Students learn that workers who produce goods and services can earn money for their work. ● Session Three: Business and Government Jobs <ul style="list-style-type: none"> ○ Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government. ● Session Four: Let’s Vote! <ul style="list-style-type: none"> ○ Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority. ● Session Five: Money Moves in a Community <ul style="list-style-type: none"> ○ Students learn about money and how it moves through a community. 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <p>Session 1: People in a Community Working Together</p> <ul style="list-style-type: none"> ● Describe a community. ● State how people contribute to and benefit from a community. ● Identify the variety of jobs in a community and how each requires specific skills. <p>Session 2: Sweet “O” Donut</p> <ul style="list-style-type: none"> ● Define the terms produce, product, production, goods, and services. ● Apply innovation to the production process. ● Explain that people in a community earn money by performing work. <p>Session 3: Business and Government Jobs</p> <ul style="list-style-type: none"> ● Locate businesses and identify government careers. ● Explain how taxation supports government services. <p>Session 4: Let’s Vote!</p> <ul style="list-style-type: none"> ● Apply a decision-making process. ● Recognize voting as a way responsible citizens act and contribute to meet a community’s needs. <p>Session 5: Money Moves in a Community</p> <ul style="list-style-type: none"> ● Identify coins and money terms. ● Describe how money flows through a community’s economy
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● needs/wants ● supply ● service ● goods ● community ● product ● citizen ● taxes ● deposit ● withdrawal 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● https://resources.finalsite.net/images/v1714400942/etownschoolsorg/rzg3a198bqivnldthqpl/JuniorAchievementCorrelationtoPAStandards.pdf ● Student workbook provided by Junior Achievement

Common Assessment(s):

- N/A

Supplemental Resources:

Grade, Subject/Course: Second Grade Leader in Me	
Unit: Citizenship	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Ideas: Students will learn and develop problem solving skills to help them become citizens of their home, classroom, school, and community.	
<p>PA Core Content Standards/Anchors (or National Standards): CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.</p> <p>Pennsylvania Social Studies Standards: 5.1.2.A: Explain the purposes of the rules and their consequences in the classroom and school community. 5.1.2.B: Explain the importance of rules in the classroom and school community. 5.1.2.C: Define fairness in working with others. 5.1.2.D: Explain why school rules are written and posted. 5.2.2.A: Identify and explain the importance of responsibilities at school, at home, and the community. 5.2.2.B: Identify a problem and a probable solution. 5.2.2.C: Identify community projects/activities that support leadership and public service. 5.2.2.D: Explain responsible community behavior. 5.3.2.D: Identify positions of authority at school. 5.3.2.F: Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action. 5.4.2.E: Explain how a community reaches a compromise. 6.1.2.A: Identify scarcity of resources within the school community. 6.1.2.C: Explain how choice has consequences. 8.3.2.D: Demonstrate an understanding of how different groups describe the same event or situation.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the rules of my school/classroom community? • What are the purpose of rules of my school/classroom community? • What does it mean to be a responsible member of my home, school, classroom, and community? • How can I be a responsible member of my home, school, and community? • What is a conflict and how can I solve conflicts? 	<p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Why homes, schools, and communities have rules. • How to be responsible in their lives at home, school, and in the community. • The importance of conflict resolution. • How to solve a conflict with a peer.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none">● Basic knowledge of the home, school, classroom, and community.● Responsibilities of the home, school, classroom, and community.	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none">● Solve a conflict with a peer.● Help create rules for the classroom.● Describe the importance of rules.● Participate in classroom leadership roles.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● conflict● resolution● leader● community● rules● respect	<p><u>Core Resources:</u></p> <ul style="list-style-type: none">● Leader In Me
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none">● N/A	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none">● School and Classroom artifacts