Southern York County School District

One Warrior at a Time

Course/Subject: ELA Comprehensive Unit	**Grade Level:** 2

Textbook(s) / Instructional Materials Used: Wilson Fundations Level 2, Reading A-Z, Various Books, Videos and Online Resources

Month(s): August - September	**Unit 1**

Citizenship / Rules, Routines and Responsibilities / Earth and Space Science

Big Idea	**Standard**	**Essential Questions & Lesson Essential Question**	**Vocabulary**
ELA Students will be able to learn and practice pre-reading skills through exposure to texts that demonstrate positive classroom and school community environments. (ELA) Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to citizenship and rules. (ELA) Students will utilize proper conventions and good writing habits while developing their writing stamina. (Writing) Students will write a clear and effective narrative piece that focuses on rules and citizenship. (Writing) Students will engage in activities that enable them to become effective speakers and active listeners. (S&L)	ELA **Reading** Read on-level texts with purpose and understanding. (1.1.2.E) Read on-level texts orally with accuracy, appropriate rate, and expression in successive reading. (1.1.2.E) Use context to confirm or self-correct word recognition and understanding rereading as necessary. (1.1.2.E) Week 1: Describe illustrations or graphics in a text in detail to answer specific questions about the text. (1.2.2.G) Use graphics to further understand what is presented in a text. (1.2.2.G)	ELA How do I learn and practice pre-reading skills? (1.1 2.E) (1.1 2.D) What strategies and resources does the learner use to figure out unknown vocabulary and information in nonfiction texts? (1.2.2.E) (1.2.2.G) What strategies and resources does the learner use to figure out unknown vocabulary and literary elements in fictional texts? (1.3 2.E) (1.3 2.G) What makes clear and effective narrative writing? (1.4 2.R) (1.4 2.N) (1.4 2.M) How does the use of conventions improve my writing?	ELA Story elements/ structure - (i.e. characters, settings, events, problem, solution, etc.) Text features - (i.e., bold print, captions, photographs, etc.) Context Clues Recount (retell) - beginning, middle, end Narrative Active Listening Communication Main idea Key details Facts Topic Challenge (problem) Response Multiple meaning words Compare/contrast Supporting details Sequence Revising/editing Proper/common nouns

Students will listen to/read nonfiction texts to understand facts about structures, processes, and cycles of the Earth. (ELA) Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to facts about structures, processes, and cycles of the Earth. (ELA) Students will utilize proper conventions and good writing habits when responding to prompts. (Writing) Students will engage in activities that enable them to become good speakers and listeners. (S&L)	Demonstrate understanding that the "setting" is where the story takes place. (1.3.2.G) Demonstrate understanding that "characters" are people or animals who have a role in the story. (1.3.2.G) Connect illustrations to the text. (1.3.2.G) Describe the relationship between the illustrations and text. (1.3.2.G) Week 2: Use table of contents to locate information. (1.2.2.E) Use index or digital-text search feature to locate key facts or information. (1.2.2.E) Use headings and captions to locate key facts or information. (1.2.2.E) Weeks 3 & 4: Understand that stories have structure. (1.3.2.E) Answer questions how a story is put together. (1.3.2.E) Retell stories sequentially using "beginning", "middle" and "end". (1.3.2.E) **Writing**	(1.4 2.R) How do I build my writing stamina? (1.4 2.X) How do active listeners make meaning? How does a speaker effectively communicate a message? (1.5 2.A)	Evidence Connections Illustrations Concluding statement Temporal words (first, next, then) Venn diagram Fiction/non-fiction Fantasy Genre Anchor chart Conflict Definition

	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (1.4.2.R) Establish a situation and introduce a narrator and/or characters. (1.4.2.N) Write narratives to develop real or imagined experiences or events. (1.4.2.M) 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. (1.4 2.X) **Foundational Skills** Know and apply grade-level phonics and word analysis skills in decoding words. (1.1 2.D) Read with accuracy and fluency to support comprehension. (1.1 2.E) **Speaking and Listening** Participate in collaborative conversations with peers and adults in small and larger groups. (1.5 2.A)		
SOCIAL STUDIES Students will learn that being a good citizen and responsible student helps us contribute to home, school,	SOCIAL STUDIES **Rules and Responsibilities/Citizenship** State why school rules are important (e.g., riding the bus, crosswalks) (5.1.2.A)	SOCIAL STUDIES **Citizenship and Rules** What rules and consequences are important to contribute to society in a	SOCIAL STUDIES Rules Consequences Citizen Responsibility

and the community in a meaningful way. Students will understand the importance of rules, responsibilities and consequences in the home, school, and community. (SS) Students will be able to identify leaders in various settings and our roles in the decision-making process. (SS)	Demonstrate the knowledge of the rules in all areas of the classroom and school community. (5.1.2.A) Accept consequences for non-adherence to the posted rules. (5.1.2.A) State appropriate behaviors needed for the successful function of the classroom and school. (5.1.2.B) Contribute to creating classroom rules and consequences. (5.1.2.B) Demonstrate respect for the rules through positive behavior. (5.1.2.B) Explain the importance of having written rules that are posted. (5.1.2.D) Refer to written, posted rules as part of the community interactions. (5.1.2.D) Contribute to making the classroom rules. (5.1.2.D) Model knowledge of rules through interactions with peers and adults. (5.1.2.D) Participate in classroom responsibilities. (5.2.2.A)	meaningful way? (5.1 2.A) (5.1 2.B) (5.1 2.D) How do you demonstrate responsibility at home, at school, and in the community? (5.2 2.A) (5.2 2.D) Who is in charge of a school? Our community? Our home? (5.3 2.D) How does the decision-making process impact myself and others? (6.1 2.C)	Community Authority Decision-making

| | List own responsibilities (e.g., at home, school)
(5.2.2.A)

Discuss responsibilities of being a community member (e.g., recycling, bicycle safety, speed limits).
(5.2.2.A)

Demonstrate independent actions which support a positive learning environment.
(5.2.2.A)

Demonstrated independent actions for being a member of the community.
(5.2.2.A)

Use role-play to solve problems and disagreements.
(5.2.2.B)

Brainstorm various strategies to solve a problem.
(5.2.2.B)

Solve problems independently.
(5.2.2.B)

Demonstrate ways to be a leader/role model in the classroom and community.
(5.2.2.D)

Identify characteristics of responsible behavior.
(5.2.2.D)

Identify positions of authority at school. (e.g., principal, assistant principal, teacher).
(5.3.2.D) | | |

	Identify the impact of choices (e.g., self, others, environment). (6.1.2.C) Explain what is given up by making a choice. (6.1.2.C)		
SCIENCE Students will understand the Earth, which is part of a larger solar system, consists of structures, processes, and cycles which affect its inhabitants. Students will understand the impact of human activities on the Earth. (Science) Students will be able to identify how the sun's position changes during the day/ seasons. (Science)	SCIENCE **Earth and Space Science** Illustrate and discuss how the sun's position changes during the day. (3.3.2.B.1) Make observations from multiple sources to provide evidence that Earth's events can occur quickly or slowly. (2-ESS1-1) Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (2-ESS2-1) Describe kinds and shapes of patterns of landforms and bodies of water. (2-ESS2.2) Develop a model to represent the shapes and kinds of land and bodies of water in an area. (ESS2-2) Investigate and represent the various forms of water in their local environment, on Earth, and also on other planets and moons. Use observations to construct explanations that water exists in different forms in natural landscapes. (2-ESS2-3)	SCIENCE **Solar System** How does the sun's position change during the day/ season? (3.3 2.B.1) How and why is the earth constantly changing? (2-ESS1-1) (2-ESS2-1) (2-ESS2-2) (2-ESS2-3) How do Earth's processes and human activities affect each other? (3.3.4.A.2)	SCIENCE Weathering Erosion Sun Moon Ingredients Cobble Pebble Clay Silt Gravel Boulder Earth material Geologist Hummus Soil Mixture Sand Texture Properties

| | Use observations to construct explanations that water exists in different forms in natural landscapes. (2-ESS2-3)

Investigate what resources are used in the construction of buildings, preparation of food, transportation, and other aspects of the community. | | |
|---|---|---|---|

Month(s): October		**Unit 1**	

Community Services / Energy / Matter & Interactions: Solids and Liquids

Big Idea	**Standard**	**Essential Questions & Lesson Essential Question**	**Vocabulary**
ELA

Students will be able to learn and practice pre-reading skills through exposure to texts that demonstrate positive local community environments. (ELA)

Students will develop word analysis skills and fluency to support comprehension. (ELA)

Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to community leaders and their responsibilities (ELA) | ELA

Reading
Week 5:
Use specific details from the story to answer questions.
(1.3.2.B)

Answer "who" or "what" the story is about.
(1.3.2.B)

Answer "how" and/or "why" questions using specifics from the story.
(1.3.2.B)

Generate questions about specific details in the story.
(1.3.2.B)

Identify the evidence an author uses.
(1.2.2.H)

Weeks 6-8: | ELA

How do I learn and practice pre-reading skills? (1.1 2.E) (1.1 2.D)

How can we apply grade level phonics and word analysis skills in decoding words? (1.1 2.D)

Why is it important to read fluently to gain meaning from the text to support comprehension? (1.1 2.E)

What strategies and resources does the learner use to figure out unknown vocabulary and information in nonfiction texts? (1.2.2.E) (1.2.2.G) | ELA

Story elements/ structure - (i.e. characters, settings, events, problem, solution, etc.)
Text features - (i.e., bold print, captions, photographs, etc.)
Context Clues
Recount (retell) - beginning, middle, end
Narrative
Active Listening
Communication
Main idea
Key details
Facts
Topic
Challenge (problem)
Response
Multiple meaning words
Compare/contrast |

Students will utilize proper conventions and good writing habits while developing their writing stamina. (Writing) Students will write a clear and effective narrative/informational piece about community leaders and their responsibilities or making good decisions about spending money. (Writing) Students will engage in activities that enable them to become effective speakers and active listeners. (S&L) Students will develop word analysis skills and fluency to support comprehension. (ELA) Students will listen to/read nonfiction texts to understand facts about the effect of energy on physical properties of objects. (ELA) Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to energy and survival. (ELA) Students will utilize proper conventions and good writing habits when responding to the physical properties of energy. (Writing) Students will engage in activities that enable them to become good speakers and listeners. (S&L)	Connect the evidence to specific points in the text. (1.2.2.H) **Writing** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (1.4.2.T) Choose words and phrases for effect. (1.4.2.Q) Include thoughts and feelings to describe experiences and events to show the response of characters to situations. (1.4.2.O) Organize a short sequence of events, using temporal words to signal event order and provide a sense of closure. (1.4.2.P) **Foundational Skills** Know and apply grade-level phonics and word analysis skills in decoding words. (1.1 2.D) Read with accuracy and fluency to support comprehension. (1.1 2.E) **Speaking and Listening** Recount or describe key ideas or details from a text read aloud or information presented orally through other media. (1.5.2.B)	What strategies and resources does the learner use to figure out unknown vocabulary and literary elements in fictional texts? (1.3 2.E) (1.3 2.G) What makes clear and effective narrative writing? (1.4 2.R) (1.4 2.N) (1.4 2.M) How does the use of conventions improve my writing? (1.4 2.R) How do I build my writing stamina? (1.4 2.X) How do active listeners make meaning? How does a speaker effectively communicate a message? (1.5 2.A)	Supporting details Sequence Revising/editing Proper/Common nouns Evidence Connections Illustrations Concluding statement Temporal words (first, next, then) Venn diagram Fiction/non-fiction Fantasy Genre Anchor chart Definition This vocabulary will be utilized throughout the year. The vocabulary listed above is based on the focus of the marking period).

SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
Students will learn that being a good citizen helps us contribute to home, school, and the community in a meaningful way. Students will understand the importance of the contributions of historical figures in our local community. (SS) Students will be able to understand how to make good decisions and the choices we make about spending money. (SS)	Brainstorm ways to help the school or community. (5.2.2.C) Participate in a public service project (e.g., food drive, school-wide clean up, collect mittens and scarves). (5.2.2.C) Demonstrate actions which assist others when needed. (5.2.2.C) Demonstrate positive behavior within community. (5.2.2.C) Demonstrate acceptance of others leadership roles. (5.2.2.C) Identify leaders in the community by job, position, or name. (5.3.2.B) Identify the mayor. (5.3.2.B) Participate in discussion on responsibilities of a mayor. (5.3.2.B) Participate in discussion about city council (helping to protect and help community). (5.3.2.B) Practice making compromises. (5.4.2.E)	How do good citizens contribute to society in a meaningful way? (5.2 2.C) What are community leaders and what are their responsibilities? (5.3 2.B) How does a community reach a compromise? (5.4 2.E) How does the decision making process help us to make good decisions in a group setting? (5.4 2.E) What influences the choices we make about spending money? (6.1 2.A) Who is a historical figure in our local community and what was his/her contribution? (8.2.2.A)	Contribution Historical figure Compromise Mayor Influence Scarcity Resources Choice Economics

| | | Participate in classroom experiences that involve compromise. (5.4.2.E)

Research community compromises resulting from challenges. (5.4.2.E)

Participate in group decision-making and consensus building. (5.4.2.E)

Work cooperatively with other children to achieve an outcome. (5.4.2.E)

Demonstrate acceptance of final consensus. (5.4.2.E)

Understand that wants cannot be met all the time. (6.1.2.A)

Identify resources that are scarce within the school. (6.1.2.A)

Participate in discussions on how limited resources influence a classroom/school. (6.1.2.A)

Identify groups and individuals who contributed to the founding and building of the local community. (8.2.2.A)

Research and share a historical figure from the community. (8.2.2.A)

Identify and discuss the contribution. | | |

	(e.g., how did the community benefit). (8.2.2.A)		
SCIENCE Students will identify how physical properties help us to understand the world. Students will understand the impact of human activities and how we solve problems and compare solutions. (Science) Students will understand how states of matter can be changed and can be reversed. (Science) Students will be able to identify the properties of matter and how matter interacts with matter. (Science) Students will analyze if an invention works as intended. (Science)	**SCIENCE** Research a form of energy and share findings with peers. (3.2.2.B.2) Diagram an energy source (3.2.2.B.2) Use technology to view various forms of energy. (3.2.2.B.2) Describe why living things need sunlight to grow and survive. (3.2.2.B.6) Understand the sun as the largest source of energy. (3.2.2.B.6) Recognize the sun is essential for survival. (3.2.2.B.6) Plan and carry out investigations to test the idea that warming some materials causes them to change from solid to liquid and cooling causes them to change from liquid to solid. (2PS1-4) Construct an argument and provide evidence that some changes caused by heating or cooling can be reversed and some cannot. (2-PS1-4)	**SCIENCE** What effect does energy have on the physical properties of objects? (3.2.2.B.2) Why do living things need sunlight to grow and survive? (3.2.2.B.6) What are properties of matter and how does matter interact with matter? (2PS1-4) How can states of matter be changed and can it be reversed? (2PS1-4) How does one analyze if an invention works as intended? (2-PS1-2) How do we solve problems and compare solutions? (2-PS1-3)	**SCIENCE** Survive Energy Source Solar Organisms Investigations Solid Reverse Structures Design Analyze Water cycle Accumulation Condensation Earth Evaporation Groundwater Lake Landscape Liquid Moon Ocean

	Analyze data from testing objects made from different materials to determine if a proposed object functions as intended. (2-PS1-2) Design an object built from a small set of pieces to solve a problem and compare solutions designed by peers given the same set of pieces. (2-PS1-3) Make observations of how an object made of a small set of pieces can be disassembled and made into a new object. (2-PS1-3)		

Month(s): November - January | **Unit 2**

PA and US History (Science – not applicable for the month of November) / Adaptations & Survival (January)

Big Idea	**Standard**	**Essential Questions & Lesson Essential Question**	**Vocabulary**
ELA Students will be able to learn and practice reading skills through exposure to texts that explain the history of local and national communities. (ELA) Students will develop word analysis skills and fluency to support comprehension. (ELA) Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including	ELA **Reading** Week 9: Use specific details from the text to answer questions. (1.2.2.B) Answer "who" or "what" the text is about. (1.2.2.B) Answer "how" and/or "why" questions using specifics from the text. Generate questions about specific details in the text. (1.2.2.B)	ELA How do I learn and practice reading skills? (1.1 2.E) (1.1 2.D) How can we apply grade level phonics and word analysis skills in decoding words? 2.D) Why is it important to read fluently to gain meaning from the text to support comprehension? (1.1 2.E)	ELA Text features (i.e., bold print, captions, photographs, etc.) Search tools Graphic representations Diagram Text-based Heading Maps Charts/tables

vocabulary pertaining to the history of local and national communities. (ELA)

Students will use various text features and search tools to efficiently locate key facts or information in text. (ELA)

Students will utilize proper conventions and good writing habits while developing their writing stamina. (Writing)

Students will write clear and effective narrative and informational pieces that focus on being an elected official or a leadership role. (Writing)

Students will write clear and effective narrative and informational pieces pertaining to American and/or international holidays and/or celebrations. (Writing)

Students will engage in activities that enable them to become effective speakers and active listeners. (S&L)

Students will develop word analysis skills and fluency to support comprehension. (ELA)

Students will listen to/read non-fiction texts to understand facts about adaptations and survival of animals. (ELA)

Week 10:
Demonstrate understanding that "characters" have a role in the story.
(1.3.2.C)

Identify major events in the story.
(1.3.2.C)

Discuss how characters in a story respond to major events and challenges. The adult will: Select appropriate literary text.
(1.3.2.C)

Assist students in selecting age- and ability-appropriate fiction materials to read.
(1.3.2.C)

Model how characters respond to major events and challenges.
(1.3.2.C)

Week 10-11:
Use table of contents to locate information.
(1.2.2.E)

Use index or digital-text search feature to locate key facts or information.
(1.2.2.E)

Use headings and captions to locate key facts or information.
(1.2.2.E)

Acquire and use grade appropriate conversational, general academic, and doman specific words and phrases.
(1.3.2.J)

Writing

How do we use specific details from the text to answer questions?
(1.2.2.B)

How do we understand a character's role within a story? (1.3 2.C)

What are the major events within a story and how does the character respond? (1.3 2.C)

What strategies and resources does the learner use to figure out unknown vocabulary and information in nonfiction texts? (1.2.2.E)

What are text features and how do they help us gain information from non-fiction texts?
(1.2.2.E)

Why is it important to ask and answer questions to gain information?
(1.5 2.C)

How can students acquire and use appropriate vocabulary daily and throughout different contexts?
(1.3 2.J)

Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to facts about adaptations and survival of animals. (ELA) Students will use various text features and search tools to efficiently locate key facts or information in text. (ELA) Students will utilize proper conventions and good writing habits when responding to prompts. (Writing) Students will write informative texts to examine a topic to convey ideas and information clearly. (Writing) Students will engage in activities that enable them to become good speakers and listeners. (S&L)	With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers. (1.4 2.U) **Foundational Skills** Know and apply grade-level phonics and word analysis skills in decoding words. (1.1 2.D) Read with accuracy and fluency to support comprehension. (1.1 2.E) **Speaking and Listening** Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (1.5.2.C) Week 12: Recognize that texts have similar components that can be compared and contrasted. (e.g., main ideas, details) (1.2.2.I) Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts. (e.g., Venn diagrams, T-charts) (1.2.2.I) Week 13 & 14: Identify the main idea of a multi-paragraph text. (1.2.2.A) Identify the main idea of specific paragraphs within the text.		

(1.2.2.A)

Know the details of a text can be used to support a topic or main idea.
(1.2.2.A)

Provide relevant details from a text which support the main idea.
(1.2.2.A)

Writing
Choose words and phrases for effect.
(1.4 2.E)

Foundational Skills
Know and apply grade-level phonics and word analysis skills in decoding words.
(1.1 2.D)

Read with accuracy and fluency to support comprehension.
(1.1 2.E)

Speaking and Listening
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
(1.5 2.D)

Week 15:
Identify the evidence an author uses.
(1.2.2.H)

Connect the evidence to specific points in the text. (1.2.2.H)

Writing
Organize a short sequence of events, using temporal words to signal event order and provide a sense of closure.

	(1.4 2.P) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (1.4 2.A) **Foundational Skills** Know and apply grade-level phonics and word analysis skills in decoding words. (1.1 2.D) Read with accuracy and fluency to support comprehension. (1.1 2.E) **Speaking and Listening** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (1.5 2.E)		
<u>SOCIAL STUDIES</u> Students will identify managed organizations within the history of local and national communities. Students will understand the importance of the role that government plays within the community. (SS) Students will be able to identify current and historical leaders in various settings and our roles in the decision-making process. (SS)	<u>SOCIAL STUDIES</u> Create a list about how to be a fair person (e.g., play by the rules) (5.1.2.C) Discuss the importance of treating others fairly. (5.1.2.C) Identify similarities between self and others. (5.1.2.C) Explain the accommodations or adaptations necessary for individual success in various situations. (5.1.2.C) Explain qualities of a good citizen.	<u>SOCIAL STUDIES</u> How do we define fairness and acceptance of diversity in the classroom? (5.1 2.C) What are the responsibilities of citizens to the state of Pennsylvania and the nation? (5.1 2.E) How does the government provide different services to our community? (5.3 2.C)	<u>SOCIAL STUDIES</u> Fairness Diversity Voting process Elected officials Rights Government Artifacts Primary/Secondary sources

Students will be able to identify important symbols, buildings, statues, monuments, artifacts, and documents relating to an event. (SS) Students will create a timeline to record events over time. (SS) Students will identify holidays and celebrations from around the world. (SS)	(5.1.2.E) Illustrate how citizens can help their community. (5.1.2.E) Explain the differences between a right and a responsibility either through examples or definition. (5.1.2.E) Define and discuss agriculture. (4.4.2.A) Explain that agricultural systems include the cultivation of crops and animals to provide food and other products. (4.4.2.A) Illustrate and share an agricultural system. (4.4.2.A) Investigate and discuss the importance of agriculture in society. (4.4.2.A) Identify services provided by government to the community (e.g., animal control, road maintenance, hospitals, education). (5.3.2.C) Participate in discussions that define elected officials (e.g., how officials became elected). (5.3.2.E) Discuss roles elected officials perform. (5.3.2.E) Participate in a voting activity. (5.3.2.E)	What is the voting process and why is it our right to actively participate? (5.3 2.E) (5.3 2.J) What are the roles of different elected officials? (5.3 2.E) How can we record events using a timeline? (8.1 2.A) How can we use sequenced historical events to predict future outcomes? (8.1 2.B) What is the difference between a primary and secondary source when conducting research? (8.1 2.B) How do we identify and discuss the contribution of a historical figure in the local community? (8.2 2.A) What groups and individuals contribute to the founding and building of the US? (8.3 2.A) How are artifacts and symbols important to our history? (8.3 2.B)	

		Participate in compiling voting results. (5.3.2.E)	How can we use our dialogue throughout the day for problem-solving? (5.4 2.A)	
		Understand a vote as a choice that is counted. (5.3.2.J)	How do we work cooperatively to achieve a common goal? (5.4 2.B)	
		Understand voting as a right. (5.3.2.J)	How do nations need to work together to achieve peace? (5.4 2.C) (8.4.2.D)	
		Recognize voting experiences may not result in the choice made by an individual. (5.3.2.J)	What is the importance of making compromises and demonstrating acceptance of final outcomes? (5.4 2.D) (8.2 2.D)	
		Demonstrate acceptance of the vote through positive behavior. (5.3.2.J)		
		Identify the source of information relating to an event or occurrence. (8.1.2.B)	What are different holidays and celebrations from around the world? (8.4 2.A) (8.4 2.C)	
		Identify if the source was a primary or secondary document. (8.1.2.B)	Why are historical artifacts and documents important? (8.4 2.B)	
		Research documents relating to an event. (8.1.2.B)	Why is it important for nations to cooperate on global issues (pollution)? (8.4 2.D)	
		Participate in discussions on the documents (e.g., what is fact vs. opinion). (8.1.2.B)		
		Research and identify important buildings, statues, and monuments in Pennsylvania. (8.2.2.B)		
		Share research findings with peers. (e.g., orally, pictorially) (8.2.2.B)		

	Identify groups and individuals who contributed to the founding and building of the United States. (8.3.2.A)		
	Research important individuals in United States History and their contributions (e.g., textbooks, the library, computers). (8.3.2.A)		
	Make a chart or develop a written text about an individual's or individuals' contributions to the United States. (8.3.2.A)		
	Create and use a timeline to record events over time. (8.1.2.A)		
	Create a timeline of own life events (e.g., use pictures when appropriate). (8.1.2.A)		
	Answer questions based on information from a timeline. (8.1.2.A)		
	Complete a graphic organizer identifying major contributions of a group or organization. (8.3.2.A)		
	Use resource materials to identify American artifacts. (8.3.2.B)		
	Create a model, picture, drawing or other representation of a selected artifact. (8.3.2.B)		

| | Complete an activity matching a picture of the artifact with its historical significance (e.g., picture of the White House- home of the President). (8.3.2.B)

Explore symbols of the United States. (8.3.2.B)

Unit 2 - December
Research current conflicts (e.g., community, state, nation). (5.4.2.A)

Participate in discussion on current conflicts. (5.4.2.A)

State emotions relating to current conflict (e.g., fear, sad). (5.4.2.A)

Participate in group decision-making and consensus building. (5.4.2.B)

Work cooperatively with other classrooms to achieve a common goal. (5.4.2.B)

Research countries that support one another. (5.4.2.B)

Share how countries support one another (e.g., trade, financial). (5.4.2.B)

Work cooperatively with peers to achieve a common goal. (5.4.2.C) | | |

	Explain conflict/resolution steps and the importance of practicing cooperation and resolution. (5.4.2.C) Explain the benefits of working together (e.g., less conflict, work done faster, build friendships). (5.4.2.C) Brainstorm reasons nations should work together. (5.4.2.C) Identify how classroom conditions impact collaboration versus conflict (e.g., encouragement versus competition, enough materials). (8.2.2.D) Research conflict (e.g., local, research, state) and discuss possible influences. (8.2.2.D) Celebrate events or successes in a variety of ways. (8.4.2.A) Identify holidays and celebrations from around the world. (8.4.2.A) Identify American commemorations and remembrances. (8.4.2.A) Research an American commemoration and discuss its meaning (e.g., peers or with classroom). (8.4.2.A)		

| | | Research and identify historical documents in world history.
(8.4.2.B)

Describe why the documents are important.
(8.4.2.B)

Brainstorm how life could be different if the documents were never written.
(8.4.2.B)

Identify the variety of reasons and ways groups and individuals from around the world celebrate.
(8.4.2.C)

Compare and contrast cultural commemorations on the same event.
(8.4.2.C)

Research and identify past and current global issues.
(8.4.2.D)

Explain why it's important for nations to get along and cooperate on these issues.
(8.4.2.D)

Brainstorm consequences of nations not cooperating.
(8.4.2.D)

Unit 2 - January
Describe a classroom event.
(8.3.2.D)

Compare and contrast own description of an event to a peer's description of the same event.
(8.3.2.D) | | |

	Participate in discussion on how people perceive events differently (e.g., based on prior knowledge, experience, culture). (8.3.2.D) Research a famous American. (8.1.2.C)		
SCIENCE Students will identify the unique characteristics of living things which differ from non-living things, which can be observed and studied. Students will understand the impact of human activities on habitats. (Science) Students will be able to identify suitable habitats of specific animals. (Science) Students will identify similarities and differences in the life cycles of animals. (Science)	SCIENCE Explain what a plant or animal needs to survive within its habitat (e.g., food, air, water, shelter, space, sunlight). (3.1.2.C2) Explain how a plant or animal acquires basic needs within its habitat. (3.1.2.C2) Compare and contrast ways plants and animals acquire basic needs. (3.1.2.C2) Develop a model to demonstrate different modes of seed dispersal. Plan and investigate effectiveness of different types of seed dispersal. (2-LS2-2) Develop a model to demonstrate different modes of seed dispersal. Plan and investigate effectiveness of different types of seed dispersal. (2-LS2-2) Obtain, evaluate, and communicate information that in any particular environment, some kinds of organisms survive well and some do not. (2-LS2-2)	SCIENCE In what ways do living and non-living things differ? (3.1 2.C2) What do plants and animals needs to survive within its suitable habitat? (3.1 2.C2) Why are specific plants and animals extinct? (3.1 2.C3) What adaptations have some plants and animals developed to survive? (4.1 2.D) (4.1 2.E) How and why do organisms interact with their environment and what are the effects of these interactions? (2-LS2-2) How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	SCIENCE Adaptations Survival Organisms Extinction Interactions Environment Habitat Characteristics Seed dispersal Pollination Investigation Procedure

	Plan and conduct an investigation to determine if plants need sunlight and water to grow. (2-LS2-2)	(2-LS4-1)	
	Construct an explanation about why living things can only survive where their needs are met. (2-LS4-1)		
	Observe and compare the different kinds of living things that are found in different habitats. (2-LS4-1)		
	Brainstorm what to include in a suitable habitat for an animal to survive. (3.1.2.C2)		
	Calculate the appropriate dimensions for a suitable habitat (e.g., how big should the habitat be). (3.1.2.C2)		
	Plan and analyze steps needed to design a suitable habitat. (3.1.2.C2)		
	Research and identify plants and animals that are extinct (e.g., virtual search). (3.1.2.C3)		
	Research and present the cause of a plant or animal extinction. (3.1.2.C3)		
	Compare and contrast extinct plants and animals to those that are living. (3.1.2.C3)		
	Identify animal adaptations that help in survival (e.g., webbed toes of a frog, wings on a bird, giraffe's long neck). (4.1.2.D)		

	Discuss the ability of living things to adapt to the environment (e.g., seasonal, environmental, man-made). (4.1.2.E) Identify different adaptations (e.g., growth of extra fur, deer adaptation due to habitat destruction). (4.1.2.E)		

Month(s): February - March		**Unit 3**	

Geography and Culture / Civic Rights and Responsibilities / Animals			

Big Idea	**Standard**	**Essential Questions & Lesson Essential Question**	**Vocabulary**
ELA Students will be able to learn and practice reading skills through exposure to texts that explain how to locate places and things, using a variety of tools. (ELA) Students will develop word analysis skills and fluency to support comprehension. (ELA) Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to locating places and things. (ELA) Students will utilize proper conventions and good writing habits while developing their writing stamina. (Writing) Students will write clear and effective informational pieces that	ELA **Reading** Week 19 & 20: Recognize that stories have similar components that can be compared and contrasted. (e.g., characters, settings, events) (1.3.2.H) Participate in strategies that provide opportunities to compare and contrast stories and/or components of stories. (e.g., venn diagrams, T-charts) (1.3.2.H) Identify rhyme. (1.3.2.F) Identify repetition. (1.3.2.F) Identify rhythm and patterns. (1.3.2.F) Discuss literary devices and their impact on the meaning of the text. (1.3.2.F)	ELA How can we apply grade level phonics and word analysis skills in decoding words? (1.1 2.D) Why is it important to read fluently to gain meaning from the text to support comprehension? (1.1 2.E) How do we compare and contrast similar stories and/or components of stories? (1.3 2.H) How do we identify rhyme, repetition, and rhythm in a story, poem, or song? (1.3 2.F) How do literary devices impact the meaning of the text?	ELA Cause/effect Similarities/ differences Rhyme Repetition Rhythm Literary devices Visual display Research Informational writing Reference materials Comma Apostrophe Phrases Moral Central message Point of view

focus on continental landforms. (Writing)

Students will write clear and effective informational pieces pertaining to American and/or international holidays and/or celebrations. (Writing)

Students will find information to answer questions from a variety of sources. (Writing)

Students will engage in activities that enable them to become effective speakers and active listeners. (S&L)

Students will be able to learn and practice reading skills through exposure to texts that explain how past experiences and ideas help us make sense of the world. (ELA)

Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to past experiences and events to understand the present. (ELA)

Students will develop word analysis skills and fluency to support comprehension. (ELA)

Students will utilize proper conventions and good writing habits while developing their writing stamina. (Writing)

Find similarities and differences between a series of events, concepts, or steps in a procedure.
(1.2.2.C)

Answer cause-and-effect questions about a series of events, concepts, or steps in a procedure within a text.
(1.2.2.C)

Acquire and use grade appropriate conversational, general academic, and domain specific words and phrases.
(1.3.2.J)

Writing
Identify and introduce the topic.
(1.4.2.B)

Develop the topic with facts and/or definitions.
(1.4.2.C)

Participate in individual or shared research and writing projects. (1.4.2.V)

Recall information from experiences or gather information from provided sources to answer a question. (1.4.2.W)

Group information and provide a concluding statement or section. (1.4 2.D)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(1.4 2.F)

Foundational Skills
Know and apply grade-level phonics and word analysis skills in decoding words.

(1.3 2.F)

How do we find similarities and differences between a series of events, concepts, or steps in a procedure? (1.2 2.C)

Why is it important to identify cause and effect relationships to gain meaning from the text? (1.2 2.C)

Where can we find information to answer questions? (1.4 2.B) (1.4 2.C) (1.4 2.V) (1.4 2.W)

Why is it important to add drawings or other visual displays to communicate ideas? (1.5 2.F)

How can we apply grade level phonics and word analysis skills in decoding words? (1.1 2.D)

Why is it important to read fluently to gain meaning from the text to support comprehension? (1.1 2.E)

How do we compare and contrast similar stories and/or components of stories? (1.3 2.H)

How do we identify rhyme, repetition, and rhythm in a

Students will write clear and effective narrative and informational pieces that focuses on civic rights and responsibilities. (Writing) Students will engage in activities that enable them to become effective speakers and active listeners. (S&L) Students will develop word analysis skills and fluency to support comprehension. (ELA) Students will listen to/read nonfiction texts to understand facts about life cycles and habitats of plants and animals. (ELA) Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to facts about life cycles and habitats. (ELA) Students will utilize proper conventions and good writing habits when responding to prompts. (Writing) Students will write informative texts to examine a topic to convey ideas and information clearly. (Writing) Students will find information to answer questions from a variety of sources. (Writing)	(1.1 2.D) Read with accuracy and fluency to support comprehension. (1.1 2.E) **Speaking and Listening** Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content. (1.5 2.G) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. (1.5.2.F)	story, poem, or song? (1.3 2.F) How do literary devices impact the meaning of the text? (1.3 2.F) How do we find similarities and differences between a series of events, concepts, or steps in a procedure? (1.2 2.C) Why is it important to identify cause and effect relationships to gain meaning from the text? (1.2 2.C) Where can we find information to answer questions? (1.4 2.B) (1.4 2.C) (1.4 2.V) (1.4 2.W) Why is it important to add drawings or other visual displays to communicate ideas? (1.5 2.F) How can students acquire and use appropriate vocabulary daily and throughout different contexts? (1.3 2.J)	

Students will engage in activities that enable them to become good speakers and listeners. (S&L)			
SOCIAL STUDIES Students will identify locations that can be represented using a variety of tools. Students will identify products grown and produced in the United States and other countries. (SS) Students will understand the importance of organizing information containing specific map features (title, symbols, legends/ map keys, grids, compass rose, and scale). (SS) Students will be able to identify and interpret the features of a map, labeling the seven continents and 4/5 oceans. (SS) Students will be able to identify physical features and define/ describe the term landform (e.g. ocean, river, lake, island, peninsula, mountain, desert, plain). (SS) Students will create a model showing landforms or create a book with descriptions and pictures of landforms. (SS) (STEM)	SOCIAL STUDIES Identify state symbols. (5.1.2.F) Identify different forms of media. (5.3.2.H) Identify products produced outside the United States. (6.3.2.D) Identify products that come from many different countries. (6.4.2.C) Identify the physical characteristics of places. (7.2.2.A) Identify the basic physical processes that affect the physical characteristics of regions. (7.2.2.B) Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.) (7.3.2.A) Use primary and secondary documents/informational text or oral history to convey information of event(s) or happenings. (8.1.2.C) Interview an older relative or older family friend to learn about their childhood. (8.1.2.C)	SOCIAL STUDIES How can I identify some American symbols? (5.1 2.F) (5.3 2.H) How can I contribute information during class, using various types of media? (5.3 2.H) How do we identify a product's origin? (6.3 2.D) (6.4 2.C) Why is it important to organize, understand, and interpret map features? (7.1 2.A) (7.1 2.B) How do we identify and define physical features, in order to create a model and/or book? (7.2 2.A) Why do towns/cities/ states/regions have specific locations? (7.2 2.B) How do we identify effects of natural disasters on the environment? (7.2 2.B)	SOCIAL STUDIES Famous Perceptions Experiences

Students will explain/describe the effects of natural disasters on the environment. (SS) Students will explain how local geography impacts the community. (SS) Students will compare and contrast the three types of communities. (SS) Students will identify the impact that people have on the environment. (SS) Students will identify how past experiences and ideas help us make sense of the world. Students will understand the importance of understanding contributions of famous Americans. (SS) Students will be able to create a visual presentation of a famous American. (SS) Students will describe and discuss how people perceive events differently. (SS)	Create a Venn diagram comparing their childhood with the person they interviewed. (8.1.2.C) Create a visual presentation (e.g., bio poem, bio bag, poster). (8.1.2.C) Describe a classroom event. (8.3.2.C) Compare and contrast own description of an event to a peer's description of that same event. (8.3.2.C) Participate in discussions on how people perceive events differently (e.g., based on prior knowledge, experience, culture). (8.3.2.C) Give examples of change over time. (8.3.2.C)	How do we choose a project to demonstrate the effects of natural disasters on the environment? (7.2 2.B) How does the local geography impact the three different communities? (7.3 2.A) How do we make sense of the world through past experiences? (8.1 2.C) How can we compare our childhood with the childhood of an adult? (8.1 2.C) How can we create a visual presentation about a famous American? (8.1 2.C) Why is it important to understand another point of view? (8.3 2.C)	
SCIENCE Students will identify life cycles and habitats of plants and animals. Students will be able to create an example of a suitable habitat for a specific animal. (Science)	SCIENCE Observe, describe, and document the growth of living things (e.g., writing & journaling). (3.1.2.A3) Create and label a diagram to demonstrate the life cycle of a living organism.	SCIENCE How do scientists observe, describe, and document the life cycle of living organisms? (3.1 2.A.3)	SCIENCE Ecosystem Organisms Habitat Aquatic Observe Describe

Students will compare and contrast one life cycle to another. (Science) Students will compare different aquatic habitats. (Science)	(3.1.2.A3) Compare and contrast one life cycle to another. (3.1.2.A3) Observe the life cycle of an animal (e.g., frog, butterfly, meal worm, honey bee). (3.1.2.A3) Observe the life cycle of a plant (e.g., radish, lima bean, marigold, cacti). (3.1.2.A3) Identify elements within a habitat necessary for organisms to live. (4.1.2.A) Explain and illustrate how each element contributes to the basic need of an organism. (4.1.2.A) Create an example of an aquatic habitat (e.g., model, illustration) to include living and non-living things needed for survival. (4.1.2.A) Research living and nonliving things to determine a suitable habitat. (4.1.2.A) Identify sunlight as a source of energy in an aquatic habitat. (4.1.2.C) Explain how sunlight is used for survival in an aquatic habitat. (4.1.2.C) Identify elements within an aquatic ecosystem necessary for organisms to live.	What elements are necessary within an ecosystem for organisms to live? (4.2 2.C) How do we choose a project as an example of an aquatic habitat? (4.2 2.C) <u>Science</u> We are only covering animal adaptations and survival in science for the third marking period.	Document Life cycle

	(4.2.2.C) Create an example of an aquatic habitat (e.g., model, illustration) to include living and nonliving things needed for survival. (4.2.2C) Research living and nonliving things to determine a suitable habitat. (4.2.2.C) Identify and compare different aquatic habitats (e.g., ocean, pond, stream, river, swamp). (4.2.2.C) Explain and illustrate how each element contributes to the basic needs of an organism. (4.2.2.C) Observe, describe, and document the growth of living things (e.g., drawings, writing, and/or photos) in an aquatic habitat. (4.4.2.C) Create and label a diagram to demonstrate the life cycle of a living organism in an aquatic habitat. (4.4.2.C) Research a plant or animal in an aquatic habitat and share findings with peers. (4.4.2.C)		
Month(s): April - May		**Unit 4**	
Economics / Junior Achievement / Ecology			

Big Idea	Standard	Essential Questions & Lesson Essential Question	Vocabulary
ELA Students will be able to learn and practice reading skills through exposure to texts that explain the difference between wants and needs, using a variety of tools. (ELA) Students will develop word analysis skills and fluency to support comprehension. (ELA) Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to goods and services. (ELA) Students will utilize proper conventions and good writing habits while developing their writing stamina. (Writing) Students will write clear and effective opinion pieces on the topic of goods and services. (Writing) Students will find information to answer questions from a variety of sources. (Writing) Students will engage in activities that enable them to become effective speakers and active listeners. (S&L)	ELA **Reading** Week 21 & 22: Understand that stories have multiple characters. (1.3.2.D) Understand that each character may tell the story differently. (1.3.2.D) Use different voices for each character when reading dialogue aloud. (1.3.2.D) Week 23 to 25: Retell story in sequential order. (1.3.2.A) Recall key details of a story. (1.3.2.A) Use a variety of strategies to retell a story. (e.g., picture cards, dramatic play, illustration). (1.3.2.A) Identify the central message, lesson, or moral. (1.3.2.A) Acquire and use grade appropriate conversational, general academic, and domain specific words and phrases. (1.3.2.J) **Writing**	ELA How does an author support specific points in a text? (1.4 2.J) Why is it important to understand the different points of view of each character/narrator? (1.3 2.D) How do students write clear and effective opinion pieces that include organizational structure, reasons, and a concluding statement? (1.4 2.J) Why is it important to use a variety of words and phrases to appeal to an audience? (1.4 2.K) Why does an author use different points of views of characters? (1.3 2.D) How can students acquire and use appropriate vocabulary daily and throughout different contexts? (1.3 2.J) What is the central message, lesson, or moral of a text? (1.3 2.A)	ELA Point of view Narrator Opinion Dialogue Argumentative

Students will develop word analysis skills and fluency to support comprehension. (ELA) Students will listen to/read nonfiction texts to understand functions of the parts of plants. (ELA) Students will be able to use appropriate strategies to gain meaning of unknown vocabulary, including vocabulary pertaining to facts about plants, natural resources, renewable resources, agricultural systems, pollution, and recycling. (ELA) Students will state an opinion on pollution and/or ways to reduce it. (Writing) Students will utilize proper conventions and good writing habits when responding to prompts. (Writing) Students will write informative texts to examine a topic to convey ideas and information clearly. (Writing) Students will find information to answer questions from a variety of sources. (Writing) Students will engage in activities that enable them to become good speakers and listeners. (S&L)	Write opinion pieces on familiar topics or texts. (1.4 2.G) Identify the topic and state an opinion. (1.4 2.H) Create an organizational structure that includes reasons and a concluding statement. (1.4 2.J) **Writing** Use a variety of words and phrases to appeal to the audience. (1.4 2.K) Support the opinion with reasons that include details connected to the opinion. (1.4 2.I) **Foundational Skills** Know and apply grade-level phonics and word analysis skills in decoding words. (1.1.2.D) Read with accuracy and fluency to support comprehension. (1.1 2.E) **Speaking and Listening** Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content. (1.5 2.G)		
SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES

Students will identify that money can be used to purchase goods and services or can be saved. Students will describe the various things people do to impact the environment. (SS) Students will identify and define goods used in the community. (SS) Students will understand and explain how choices have consequences, involving purchasing goods and services. (SS) Students will describe how wants and needs influence choice. (SS) Students will be able to identify limited resources within the community. (SS) Students will identify the difference between consumers and producers, in the local community. (SS) Students will differentiate between markets and competition. (SS) Students will explain how higher demand impacts the price of an item. (SS) Students will identify the impact on the community when a business closes. (SS) Students will identify basic services provided by financial institutions (i.e. such as checking and savings	Identify managed organizations within the local community. (e.g., schools, bus transportation, libraries) (5.3.2.A) Identify government in the community. (e.g., mayor) (5.3.2.A) Identify services provided by local government and if the services are paid or volunteer. (5.3.2.I) Explain taxes pay for the services provided. (5.3.2.I) Draw a picture of things that taxes help pay for. (5.3.2.I) Research information on local tax. (5.3.2.I) Explain taxes and why people pay them. (5.3.2.I) Distinguish between wants and needs in a community setting. (e.g., housing, roads, stop signs, sidewalks, police, grocery store, movie theatre) (6.1.2.B) Identify the impact of choices. (e.g., self, others, environment) (6.1.2.C) Explain how spending money impacts saving money and vice versa. (6.1.2.C)	How do people's activities impact the environment? (7.4 2.A) How can environmental changes impact people? (7.4 2.A) Why do we pay taxes? (5.3 2.I) (6.3 2.C) What managed organizations are in the local community? (5.3 2.A) What services are provided by the local government? (5.3.2.I) How do we distinguish between wants and needs in a community setting? (6.1.2.B) How do we identify the impact of choices relating to spending money or saving money using the decision-making process? (6.1 2.C) (6.1 2.D) (6.2 2.G) What is the difference between consumers and producers? (6.2 2.A) What is the difference between goods and services within a community? (6.2 2.A) What are examples of markets in which buyers and	Goods Services Consumers Producers Wants Needs Earning Financial institutions Media Entrepreneur Inventor Taxes Specialized services Origin Business Income Organizations Industry

accounts, loans, safety deposit boxes). (SS) Students will explore ways to distribute items fairly. (SS) Students will define taxes and who pays them. (SS) Students will identify products produced inside and outside of the United States. (SS) Students will identify local examples of specialized goods and services. (SS) Students will describe how different job skills impact earnings. (SS) Students will explain the roles and responsibilities of business owners. (SS) The students will explain the connection between earning and saving money. (SS)	Explain the decision-making process. (6.1.2.C) Explain what is given up by making a choice. (6.1.2.C) Describe how wants and needs influence choice. (6.1.2.D) Make a choice or cast a vote in a community situation. (6.1.2.D) Research and share choices communities make. (6.1.2.D) Explain why a community would make a given choice. (e.g., deciding between building a park or a community center) (6.1.2.D) Identify and define goods used in the community. (6.2.2.A) Identify and define consumers as people who use goods. (6.2.2.A) Sort and classify goods and services. (6.2.2.A) Show how goods, services, consumers, and producers are interconnected through the development of an interdependence web graphic organizer. (6.2.2.A)	sellers meet face-to-face or never meet? (6.2 2.B) What role does media play in decision-making in our community? (5.4 2.D) What are items that are in high demand and how does it impact the price? (6.2 2.D) How does the closing of a business impact the local community? (6.2 2.E) Where and how do we save money? (6.2 2.F) (6.5 2.D) (6.5 2.H) (6.5 2.G) How do we identify a business as a private sector versus state-controlled? (6.3 2.A) How do we identify stores that specialize in certain goods and services? (6.4 2.A) How do we identify the origin of products? (6.4 2.C) How do we make a connection between needs and wants of buyers and choices producers make to meet those wants and needs? (6.4 2.D) What are the characteristics of an entrepreneur? (6.5 2.F)	

		Examine products to determine what company made them. (6.2.2.A)	How do inventors/ entrepreneurs create goods and services that meet people's needs or wants? (6.4 2.D)0	
		Write about the role as consumers of goods and services. (6.2.2.A)	How can we make a connection between earning and spending money? (6.5 2.A)	
		Identify similar goods and services in the market and how they compete for consumers. (6.2.2.B)	What skill sets and/or education do people need to perform certain jobs or tasks? (6.5 2.B) (6.5 2.E)	
		Give examples of markets in which buyers and sellers meet face-to-face (e.g., grocery store, farmer's market) and other markets in which buyers and sellers never meet (e.g., online). (6.2.2.B)	What are some local businesses and services in your community? (6.5 2.C)	
		Describe the decision-making process involved in making a personal choice with limited resources available. (6.2.2.C)	How has commerce industry and social organizations changed over time in Pennsylvania? (8.2 2.C)	
		Describe why people make different buying choices. (e.g., personal interests) (6.2.2.C)	What are major industries that developed in Pennsylvania? (8.2 2.C)	
		Make choices about how to spend money given a specific budget. (6.2.2.C)	What are current social organizations in Pennsylvania? (8.2 2.C)	
		Describe ways in which families save and spend money. (6.2.2.C)		
		Identify items that are in high demand. (e.g., certain game, shoe) (6.2.2.D)		

	Explain how higher demand impacts the price of an item. (6.2.2.D)		
	Identify businesses in the community and describe the impact if one or more were to close. (6.2.2.E)		
	Explore ways of distributing items. (e.g., command—teacher or some other authority decides; equal shares—everyone gets certain amount; contest—play a game or flip a coin to decide; lottery—pick a number; majority rule—take a vote) (6.2.2.G)		
	Describe how money is saved at home. (6.2.2.F)		
	Compare places to keep money safe. (e.g., piggy bank, wallet, bank, credit union) (6.2.2.F)		
	Identify basic services provided by financial institutions. (e.g., checking and savings accounts, loans, safety deposit boxes) (6.2.2.F)		
	Research businesses that are part of the "private sector." (6.3.2.A)		
	Identify goods or services provided by specific businesses. (6.3.2.A)		
	Describe goods and services consumed. (e.g., self, family, school) (6.3.2.A)		

	Research and identify items that are taxed at the state level. (e.g., toys, electronics, gas) (6.3.2.C) Identify items (e.g., home, school) that are taxed. (6.3.2.C) Identify different ways people pay taxes. (6.3.2.C) Identify how taxes support goods and services in the community. (6.3.2.C) Describe how people in the community perform specialized services. (e.g., work done by postal workers is very different from bankers) (6.4.2.A) Identify stores that specialize in selling certain goods. (6.4.2.A) Compare stores that specialize in selling certain goods or services. (e.g., video game store versus department store) (6.4.2.A) Read labels on products and see where items are made. (6.4.2.C) Describe why certain products cannot be produced locally. (e.g., geographic location, climate, culture) (6.4.2.C) Identify products produced in the United States.		

	(6.4.2.C) Describe how to determine a product's country of origin. (6.4.2.C) Make connections between the needs and wants of buyers and the choices producers make in meeting their wants and needs. (6.4.2.D) Identify a want or need people have and brainstorm a new invention or service to help meet the need. (6.4.2.D) Explain how inventors and entrepreneurs create goods and services that meet people's needs and wants. (6.4.2.D) Describe how famous inventors and entrepreneurs met people's needs or wants. (e.g., Albert Einstein, Milton Hershey) (6.4.2.D) Make the connection between earning and spending money. (6.5.2.A) List reasons people work. (6.5.2.A) Understand that money cannot be spent until it is earned. (6.5.2.A) Describe ways individuals use money that is earned to buy things they want and need. (6.5.2.A)		

	Prioritize purchases based on the level of need or want. (6.5.2.A)		
	Discuss/write about ways they would spend money if earned. (6.5.2.A)		
	Identify local businesses. (6.5.2.C)		
	Identify goods and services provided by local businesses. (6.5.2.C)		
	Identify roles local businesses play in the community. (6.5.2.C)		
	Categorize local businesses by their industry. (e.g., retail, travel, health services) (6.5.2.C)		
	Describe factors that influence whether or not people save money and how much. (6.5.2.D)		
	Brainstorm what is needed to save money. (e.g., patience, time, earnings) (6.5.2.D)		
	Identify short- and long-term savings goals. (6.5.2.D)		
	Discuss/write about a personal savings goal. (6.5.2.D)		
	Explain the term entrepreneurship. (6.5.2.F)		

| | Make connections of an entrepreneur to business owner.
(6.5.2.F)

Identify the characteristics of an entrepreneur. (e.g., risk taker, leader, creativity)
(6.5.2.F)

Name famous entrepreneurs and the businesses they are known for starting. (e.g., Bill Gates, Milton Hershey)
(6.5.2.F)

Research and report upon a profession of interest.
(6.5.2.B)

Participate in discussions on the connection of skill sets and income level. (e.g., higher education can equate to higher income)
(6.5.2.B)

Choose a task and identify what is needed to complete.
(6.5.2.E)

Identify character traits that make people likely to be able to complete certain tasks.
(6.5.2.E)

Discuss ways their personal qualities make them well suited to complete certain tasks.
(6.5.2.E)

Identify how money is saved at home. (e.g., piggy bank)
(6.5.2.H)

Describe how some places are safer than others to save money.
(6.5.2.H) | | |

	Explain interest is how banks pay you for keeping money with them. (6.5.2.H) Identify the characteristics of a bank or credit union that makes it a safe place to keep money (6.5.2.H) Describe the various things people do to impact the environment. (e.g., positively and negatively) (7.4.2.A) Research how the environment can impact people. (e.g., water pollution) (7.4.2.A) Identify local businesses, communities, and organizations that no longer exist in Pennsylvania. (8.2.2.C) Identify local businesses, communities, and organizations that are still in existence from a long time ago. (8.2.2.C) Research and identify major industries that developed in Pennsylvania. (e.g., steel; coal; food processing—Heinz; candy—Hershey) (8.2.2.C) Share research findings. (e.g., peer, class) (8.2.2.C) Create a visual of Then and Now of transportation in Pennsylvania. (8.2.2.C)		

	Research and identify social organizations in Pennsylvania. (e.g., Masons, Kiwanis) (8.2.2.C)		
SCIENCE Students will identify unique characteristics which differ from living to non-living things. Students will be able to grow, observe, draw, and label the parts of a plant. (Science) Students will identify community jobs/hobbies relating to natural resources. (Science) Students will identify products and by-products from renewable resources. (Science) Students will define and discuss the importance of agriculture in our community. (Science) Students will define, identify, and/or illustrate pollution and how it impacts living things. (Science) Students will brainstorm and research creative ways to reduce pollution. (Science)	SCIENCE Describe functions of the parts of plants. (e.g., leaves take in carbon dioxide, leaves release oxygen, root system holds plant in place/absorb, stem carries water, leaf makes the food) (3.1.2.A5) Identify the energy source as the sun. (3.1.2.A5) Draw and label a plant diagram. (3.1.2.A5) Compare and contrast parts of plants. (3.1.2.A.5) Identify community jobs/hobbies relating to natural resources. (e.g., gardening, fishing, farming, hunting, water treatment) (4.3.2.A) Identify products and by-products from a renewable resource. (e.g., tree planting—lumber, oxygen, compost; cow—milk, manure; corn—ethanol, food) (4.3.2.B) Define and discuss agriculture. (4.4.2.A) Explain that agricultural systems include the cultivation of crops and animals to provide food and other products. (4.4.2.A)	SCIENCE What are the functions of the parts of plants? (3.1 2.A.5) What community jobs/hobbies relate to natural resources? (4.3 2.A) What are products and by-products from renewable resources? (4.3 2.B) What is an agricultural system? (4.4 2.A) What are sources of pollution and how does it impact living things? (4.5 2.C) How can we reduce pollution? (4.5 2.C) How can we reduce, reuse, and recycle waste? (4.5 2.D)	SCIENCE Functions Agriculture Natural resources Renewable resources By-products Pollution Pesticides Exhaust (vehicle, power plant, factory) Reduce Reuse Recycle Carbon dioxide Oxygen Cultivation Crops Waste

	Illustrate and share an agricultural system. (4.4.2.A)		
	Investigate and discuss the importance of agriculture in society. (4.4.2.A)		
	Define, identify, and/or illustrate pollution. (4.5.2.C)		
	Discuss and/or illustrate the impact of pollution on living things. (4.5.2.C)		
	Discuss sources of pollution. (e.g., human litter, trash; vehicle/power plant/factory exhaust; farm; pesticides) (4.5.2.C)		
	Research a method people can use to reduce pollution and share it with peers. (4.5.2.C)		
	Brainstorm creative ways people can attempt to reduce pollution. (4.5.2.C)		
	Identify ways to reduce, reuse, and recycle waste. (e.g., use of cloth bag, hand-me-downs, compost, carpool, recycled paper into new paper) (4.5.2.D)		
	Research a method used to reduce, reuse, or recycle and share it with peers. (4.5.2.D)		
	Brainstorm creative methods of reducing, reusing, and recycling. (4.5.2.D)		

	Illustrate strategies of reducing, reusing, and recycling. (4.5.2.D)		