

Unit 1: My Community, My Country		Time: <i>August-September</i>
Standards Taught		
<ul style="list-style-type: none"> • 2.E.1.1 Identify goods and services available in the students' communities • 2 C.2.1 Explain the basic political roles of leaders in the larger community • 2 C.3.1 Identify the laws in your local government and how local laws are made • 2 C.3.2 Identify how local government services are funded 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i>
Relevance	Vocabulary	
<i>Children will understand that citizens have rights and responsibilities. They will also understand the roles of the government and our countries values and principles.</i>	<ul style="list-style-type: none"> - <i>Citizens</i> - <i>Respect</i> - <i>Responsible</i> - <i>Government</i> - <i>Rights</i> 	<ul style="list-style-type: none"> - <i>Law</i> - <i>Court</i> - <i>Congress</i> - <i>Symbol</i> - <i>Independence</i>
Assessments		
<ul style="list-style-type: none"> • <i>Workbook comprehension questions</i> • <i>Class discussions</i> • <i>Scholastic News</i> 		
Essential Questions:		
<ul style="list-style-type: none"> • <i>What are some ways to be a good citizen?</i> • <i>What is the difference between a town and a city?</i> • <i>What are some responsibilities of a citizen?</i> • <i>What are some freedoms that the Bill of Rights protect?</i> • <i>Why are rules important?</i> • <i>How do taxes help people in the community?</i> • <i>Why are symbols for the United States important to people who live here?</i> • <i>What are the three branches of government?</i> 		

Unit 2: Working to Meet Our Needs		Time: October-November	
Standards Taught			
<ul style="list-style-type: none"> 2 E 1.1 Identify goods and services available in the students' communities 			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> Reading the lessons Answering comprehension questions Participating in class discussions
Relevance	Vocabulary		Assessments
<i>Children will understand the difference between needs and wants and the importance of money.</i>	<ul style="list-style-type: none"> - Needs - Wants - Resources - Cost - Goods 	<ul style="list-style-type: none"> - Consumer - Producer - Trade - Savings - Borrow - Loan 	<ul style="list-style-type: none"> Workbook comprehension questions Class discussions Scholastic News
Essential Questions:			
<ul style="list-style-type: none"> What are needs that people have? Why do producers need to earn income? What is an example of a producer? What is the difference between a capital and human resource? What is one way people get what they need from other countries? What are ways people can buy things and then pay for them later? How does supply and demand affect producers? 			

Unit 3: The World Around Us		Time: December-January	
Standards Taught			
<ul style="list-style-type: none"> • 2.G.1.1 Construct and explain a map that includes directions, labels, and a key • 2.G.1.2 Explain how local communities are part of a larger region • 2.G.3.1 Compare the physical and man-made characteristics of the local community with those of another community • 2.G.6.1 Describe positive and negative consequences of changing the physical environment of the local community • 2.G.6.2 Suggest ways people can responsibly interact with the environment in the local community 			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>Students who need extra help will receive guidance our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary		Assessments
<i>Children will understand that the world is made up of different physical features and how communication connects people and ideas.</i>	<ul style="list-style-type: none"> - Symbol - Continent - Ocean - Landform - Weather - Transportation 	<ul style="list-style-type: none"> - Environment - Rural - Natural Resources - Renewable - Technology 	<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Scholastic News
Essential Questions:			
<ul style="list-style-type: none"> • What do the symbols on a map show? • What can a map show? • What are the cardinal directions? • What are Earth's large bodies of water and areas of land called? • How are the prime meridian and equator alike and different? • How are mountains and plains different? • What do geographers study? • How are physical and political maps different? • What kinds of weather occur on Earth? • How do you know if you live in an urban, suburban, or rural environment? • Why do people build dams and canals? • What are some examples of natural resources we get from Earth? • What happens if we use all of a nonrenewable resource? • What makes the movement of goods, people, and ideas faster and easier? • How do we move around the world? 			

Unit 4: Celebrating Our Traditions		Time: February-March	
Standards Taught			
<ul style="list-style-type: none"> 2.H.1.2 Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past 2.H.2.1 Compare how holidays are celebrated in different cultures 			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> Reading the lessons Answering comprehension questions Participating in class discussions
Relevance	Vocabulary		Assessments
<i>Children will understand how cultures are shared and celebrated around the world.</i>	<ul style="list-style-type: none"> Culture Language Tradition Artifact Festival 	<ul style="list-style-type: none"> Custom Holiday Hero Veteran Landmark 	<ul style="list-style-type: none"> Workbook comprehension questions Class discussions Scholastic News
Essential Questions:			
<ul style="list-style-type: none"> Why is music a part of culture? How are French and American cultures different? What is one way that Americans remember important people and events from the past? Why do we have symbols and events that represent the United States? What kinds of stories do Americans share? How is the culture in Mexico and China different? 			

Unit 5: Our Nation Past and Present		Time: April- May
Standards Taught		
<ul style="list-style-type: none"> • 2.H.1.1 Demonstrate chronological order using events from history • 2.H.1.2 Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past • 2.G.6.2 Suggest ways people can responsibly interact with the environment in the local community 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary	
<i>Children will understand that life changes throughout history. Communities grow and change and technology affects the way we live.</i>	<ul style="list-style-type: none"> - History - Monument - Explorer - Settler - Immigrant 	<ul style="list-style-type: none"> - Ancient - Invention - Civil Rights - Innovator - Pioneer
Assessments		
<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Scholastic News 		
Essential Questions:		
<ul style="list-style-type: none"> • What are words that we use to talk about the past and future? • How do you read a timeline? • What is one way to learn about the past? • Why is a journal a primary source? • Who were the first people to live in North America? • What caused some people to immigrate to the United States? • What are some inventions that helped change the way people communicate? • How did people long ago plant their farms? • What do we mean when we say someone is an innovator? 		