2nd Grade

Content Area: **Interdisciplinary**
Course(s):
Time Period: **Trimester 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Information Literacy	Trimester	Cycles
Identify story elements	1	1
Identify and understand the various parts of a book	1	1
Knowledge of nonfiction and fiction	1	1
Identify Author's Purpose	2	1
Describe structure of a story	2	1
Understanding key details in a text	1	1
Identify characters' point of view and voice	2	1
Understands the importance of respecting and following the principles of intellectual freedom.	2	1
Introduce culturally diverse folktales, fables, and myths	2	1
Compare and contrast two or more versions of the same story	3	1
Know and use various text features	3	1
Contributes positively to the learning community by working together in various groups.	1,2,3	1
Digital Citizenship	**Trimester**	**Cycles**
We the Digital Citizens	1	1
Balancing Technology	2	1
Recognizing the difference between public and private information	3	1
STEM/Coding	**Trimester**	**Cycles**
Online Safety: Powerful Passwords	3	1
Creating Art with Code	3	1
Debugging	3	1
Data Lesson (**integration lesson)	3	1

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
TECH.8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
TECH.8.2.2.E.4	Debug an algorithm (i.e., correct an error).
TECH.8.2.2.E.5	Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

Unit Overview

Enduring Understandings

- Developing a love and appreciation for various genres and texts found in the library.
- Understanding and respecting the library and its materials
- Participating in various literature experiences
- Understanding the various parts of a book
- Identifying specific characteristics of various authors and illustrator
- Fostering the love of reading and the self-selection of materials
- Knowledge of the differences between fiction and non-fiction
- Understanding the various parts of a book
- Knowledge of non-fiction and fiction formats with headings, chapters, and table of contents

- Identifying favorite authors and illustrators
- Knowledge of a variety of different genres
- Recognize the kind of information that is private.
- Understand that they should never give out private information online.

Essential Questions

- Why is it important to love reading?
- Why is it important to work well in a group together?
- Why is it important to be respectful of one another and the library materials?
- Why is it important to understand how the library is organized?
- What are the responsibilities of an author?
- What are the responsibilities of an illustrator?
- What are the important roles in the book production process?
- How do your likes and dislikes affect your selection of books?
- Why is it important to discover new authors and try new books?
- Why would you select a non-fiction book?
- Why would you select a fiction book?
- What characteristics do I enjoy about a particular author or illustrator?
- How are non-fiction books organized that help learn new information?
- What are the different parts of a book?
- What kinds of information should I keep to myself when I use the internet?

New Jersey Student Learning Standards (No CCS)

Amistad Integration

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.

2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.

3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public

awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

Resources

Amistad resources can be found on the [District Amistad Curriculum Resource Page](#)

| LA.RI.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
| SEL.PK-12.1.2 | Recognize the impact of one's feelings and thoughts on one's own behavior |

Holocaust/Genocide Education

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

The following standards are also being followed and met from the American Association of School Librarians (AASL), Information Literacy and Power:

Standard 1: The student who is information literate accesses information efficiently and effectively.

  1:1 Defines and communicates information needs

   1:2:1 Has knowledge of sources available

  1:4 Accesses information using a variety of sources

   1:4:1 Understands and uses the physical arrangement of libraries to locate various types of materials

Standard 2: The student who is information literate evaluates information critically and competently.

  2:3 Identifies inaccurate and misleading information

2:3:1 Differentiates between fact and opinion, and identifies inaccuracies

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

8:3 Uses information technology responsibly

8:3:1 Adheres to Acceptable Use Policy

8:3:2 Uses equipment for intended purposes

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

9:2 Collaborates with others in person and through communication technologies to identify information needs and to explore solutions

9:3 Respects the ideas and backgrounds of others

PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.

Technology Standards
List specific standards that are relevant
No general statements

21st Century Themes/Careers
- Global Awareness/Digital Citizenship
- Coding/Computer Science
- Information Literacy
- STEAM based activities
- Diversity / Multi-cultural exposure and awareness

HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Financial Literacy Integration
Remove/replace the text in this section - this is for your reference -- (link to helpful

resources: https://www.nj.gov/education/aps/cccs/career/FLResources.pdf)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1.   The State Board of Education shall require that a school district incorporate in each of the grades **[1][kindergarten]** <u>six</u>**[1]** through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide **[1][elementary and][1]** middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

a.   be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and

b.   include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning

- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

*Add or remove any of these as you see fit.

Formative Assessments

Summative Assessment

Benchmark Assessments

Alternate Assessments

Resources & Technology

BOE Approved Texts

District Elementary Library Catalog

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using question stems framed around Bloom's Taxonomy. Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaires
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.

- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule

- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking