



Lindenwold Public School

Course Name: English Language Arts/Social Studies	Grade Level(s): 2nd Grade
BOE Adoption: 9/2026	Revision(s): 8/2026

Course Description

This cross-curricular course combines English Language Arts and Social Studies to provide students with a rich, connected learning experience. The curriculum is designed to build strong background knowledge in key social studies concepts while developing essential literacy skills. Students will explore topics in history, civics, geography, and economics through engaging texts, discussions, and hands-on activities that foster critical thinking and meaningful connections across subjects.

Writing is embedded throughout the lessons, allowing students to respond to content, develop arguments, and share their ideas using evidence and academic vocabulary. In addition to comprehension and writing instruction, the curriculum includes a focused phonics and phonemic awareness component to support foundational reading skills. This instruction is guided by a structured phonics program, UFLI, and phonemic awareness program, Heggerty, both detailed in a separate document.

Vocabulary development is a core part of each unit, helping students grow their language skills and better understand complex concepts. By integrating reading, writing, listening, speaking, and content knowledge, this curriculum supports a well-rounded approach to literacy and social understanding, preparing students to think deeply and communicate effectively.

Unit#1: Welcome to a New Year	Pacing (Weeks): 5 weeks
Unit Description: ELA: Unit 1 launches the Grade 2 reading community. Over four weeks, students build stamina and routines for independent and shared reading while learning how to ask questions, retell using Beginning-Middle-End (BME), and talk productively about texts. Fiction read-alouds with a Problem/Solution structure, paired with Beginning-of-Year books, anchor the unit's procedural and comprehension work.	

Essential Questions	Enduring Understandings
Social Studies: • How does life change throughout history? ELA: • <i>How do good readers ask and answer questions to understand a story? (RL.CR.2.1)</i> • <i>How do the parts of a story work together to tell the whole story? (RL.TS.2.4)</i> • <i>How do good listeners and speakers build understanding together? (SL.PE.2.1)</i> • <i>What routines and expectations help me grow as a reader this year?</i>	• Readers ask and answer questions to understand key details about characters, settings, and events. • Stories have a beginning, middle, and end, and each part builds on the one before it. • Talking with others before, during, and after reading deepens understanding of a text. • Strong reading habits — stamina, book care, and choosing “just right” books — are built through daily practice.

Standard	Standard Language	Learning Targets (max. 2)
RL.CR.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I can ask and answer 5 W (and How) questions about a story we read together. I can use key details from the text to answer questions about characters, setting, and events.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.	I can identify the beginning, middle, and end (BME) of a story. I can explain how the beginning of a story sets up what happens in the middle and end.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	I can use a Turn and Talk to share my thinking about a text with a partner. I can use Accountable Talk stems to build on a classmate's idea during a discussion.

Instructional Strategies	Instructional Resources
Whole Group • Interactive read-aloud with teacher think-alouds modeling 5 W (and How) questioning — RL.CR.2.1 • Shared and independent use of a BME story-map anchor chart for retelling — RL.TS.2.4 • Turn and Talk protocol with sentence starters, practiced daily — SL.PE.2.1 • Accountable Talk stems (e.g., “I agree with ___ because...,” “Can you say more about...?”) posted and modeled — SL.PE.2.1 • Explicit mini-lessons on book care and handling • “Just Right” book selection using the five-finger rule, with teacher book-choice conferences • Genre sort and book walk to introduce fiction vs. nonfiction bins in the classroom library • Daily independent reading with a stamina tracker, gradually increasing from short intervals to a full block • Co-constructing classroom reading expectations and anchor charts with student voice Small Group • Direct Instruction • American Reading Company - IRLA	• Savvas Beginning-of-Year Unit texts and read-alouds • Classroom library organized by genre and “just right” level bands • BME graphic organizer / anchor chart • Turn and Talk and Accountable Talk sentence-starter cards • 5 W (and How) question bookmark or wheel • Reading stamina tracker/graph • Mentor fiction texts with a clear Problem/Solution structure

Tier II Vocabulary	Tier III Vocabulary
character, setting, event, detail, retell, sequence, discuss, respond, partner, expectation	fiction, genre, narrator, problem, solution, Beginning-Middle-End (BME), stamina, accountable talk

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)
• Teacher observation and anecdotal notes during read-aloud questioning • Turn and Talk conferencing checklist • BME graphic organizer exit slips • Daily reading stamina log • “Just right” book-choice conferences IRLA Formative Assessments	• End-of-unit oral or written BME retell of a new, unfamiliar fiction text • Collaborative conversation rubric scored from an observed or recorded discussion (SL.PE.2.1) Genre sort task: students identify and justify fiction text features

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

Related State Mandates

- ☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

Beginning-of-year read-alouds and classroom library bins are intentionally curated to reflect a range of family structures, economic backgrounds, abilities, races/ethnicities, and traditions. Community-building routines (Turn and Talk, Accountable Talk) explicitly teach students to listen respectfully across differences and to see belonging as a shared classroom value.

- ☒ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

Unit 1 lays the groundwork rather than delivering the primary content: picture books used for stamina-building and “just right” book selection include characters with disabilities and a range of family compositions. Direct instruction on the political, economic, and social contributions of these groups is addressed more fully in Unit 2

- ☐ **Other:**

- ☐ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.

- ☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.

- ☒ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness.

Introduced at the level appropriate for Grade 2 beginning-of-year instruction: Accountable Talk and classroom expectation routines explicitly teach students to treat everyone with respect and kindness and to notice when someone is being treated unfairly. This foundational respect-and-fairness framing prepares students for more direct historical instruction in later grades.

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

☐ **Climate Change**

☒ **Other Interdisciplinary Connections:**

- **ELA:**
- **Math:** *Graphing daily reading stamina connects to Grade 2 Measurement & Data standards on representing and interpreting data.*
- **Social Studies:**
- **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

☐ **9.1 Personal Financial Literacy**

- ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
- ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
- ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☐ **9.2 Career Awareness and Planning**

☐ **9.4 Life Literacies and Key Skills**

- ☒ **Creativity and Innovation** - *Turn and Talk and Accountable Talk routines require students to listen fully to a partner's idea before responding, and to build on ideas that differ from their own.*
- ☐ **Critical Thinking and Problem Solving - Digital Citizenship**
- ☒ **Global and Cultural Awareness - Information and Media Literacy Technology Literacy** - *Beginning-of-year read-alouds and community-building discussions invite students to share about their own families and traditions and compare them with classmates' and story characters' experiences.*

Effective Integration of Technology: [Computer Science and Design Thinking](#)

☐ **8.1 Computer Science**

☒ **8.2 Design Thinking** -*Students work in small groups to co-design classroom routines (e.g., organizing the classroom library by genre), applying a simple design process to solve a real classroom problem.*

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ **1.2 Media Arts**

☒ **Creating - Conceive, Develop, and/or Construct** - *Students illustrate the beginning, middle, and end of a story in sequential drawings, connecting narrative structure to visual sequencing.*

☐ **Performing - Integrate, Practice, and/or Present**

☐ **Responding - Perceive, Evaluate, and/or Interpret**

☒ **Connecting - Synthesize and/or Relate** -*Students connect the fiction texts and BME story structure to their own lives during Turn and Talk and Accountable Talk discussions, relating story events to personal experience.*

Unit#2: Families Today and in the Past	Pacing (Weeks): 5 weeks
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Unit Description:

ELA: In this unit, students explore how families have changed over time through stories and informational texts. They ask and answer questions to understand key details in informational text (RI.CR.2.1) and use illustrations and words to understand characters, setting, and plot in literary text (RL.MF.2.6). Students describe how an informational text is organized and use its features to locate key information (RI.TS.2.4), build reading fluency and expression (L.RF.2.4 A–C), and engage in meaningful conversations (SL.PE.2.1 A). Students also practice using language conventions appropriate to their audience (L.KL.2.1 A–B) and expand their vocabulary using context clues (L.VL.2.2 A). By comparing families today and in the past, students connect personal experience to what they read and learn.

Social Studies: In this unit, students will learn about families and how they have changed over time. They will explore family roles, traditions, and cultures, comparing life today with life in the past. Through discussions, timelines, and visuals, students will understand how history, community, and family stories help us learn about the world around us.

Essential Questions	Enduring Understandings
Social Studies: - How does life change throughout history? ELA: - How do I use pictures and words together to understand the characters, setting, or plot of a story? (RL.MF.2.6) - How do I ask and answer questions to understand key details in an informational text? (RI.CR.2.1) - How does the structure of a text, and its features, help me find information? (RI.TS.2.4) - How can I use accuracy, expression, and context clues to read with understanding? (L.RF.2.4 A–C) - How do correct sentences and word choices help others understand my writing and speaking? (L.KL.2.1 A–B) - What can I do when I come across a word I don't know? (L.VL.2.2 A)	- Families and communities are important because, in them, people care about each other. - There are many different types of families, and many have their own traditions. - Family members have ancestors, whose lives show the past history of the family. - People can learn about their family history through primary sources, such as letters, and secondary sources, such as artifacts. - Readers use pictures and words together to build a deeper understanding of a story's characters, setting, and plot. - Understanding how a text is organized, and using its features, helps readers find and remember important information. - Using strategies like context clues helps readers figure out the meaning of new or unfamiliar words.

How can I share my ideas clearly and respectfully when I talk with others? (SL.PE.2.1 A)	Asking and answering questions about key details in a text deepens understanding of information.
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NJSL Standards & Learning Targets

ELA

NJSL Standards	Learning Targets
RL.MF.2.6 L.RF.2.4 A–C L.KL.2.1 A–B L.VL.2.2 A RI.CR.2.1 RI.TS.2.4 SL.PE.2.1 A	- I can use the pictures and words in a story to understand its characters, setting, or plot. - I can read stories and passages to understand what they mean. - I can read out loud smoothly, correctly, and with expression. - I can use the words and sentences around a tricky word to help me figure it out. - I can speak and write using complete sentences with the correct grammar. - I can tell the difference between formal and informal ways of talking and writing. - I can use clues in the sentence to figure out what a word means. - I can ask questions about key details before, during, and after I read to help me understand an informational text. - I can answer questions about who, what, when, where, why, and how in an informational text. - I can describe how an informational text is organized. - I can use text features, like headings, captions, and bold words, to find important information. - I can listen carefully and take turns when I talk with others about a topic. - I can follow our class rules for talking, like raising my hand and waiting my turn. - I can share my ideas clearly when we talk about things we've read or learned.

Social Studies

NJSL Standards	Learning Targets
6.1.2.CivicsCM.1	• I can explain why rules are important in my family, school, and community. • I can describe how people work together to solve problems.
6.1.2.GeoGI.1	• I can explain why and how people move from place to place. • I can explain why and how goods and ideas move from place to place.
6.1.2.HistoryCC.1	• I can look at different sources like pictures, books, and maps to learn about my community. • I can put events in order to show how my community has changed over time. • I can explain how and why my community is different now than it was in the past.
6.1.2.HistoryCC.2	• I can read a timeline to see the order of important events. • I can use a timeline to tell what happened first, next, and last. • I can look at a timeline and think about how events are connected or important.
6.1.2.HistoryUP.1	• I can look at different kinds of sources that show how people saw the same event. • I can compare what is the same and what is different in the sources. • I can think about why people might remember or tell the same event in different ways.
6.1.2.HistorySE.2	• I can notice how the stories or pictures are the same and how they are different. • I can think about why people might tell the same event in different ways.
6.1.2.HistorySE.3	• I can use different sources to learn about my community's past. • I can find out how my community got its name and who helped start it. • I can talk about important events and places that are part of my community's history.

Instructional Strategies	Instructional Resources
Whole Group • Collaborative Reading • Think-Pair-Share / Turn and Talk • Family Member Interview activity (Quest kickoff) • Who am I? • Reading Circle • A Timeline of Holidays • Create a Collage • Act it Out / Sing about It • Blooket, Kahoot! Small Group • Direct Instruction • American Reading Company IRLA	• Teacher’s Manual • Savvas myView Quest: “Help Henry Uncover the Past” (Quest Kick Off, p. 2–3) • Primary and Secondary Sources – Skills Handbook • Discussion Lesson T28 • LEAR Lessons – Developing Literacy Classrooms • Ask and Answer Questions • NJ Commission on Holocaust Education – K–2 lessons to embed • MagicSchool Trade Books (more ideas on page 1b) • The Relatives Came by Cynthia Rylant (Quest kickoff read-aloud) • A Chair for My Mother by Vera B. Williams Abuela by Arthur Dorros

Tier II Vocabulary	Tier III Vocabulary
Community, responsible, helpful, decision, problem, solution, respect, tradition, celebrate, family, change, rule, role, past, present, generation, guardian, citizen	law, government, timeline, ancestor, culture, history, geography, map, globe, symbol, heritage, leader, job, custom, extended family, immigrant, primary/secondary source, artifact, oral history, family tree

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment

• Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	• Inquiry-based instruction • Provide additional options to demonstrate knowledge.
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Related State Mandates

☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**

☐ **Amistad Law N.J.S.A. 18A:35-4.43**

Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. - <i>The unit explicitly teaches that there are many different types of families with their own traditions</i> ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. ☒ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. • <i>SE/TE: C1 Primary Source pp. 28–29 Angel Island</i> ☒ Holocaust Law N.J.S.A. 18A:35-28 <i>Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness.</i> <i>See Standards</i>
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Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
- **ELA:** Reading informational and literary texts about families supports RI.CR.2.1, RI.TS.2.4, and RL.MF.2.6.
 - **Math:** Sequencing family events on a timeline connects to number order and measurement of time.
 - **Social Studies:** *Family roles, traditions, and change over time (see NJSL Standards above).*
 - **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
- ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit*

Profile

☐ 9.2 Career Awareness and Planning

☐ 9.4 Life Literacies and Key Skills

☐ Creativity and Innovation

☒ **Critical Thinking and Problem Solving** - *students interpret timelines and analyze how life/community change over time*

☐ Digital Citizenship

☒ **Global and Cultural Awareness** - *the unit centers on the diversity of family structures, traditions, and cultures.*

☒ **Information and Media Literacy** - *students use primary and secondary sources (letters, artifacts) to study family/community history.*

☐ Technology Literacy

Effective Integration of Technology: [Computer Science and Design Thinking](#)

☐ 8.1 Computer Science

☐ 8.2 Design Thinking

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ 1.2 Media Arts

☒ **Creating - Conceive, Develop, and/or Construct** - *students create a collage*

☒ **Performing - Integrate, Practice, and/or Present** - *Act it Out/Sing About it Activity*

☐ **Responding - Perceive, Evaluate, and/or Interpret**

☐ **Connecting - Synthesize and/or Relate**

Unit #3: People, Places, and Nature

Pacing (Weeks): 3 weeks

Unit Description:

ELA: In this unit, students build informational and literary reading skills through the lens of geography and communities. They ask and answer questions to understand key details in both informational texts about maps, landforms, and community types (RI.CR.2.1) and literary texts (RL.CR.2.1). Students describe how informational texts are structured and use text features like bold words, legends, and headings to locate key facts (RI.TS.2.4), and they retell texts to determine the main topic of nonfiction passages (RI.CI.2.2) and the central message of stories (RL.CI.2.2). Students strengthen their vocabulary by using print and digital reference tools to clarify unfamiliar words (L.VL.2.2 E), practice speaking and writing in complete, grammatically correct sentences while distinguishing formal from informal language (L.KL.2.1 A–B), and build listening comprehension by asking and answering questions about what a speaker says (SL.ES.2.3). Throughout the unit, students connect these reading, writing, and language skills to informational and fictional texts about maps, land and water, migration, and community types.

Social Studies: In this unit, students will explore the connection between people, places, and nature. They will use maps to ask and answer questions, and learn about land, water, and where people live. Through primary sources and class discussions, students will discover how communities form and use natural resources. Students will summarize their learning to better understand how geography shapes our world.

Essential Questions	Enduring Understandings
How do I ask and answer questions to understand key details in what I read? (RI.CR.2.1, RL.CR.2.1)	Asking and answering questions about key details — using the text as evidence — deepens understanding of both informational and literary texts.
How do text features and text structure help me find information? (RI.TS.2.4)	Text features (bold words, legends, headings) and text structure help readers locate and organize key facts.
How do I figure out the main idea of a nonfiction text or the message of a story? (RI.CI.2.2, RL.CI.2.2)	Retelling a text in my own words helps me identify its main topic (nonfiction) or the lesson/message the author wants me to learn (fiction).
What can I do when I find a word I don't know? (L.VL.2.2 E)	Readers use print and digital tools, like glossaries and dictionaries, to determine or clarify the meaning of unfamiliar words.

How do correct sentences and word choices help others understand me? (L.KL.2.1 A–B)	Speaking and writing in complete sentences, and knowing when to use formal versus informal language, helps others understand my ideas.
How do I ask and answer questions to understand what a speaker is telling me? (SL.ES.2.3)	Asking and answering questions about a speaker's message helps me clarify and deepen my understanding of a topic.
SOCIAL STUDIES: What is the world like?	SOCIAL STUDIES: Maps and globes can be used to locate places and geographic features. Earth is made up of different physical features such as landforms and bodies of water. People may move from place to place for a better life, job, or to be safe. Urban, suburban, and rural areas are living environments, each with its own set of characteristics.

NJSL Standards/Learning Objectives	Learning Objectives
RI.CR.2.1 — Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. - I can ask and answer questions about key details in an informational text about maps and locations. - I can name and describe landforms by referring back to key words in an informational text. RL.CR.2.1 — Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. - I can ask and answer questions about a story on maps, using details from the text. RI.TS.2.4 — Describe the overall structure of a text and effectively use various text features (e.g., bold print, captions, glossaries, headings) to locate key facts or information. - I can use bold words to understand key vocabulary in the text.	

- **I can use maps, legends, and text features to locate places and information.**

RI.CI.2.2 — Recount a text in oral and written form and determine the main topic of a multi-paragraph informational text.

- I can tell what a nonfiction text is mostly about, using my own words.
- I can explain how different parts of a nonfiction text help me understand the big idea.
- I can summarize important information using a primary source.

RL.CI.2.2 — Recount a text in oral and written form and determine the central message of a literary text.

- **I can retell a story in my own words and explain the lesson the author wants me to learn.**

L.VL.2.2 E — Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- **I can find the meaning of tricky words by using print or digital tools.**
- **I can use context clues and reference tools to figure out new vocabulary about maps, land, and communities.**

L.KL.2.1 A–B — Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- I can write and speak in complete sentences that follow grammar rules.
- I can tell the difference between how I talk with friends and how I speak or write in formal settings.

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

- **I can ask and answer questions about what I hear to better understand why people migrate.**

SOCIAL STUDIES:

Amistad Law
6.1.2.CivicsCM.2
6.1.2.GeoSV.1
6.1.2.GeoSV.2
6.1.2.GeoSV.3

I can explain how different parts of a nonfiction text help me understand the big idea.

SL.ES.2.3 (Asking and answering questions to understand a speaker)
 I can listen carefully and ask questions when I don't understand something.

I can answer questions to show I was listening and to help others learn more.

SOCIAL STUDIES:

6.1.2.GeoSV.4 6.1.2.GeoHE.2 6.1.2.GeoHE.3 6.1.2.GeoHE.4 6.1.2.GeoGI.1 6.1.2.GeoGI.2 6.1.2.HistorySE.2	6.1.2.CivicsCM.2 – Community Membership and Responsibility I can explain how people in a community help and take care of one another. I can talk about the rules and responsibilities people have to make their community a better place. 6.1.2.GeoSV.1 – Using Maps to Describe Location I can use maps and pictures to describe where places are. I can find land, water, and important places on a map. 6.1.2.GeoSV.2 – Describing Physical and Human Characteristics I can describe what a place looks like, including the land, water, buildings, and people. I can tell how places are different based on nature and the people who live there. 6.1.2.GeoSV.3 – Explaining How Physical Features Affect Communities I can explain how rivers, mountains, or other landforms affect where people live and what they do. I can describe how people change how they live based on where they are. 6.1.2.GeoSV.4 – Weather and Climate Effects on Daily Life I can describe how the weather and seasons affect the clothes we wear and things we do. I can explain how climate shapes where people live and work. 6.1.2.GeoHE.2 – Using Resources in Different Ways I can describe how people use the land and resources to get what they need. I can talk about why people in different places use resources differently. 6.1.2.GeoHE.3 – Changing the Environment I can explain how people change the land to build homes, roads, and communities. I can describe how people take care of or harm the environment.
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	6.1.2.GeoHE.4 – How the Environment Affects Choices I can tell how the environment helps people decide what jobs to do or where to live. I can explain how people make choices based on the land, weather, and natural resources around them. 6.1.2.GeoGI.1 – Movement of People and Ideas I can explain how people and ideas move from place to place. I can tell how people travel and share information in different ways. 6.1.2.GeoGI.2 – Why People Move I can explain why people move to new places, like for jobs, safety, or better homes. I can describe how moving to a new place can change someone’s life. 6.1.2.HistorySE.2 – Using Primary Sources to Understand the Past I can use photos, maps, and letters to learn about people and places in the past. I can talk about how these sources help us understand what life used to be like.
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Instructional Strategies	Instructional Resources
Whole Group ● Choral reading (used nearly every day to read Savvas textbook pages together) ● I Do / We Do / You Do direct instruction model ● Think-Pair-Share / Turn and Talk (T&T) ● Read-alouds (teacher-led or via YouTube video read-alouds) ● Explicit vocabulary pre-teaching before each passage ● Class-built anchor charts (landforms, community types) ● Compare & Contrast and Draw a Conclusion discussion prompts	● Savvas Social Studies textbook and workbook (pp. 38–65) ● Savvas Realize online Skill Activity: Summarize ● Trade books/read-alouds: <i>Follow That Map!</i> by Scott Ritchie; <i>Last Stop on Market Street</i> by Matt de la Peña ● YouTube video supports: Relative vs. Absolute Location, Maps, North/South/East/West Song, Landforms, North America, 7 Continents Song, 5 Oceans Song ● Super Teacher Worksheets printable campground map (compass rose practice) ● Freckle ELA (center time)

• Guided sketching/illustrating (landform sketches, bedroom map drawing, community tri-fold) • Independent workbook practice (Reading Checks) • Tri-fold graphic organizer (comparing urban, suburban, and rural communities) • Kahoot review game (Day 14, unit review) • Small-group/center-based instruction (UFLI, phonics, reading comprehension) Small Group • Direct Instruction • American Reading Company - IRLA	
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Tier II Vocabulary	Tier III Vocabulary
relative location, absolute location, town, legend, city, compass rose, landform, ocean, continent, globe, migrate, harbor, environment, urban, suburb, rural	symbol, model, evidence, resource,

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA EDPuzzle	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)
daily Reading Checks in the workbook, Turn and Talk checks for understanding, exit tickets/note cards (e.g., reasons for migration, story message/lesson), tri-fold organizer completion, compass rose worksheet, Kahoot review game (Day 14)	At the end of each unit: Social Studies chapter assessment Unit ELA assessment

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary	● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.	● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge.	● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Student choice for project or approach to assignment ● Use video to demonstrate understanding of content.	● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.

• Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			• Provide additional options to demonstrate knowledge. • SIOP model strategies	
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Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap Tap</i>) ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	☒ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. See Standards ☐ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. ☒ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness. See Standards

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - **ELA:** See Standards
 - **Math:**
 - **Social Studies:** See Standards
 - **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning -**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving -** *Students strengthen critical thinking and problem-solving skills by analyzing information, using maps and map scales to interpret geographic data, and investigating how people interact with and change the environment. These activities encourage students to evaluate evidence, make connections, draw conclusions, and apply reasoning skills to real-world situations.*

- ☒ **Global and Cultural Awareness** - Students develop global and cultural awareness by exploring different communities in the United States and around the world, learning about migration and the reasons people moved to the United States, and examining how culture, geography, and history shape people's experiences and perspectives. These activities help students appreciate diversity and understand their role as informed global citizens.
- ☒ **Information and Media Literacy** - Students build information and media literacy skills by using maps and other geographic tools to locate places, gather information, and interpret spatial relationships between locations.
- ☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
 - ☒ **Creating - Conceive, Develop, and/or Construct** - Students do draw/illustrate (landform sketches, a bedroom map, tri-fold illustrations)
 - ☒ **Performing - Integrate, Practice, and/or Present**
 - ☐ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☐ **Connecting - Synthesize and/or Relate**

Unit #4: Government

Pacing (Weeks): 4 weeks

Unit Description:

ELA: In this unit, students build reading comprehension and language skills through fiction and informational texts about government, rules, and civic participation. They ask and answer questions to understand key details in both informational texts about laws and government (RI.CR.2.1) and literary texts about voting and fairness (RL.CR.2.1), and they recount informational texts to determine their main topic (RI.CI.2.2). Students describe how literary texts are structured — including problem/solution and cause/effect — as they read stories

about elections and government (RL.TS.2.4), and they describe how informational texts are organized, using text features like bold words and charts to locate key information (RI.TS.2.4). Students expand their vocabulary using context clues and text features to determine word meaning (L.VL.2.2), build reading fluency and accuracy (L.RF.2.4 A–C), and practice writing and speaking in complete, grammatically correct sentences while distinguishing formal from informal language (L.KL.2.1 A–B). Throughout the unit, students also participate in collaborative conversations, following discussion norms as they talk through ideas about government and civic life (SL.PE.2.1 A).

Social Studies: In this unit, students learn how governments are formed and how they work to solve problems in communities. They will explore rules, laws, and citizens’ rights and responsibilities, as well as how the three branches of the U.S. government function (6.1.2.CivicsPI.3, 6.1.2.CivicsPI.5–6, 6.1.2.CivicsPR.1–4). Students will compare different types of governments around the world and discover how people work together to make decisions and address community needs (6.1.2.CivicsCM.1–2, 6.1.2.CivicsPD.1–2). By examining primary sources, real-world examples, and discussions, students will understand how governments impact daily life and civic participation.

Essential Questions	Enduring Understandings
How do I ask and answer questions to understand key details in what I read? (RI.CR.2.1, RL.CR.2.1)	Asking and answering questions, using the text as evidence, deepens my understanding of stories and information about government and civic life.
How can I tell what a nonfiction text is mostly about? (RI.CI.2.2)	Retelling a nonfiction text in my own words helps me identify its main topic.
How is a story organized, and how does that help me understand it? (RL.TS.2.4)	Recognizing a story’s structure — including problem/solution and cause/effect — helps me understand how events connect and how the story resolves.
How do text features help me find information in what I read? (RI.TS.2.4)	Text features, like bold words and charts, help readers locate and understand important information in informational text.

What can I do when I come across a word I don't know? (L.VL.2.2)	Readers use context clues, pictures, and text features to figure out the meaning of unfamiliar words.
How can I read with accuracy and understanding? (L.RF.2.4 A–C)	Reading accurately and fluently supports comprehension of what I read.
How do correct sentences and word choices help others understand me? (L.KL.2.1 A–B)	Speaking and writing in complete sentences, and knowing when to use formal versus informal language, helps others understand my ideas.
How can I share my ideas clearly and respectfully when I talk with others? (SL.PE.2.1 A)	Following discussion norms and listening carefully helps me participate respectfully in conversations about government and civic life.

Social Studies: How does the government work?	Social Studies: Rules and laws help people and society. People's rights come with responsibilities. The United States has three branches of government that make and review laws. There are many different types of government in the world. The U.S Constitution and the Bill of Rights are the foundation of American civil society. Governments cooperate in different ways to solve problems.
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NJSL ELA Standards and Learning Objectives	SS Standards and Learning Objectives
RI.CI.2.2 — Recount an informational text and determine its main topic. - Language Objective: Students will orally retell key details from an informational text using sequence words (first, next, then, finally) and the sentence frame "Rules at home are ____, and rules at school are ____" to compare and contrast. RI.CR.2.1 — Ask and answer questions about key details in informational text. - Language Objective: Students will ask and answer questions using question words (who, what, when, where, why, how) in complete sentences, using the frame "One reason people follow laws is ____" to explain cause-and-consequence relationships. RL.CR.2.1 — Ask and answer questions about key details in literary text. - Language Objective: Students will participate in partner discussion using the frame "I wonder ____" to ask a question and "I found out ____" to answer it, based on evidence from the story. RL.TS.2.4 — Describe the overall structure of a literary text. Language Objective: Students will use text-structure vocabulary (beginning, middle, end, problem, solution, cause, effect) to orally and in writing describe a story's structure, using the frame "The problem was ____, and it was solved when ____" or "____ happened because ____." RI.TS.2.4 — Describe the structure of informational text and use	6.1.2.CivicsCM.1 (Rules and laws in the community) - I can explain why rules and laws are important in my community. (6.1.2.CivicsCM.1) 6.1.2.CivicsCM.2 (Working together to solve problems) - I can describe how people work together to solve problems in their community. (6.1.2.CivicsCM.2) 6.1.2.CivicsPI.3, 6.1.2.CivicsPI.5 (Rights and responsibilities of citizens) - I can explain my rights and responsibilities as a citizen. (6.1.2.CivicsPI.3, 6.1.2.CivicsPI.5) 6.1.2.CivicsPI.6 (Three branches of government) - I can explain how the three branches of government work together to make decisions. (6.1.2.CivicsPI.6) 6.1.2.CivicsPD.1, 6.1.2.CivicsPD.2 (Civic participation and community change) - I can describe how people can make changes in their community. (6.1.2.CivicsPD.1, 6.1.2.CivicsPD.2) 6.1.2.CivicsPR.1, 6.1.2.EconET.5 (Economic impact of choices)

text features. • Language Objective: Students will use text-feature vocabulary (bold word, chart, heading, caption) to explain, orally or in writing, how a feature helped them locate information, using the frame "The bold word ____ means ____" or "The chart shows ____." L.VL.2.2 — Determine or clarify the meaning of unknown words using context clues. • Language Objective: Students will orally define new content vocabulary (e.g., government, congress, vote, consequence) using the sentence frame "I think ____ means ____ because ____," drawing on nearby words and pictures as evidence. L.RF.2.4 A–C — Read with accuracy and fluency to support comprehension. • Language Objective: Students will read grade-level text aloud during choral and partner reading with appropriate rate, accuracy, and expression, self-correcting using context when a word doesn't make sense. L.KL.2.1 A–B — Use correct grammar and conventions; compare formal and informal English. • Language Objective: Students will produce complete sentences orally and in writing, and will distinguish formal language (e.g., speaking to a teacher or in a presentation) from informal language (e.g., talking with a friend) using example sentence pairs. SL.PE.2.1 A — Participate in collaborative conversations following discussion norms. • Language Objective: Students will use discussion language (I	• I can tell how people's choices affect the community and the economy. (6.1.2.CivicsPR.1, 6.1.2.EconET.5) 6.1.2.EconGE.2 (Sharing and trading goods and services) • I can explain how people share and trade goods and services. (6.1.2.EconGE.2) 6.1.2.HistoryCC.3 (Using sources to learn history) • I can use different sources to learn about important events in history. (6.1.2.HistoryCC.3)
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agree because ___, I have a question about ___, can you explain ___?) while following class norms — raising a hand, taking turns, and listening actively — during Turn & Talk about government and civic life.

Instructional Strategies	Instructional Resources
Whole Group • I Do / We Do / You Do direct instruction model (used daily) • Choral reading of Savvas textbook pages • Think-Pair-Share / Turn and Talk (T&T) • Think-aloud modeling (e.g., modeling how to ask a question before reading) • Class-built anchor charts (rules, branches of government) • Highlighting/underlining key text evidence • Frayer Model graphic organizer (vocabulary: "government") • Venn Diagram graphic organizer (comparing the three branches of government) • Post-it note contributions to anchor charts • Sentence starters/frames and word boxes (also used as accommodations) • Read-alouds of fiction texts (some via Epic) • Exit tickets • Strategic partnering • Leveled "Collaborative Text" passages with annotation and comprehension questions (<i>The Student Council Club</i>, Days 11–15) • Review activities before the unit assessment (Day 16) Small Group • Direct Instruction • American Reading Company - IRLA	• Savvas Social Studies textbook and workbook (pp. 74–87) • Trade books: <i>All For Me and None For All</i> by Helen Lester; <i>Duck for President</i> and <i>Grace for President</i> (read aloud or via Epic) • Collaborative Text passage: <i>The Student Council Club</i> (leveled comprehension text, Days 11–15) • Frayer Model and Venn Diagram graphic organizers • Chart paper/whiteboard, highlighters

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Tier II Vocabulary	Tier III Vocabulary
right, law, court, government, constitution, Congress, vote, represent, tax, Supreme Court, independence, colony, freedom, trade, peace,	consequence, interpret, document, conflict

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA EDPuzzle	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)
daily Reading Checks/Lesson Checks in the workbook, Turn & Talk checks for understanding, exit tickets, Frayer Model completion, Venn Diagram completion, anchor chart contributions	At the end of each unit: Social Studies chapter assessment Unit ELA assessment

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented

Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking Content ● Use mnemonic devices ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Utilize preferential seating	● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.	● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge.	● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Student choice for project or approach to assignment ● Use video to demonstrate understanding of content. ● Provide additional options to demonstrate knowledge. ● SIOP model strategies	● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.

● Provide additional options to demonstrate knowledge.				
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Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The Snowy Day, Wind Flyers</i>) ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	☐ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. ☐ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. ☒ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found HERE .
☐ Climate Change ☒ Other Interdisciplinary Connections: ○ ELA: See Standards ○ Math: <i>Venn Diagram used to compare the three branches of government</i> ○ Social Studies: See standards

- Science:

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ 9.1 Personal Financial Literacy
 - ☐ Financial Health: *Financial Psychology, Civic Financial Responsibility*
 - ☒ Financial Landscape: *Financial Institutions, Economic & Government Influences* -Students can tell how people's choices affect the community and the economy.
 - ☐ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ 9.2 Career Awareness and Planning
- ☒ 9.4 Life Literacies and Key Skills
 - ☐ Creativity and Innovation
 - ☒ Critical Thinking and Problem Solving - Students strengthen critical thinking and problem-solving skills by analyzing unfamiliar vocabulary, making meaning from text, examining how people's choices affect communities and economies, and understanding how citizens and governments work together to solve problems and make decisions.
 - ☒ Global and Cultural Awareness - Students develop global and cultural awareness by learning about the importance of rules and laws, citizens' rights and responsibilities, civic participation, government structures, economic systems, and the ways individuals contribute to and influence their communities.
 - ☒ Information and Media Literacy - Students build information and media literacy skills by using text features, visuals, diagrams, headings, and multiple sources to locate, interpret, and evaluate information, strengthening their ability to understand texts and learn about historical events.
 - ☐ Technology Literacy

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ 8.1 Computer Science
- ☐ 8.2 Design Thinking

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
 - ☒ **Creating - Conceive, Develop, and/or Construct**
 - ☐ **Performing - Integrate, Practice, and/or Present**
 - ☐ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☐ **Connecting - Synthesize and/or Relate**

Unit #5: Chapter 5 Making a Difference

Pacing (Weeks): 6 weeks

Unit Description:

ELA: This 2nd grade ELA unit builds RL.IT.2.3 and RI.IT.2.3 skills through hero-themed fiction and nonfiction texts, including *A Hero Like You*, *I Am Rosa Parks*, *Wilma Unlimited*, *The Empty Pot*, *Those Shoes*, and *Amina's Big Dream*. Students identify character traits, cause-and-effect relationships, and key details while learning academic vocabulary and prefixes (re-, un-)

Social Studies: In this unit, students explore what it means to be a hero and how anyone can make a difference in their community. They will learn that heroes can work in many different jobs and fields, and that being a hero doesn't always mean being famous—sometimes ordinary people do heroic things (Amistad Law, 6.1.2.CivicsPI.4, 6.1.2.CivicsPD.1, 6.3.2.CivicsPD.1). Students will examine stories and primary sources to see how heroes take action, solve problems, and lead by example (6.1.2.CivicsDP.2, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3, 6.1.2.HistoryCC.3, 6.1.2.HistoryUP.3). By discussing, reading, and reflecting on these examples, students will understand that anyone can contribute to positive change and become a leader in their own way.

Essential Questions

ELA:

RL.IT.2.3 (Character response to events/challenges): How do

Enduring Understandings

ELA:

Unit 5 ELA Enduring Understandings

characters' actions and words show us who they really are? RI.IT.2.3 (Connections between historical events/sequence): How are events in a text connected to one another? RI.CI.2.2 (Recount text; determine main topic): How do key details help us figure out what a text is mostly about? RI.AA.2.7 (Author's purpose/craft in informational text): Why do authors choose the words and details they use to tell about real people and events? SL.11.2.2 (Recount key details from text read aloud/media): How can listening carefully help us understand and share what we learned? L.VI.2.3 (A, B) (Shades of meaning; real-life word connections): How does choosing just the right word change the meaning of a sentence? L.VL.2.2B (Prefixes re-, un- change word meaning): How can knowing a prefix help me figure out a new word's meaning? L.RF.2.4 (Reading grade-level text with understanding): What do good readers do to understand what they read? Social Studies: What makes someone a hero? (6.1.2.CivicsPI.4) How can ordinary people make a difference in their community? (6.1.2.CivicsPD.1, 6.3.2.CivicsPD.1) How do heroes solve problems and help others work together? (6.1.2.CivicsDP.2, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3) How can we learn about heroes and important events from different	RL.IT.2.3 (Character response to events/challenges): Characters reveal their traits through how they act and respond when faced with problems, and readers can use story details as evidence to understand who a character truly is. RI.IT.2.3 (Connections between historical events/sequence): Historical events, ideas, and actions are connected — one event or choice often leads to another, and understanding these connections helps readers make sense of how change happens over time. RI.CI.2.2 (Recount text; determine main topic): Identifying the most important details in a text helps readers determine and explain its main topic, especially in nonfiction writing. RI.AA.2.7 (Author's purpose/craft in informational text): Authors deliberately choose words, images, and details to help readers understand real people, events, and ideas more clearly. SL.11.2.2 (Recount key details from text read aloud/media): Active listening allows people to gather, retain, and share important information from spoken or media sources. L.VI.2.3 (A, B) (Shades of meaning; real-life word connections): Words with related meanings can differ in subtle but important ways, and choosing precise words strengthens communication. L.VL.2.2B (Prefixes re-, un- change word meaning): Understanding how prefixes change a word's meaning gives readers a strategy for figuring out unfamiliar words. L.RF.2.4 (Reading grade-level text with understanding): Fluent reading supports comprehension, and strong readers apply strategies to make sense of grade-level text. Social Studies: A hero is a person who helps others in need.
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sources? (6.1.2.HistoryCC.3, 6.1.2.HistoryUP.3) How can anyone become a leader or a hero in their own way? (6.1.2.CivicsPD.1, 6.1.2.CivicsDP.2) L.VL.2.3C (Using a known root word as a clue to the meaning of an unknown word with the same root): How can knowing a root word help me figure out the meaning of a new word?	Anyone can be a hero and change the world to make it better. A hero may work in any field such as science, the arts, or government. A hero may become a leader or may be an ordinary person who helps solve a local problem.
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NJSL ELA Standards and Learning Objectives	NJSL SS Standards and Learning Objectives
ELA: SL.AS.2.6 — Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Learning Target: I can answer a question using a complete sentence when someone asks me to explain or add more details Day 1 — RL.IT.2.3, SL.11.2.2 Objective: I can list character traits that make a hero. Day 2 — RL.IT.2.3, L.VI.2.3 (A, B) Objective: I can describe actions or qualities about heroes in real life. Day 3 — RL.IT.2.3, L.VI.2.3 (A, B) Objective: I can describe actions or qualities of a character. Day 4 — RL.IT.2.3, L.VI.2.3 (A, B) Objective: I can identify a cause and effect relationship in the story "I Am Rosa Parks." Day 5 — RI.IT.2.3, RI.CI.2.2, L.VI.2.3 (A, B)	Amistad Law (Understanding heroes and diverse perspectives) - I can explain how people from different backgrounds have made a difference. - I can talk about important heroes from history and what they did to help others. 6.1.2.CivicsPI.4 (Rights and responsibilities of citizens) - I can explain how people's actions can help others in their community. - I can describe how anyone can make a difference, even in small ways. 6.1.2.CivicsPD.1 / 6.3.2.CivicsPD.1 (Civic participation) - I can describe ways that people can take action to help their community.

Objective: I can identify key details in a nonfiction text and explain how those details support the main topic. Day 6 — RI.IT.2.3 Objective: I can identify character traits of heroic leaders and how they get people to follow them. Day 7 — RI.IT.2.3, RI.AA.2.7 Objective: I can describe a cause and effect relationship in a non-fiction text. Day 8 — RL.IT.2.3 Objective: I can describe the challenges Wilma Rudolph faced and how she overcame them. Day 9 — L.VL.2.2B Objective: I can determine the meaning of new words using the prefixes "re" and "un." Day 10 — RL.IT.2.3 Objective: I can describe the challenges Jackie Robinson faced and how he overcame them. Day 11 — RI.IT.2.3 Objective: I can describe the historical events that led to the right for women to vote and describe some women's rights heroes. Day 12 — RI.IT.2.3 Objective: I can describe the historical events that led to the increase in workers' rights and describe the heroes who peacefully fought for these changes. Days 13–17 — L.RF.2.4, RL.IT.2.3 Objective: I can read grade-level text with understanding. Day 18 — RI.IT.2.3 Objective: I can identify key details about Thomas Edison from an informational text (who he was, what he invented, why he invented) and	• I can explain how ordinary people can solve problems or make positive changes. 6.1.2.CivicsDP.2 (Decision-making and problem-solving) • I can explain how heroes solve problems in their community. • I can describe choices heroes make to help others. 6.1.2.CivicsCM.2 / 6.1.2.CivicsCM.3 (Collaboration and communication) • I can explain how heroes work with others to solve problems. • I can describe how people share ideas to help their community. 6.1.2.HistoryCC.3 / 6.1.2.HistoryUP.3 (Using sources to learn about the past) • I can use pictures, books, and other sources to learn about heroes and important events. • I can explain how heroes from the past made a difference in their communities.
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explain how his inventions solved everyday problems. Day 19 — RI.IT.2.3 Objective: I can ask and answer questions to demonstrate understanding of key details about Mae Jemison from a read-aloud text. Day 20 — RL.IT.2.3 Objective: I can identify major events and challenges in <i>The Empty Pot</i> and describe how the character Ping responds to them. Day 21 — RL.IT.2.3 Objective: I can identify character traits of Jeremy and Antonio and describe how they respond to challenges in <i>Those Shoes</i>. Days 22–23 — Review and Assessment (no new standard introduced) Days 24–30 — Lady Legends research, writing, and presentation project (cross-curricular; no single ELA standard specified)	
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Instructional Strategies	Instructional Resources
Whole Group Gradual release of responsibility (I Do → We Do → You Do) Think-aloud modeling (teacher verbalizes thinking while reading) Choral reading Read-alouds (teacher-led and video-based) Think-Pair-Share / Turn and Talk (T&T) Anchor charts (class-generated, co-created with student responses) Graphic organizers (character trait charts, cause-and-effect charts) Sentence stems/frames for writing support Pre-teaching vocabulary before reading Annotating/highlighting text for key details Exit tickets for daily formative assessment Word banks for scaffolded writing Small-group/partner support (strategic partnering)	Savvas Textbook (Social Studies/ELA readings, pp. 138–155) Trade books/read-alouds: <i>A Hero Like You</i> by Nikki Rogers, <i>I Am Rosa Parks</i> by Brad Meltzer, <i>The Story of Ruby Bridges</i> by Robert Coles, <i>Wilma Unlimited</i> by Kathleen Krull, <i>The Empty Pot</i> by Demi, <i>Those Shoes</i>, <i>Amina's Big Dream</i> Bookflix (Scholastic digital library) — Jackie Robinson story YouTube videos (e.g., "What is a Hero?", "Character Trait," Thomas Edison mini-bio, Mae Jemison read-aloud, prefix instruction video, "Who Are the Leaders in the United States?" – PBS KIDS) Google Docs — digital exit tickets and graphic organizers Freckle (ELA technology/independent practice) PebbleGo and Ducksters (research resources for Lady Legends project)

Flexible response options (oral responses, scribing) Picture/visual aids and pre-drawn images to support ELs and SPED students Reduced writing load accommodations (highlighted excerpts to point/copy) Research and presentation work (group project — Lady Legends) Small Group • Direct Instruction • American Reading Company - IRLA	Chart paper/whiteboard for anchor charts Highlighters, pencils, and other basic classroom materials Prefix instructional document (teacher-created/emailed resource)
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Tier II Vocabulary	Tier III Vocabulary
trait, courage, risk, sacrifice, common good, inspire, justice, Civil War, reservation, civil rights, protest, race, boycott, invention, element, vaccine, experiment, poverty, volunteer, first responder,	goal, behalf, considerable, discovery, establish, ongoing,

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA EDPuzzle	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)
• Exit tickets — used daily across nearly every lesson (written responses, sentence frames, drawing + labeling, multiple choice) • Think-Pair-Share / Turn and Talk (T&T) responses — teacher circulates and listens for understanding throughout guided practice • Graphic organizers — character trait charts, cause-and-effect charts (completed independently or with partners) • Anchor chart contributions — student responses recorded during whole-group discussion (e.g., hero traits, cause/effect situations) • Choral reading checks — teacher monitors comprehension during shared reading of textbook pages • Reading Check questions (Savvas textbook, e.g., p. 155) — completed with a partner and discussed • Sentence frame/stem completions — used to assess understanding of vocabulary, character traits, and comprehension • Draw-and-label tasks — students illustrate and label content (e.g., Edison's inventions, Mae Jemison) to demonstrate understanding • Journal responses — students write about cause-and-effect situations or personal reflections • Multiple choice comprehension checks — embedded in passages (e.g., <i>Amina's Big Dream</i> days 13–17) • Short answer/written response questions — text-based questions requiring evidence (e.g., character traits with supporting sentences) • Vocabulary application checks — students use new prefixes/vocabulary in original sentences during T&T • Compare and contrast tasks — exit ticket asking students to compare heroic actions of two historical figures (Harriet Tubman and Yuri Kochiyama) • Unit review (Day 22) — formative check before summative assessment	At the end of each unit: Social Studies chapter assessment Unit ELA assessment

- Teacher observation during modeling and guided practice — informal checks for understanding during I Do/We Do phases

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented

Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge.	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

• Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			• SIOP model strategies	
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Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. <i>Day 19: Mae Jemison — first Black female astronaut, explicitly framed as breaking barriers ("She showed that women can be scientists")</i> <i>Days 13–17: Amina's Big Dream — protagonist is a biracial (Black and Asian) child raised by grandparents, facing economic hardship (lack of books/supplies) and family loss, building empathy around economic and family diversity</i> <i>Day 11: Women's suffrage and women's rights heroes — gender equity</i> ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.	☒ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. <i>Day 3: The Story of Ruby Bridges by Robert Coles — school desegregation</i> <i>Day 4: I Am Rosa Parks by Brad Meltzer — civil rights, bus boycott</i> <i>Day 7: Harriet Tubman and Martin Luther King Jr. — Underground Railroad, civil rights leadership; exit ticket compares Tubman to Yuri Kochiyama</i> <i>Day 8: Wilma Rudolph — overcoming racial and physical obstacles (taught during Black History Month)</i> <i>Day 10: Jackie Robinson — breaking the color barrier in baseball (taught during Black History Month)</i> <i>Day 11: References MLK, Rosa Parks, and Ruby Bridges as heroes who fought injustice on the path to civil rights</i> ☒ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions.

	<i>Day 7: Yuri Kochiyama, a Japanese American civil rights activist, appears in a compare/contrast exit ticket alongside Harriet Tubman</i> <i>Days 13–17: Amina's Big Dream — protagonist is described as "part Asian,"</i> ☒ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness. See Standards
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Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☒ **Climate Change: *Follow the Moon Home*,**
- ☒ **Other Interdisciplinary Connections:**
 - **ELA:** see standards
 - **Math:**
 - **Social Studies:** *see standards*
 - **Science:**
 - ☐ *Day 18 (Thomas Edison): Reading informational text is used to teach invention, problem-solving, and how technology addresses human needs — a science/engineering connection layered onto an RI.IT.2.3 lesson.*
 - ☐ *Day 19 (Mae Jemison): Introduces a real scientist/astronaut, linking reading comprehension to STEM career exposure.*
 - ☐ *Days 13–17 (Amina's Big Dream): The character conducts science fair experiments and becomes a doctor, embedding a STEM narrative inside a fluency passage.*
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Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**

- ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
- ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
- ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☐ **9.2 Career Awareness and Planning**

☒ **9.4 Life Literacies and Key Skills**

- ☒ **Creativity and Innovation:** *Day 18's Edison lesson (inventing solutions to everyday problems) and Day 1's jumpstart activity ("What could you invent to make a task easier, faster, or safer?")*
- ☒ **Critical Thinking and Problem-Solving:** *Embedded throughout via T&T questions asking students to analyze how heroes faced challenges and made choices (Days 3, 4, 7, 8, 10, 20, 21 all ask students to identify a challenge and evaluate the character's/historical figure's response)*
- ☒ **Global and Cultural Awareness: Strong fit** — *the unit deliberately includes heroes from diverse racial, ethnic, and gender backgrounds (Rosa Parks, Ruby Bridges, Harriet Tubman, MLK, Yuri Kochiyama, Mae Jemison, Amina)*
- ☒ **Information and Media Literacy: Strong fit** — *students use textbooks, videos, and read-alouds throughout, and the Lady Legends project (Days 24–30) explicitly has students research using PebbleGo and Ducksters to gather and synthesize information from multiple sources*
- ☒ **Technology Literacy: Supported through Freckle (ELA technology station), YouTube video content used across many lessons, Bookflix (digital read-aloud platform), and PebbleGo/Ducksters for research**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

☐ **8.1 Computer Science**

Students use Freckle (ELA technology station), Google Docs (digital exit tickets/graphic organizers), YouTube videos, Bookflix, and PebbleGo/Ducksters (Lady Legends research) throughout the unit.

This reflects technology use as a tool for instruction, not instruction in computer science. None of the lessons teach computing concepts like algorithms, programming, data, digital citizenship, or how computing systems work — the standards this domain actually targets.

☒ **8.2 Design Thinking**

Day 1: The jumpstart activity ("Can you think of something you could make or invent to make one of those tasks easier, faster, or safer?") directly introduces the core design-thinking mindset: identifying a problem/need and imagining a solution.

Day 18 (Thomas Edison): This is the strongest connection in the unit. Students learn that Edison "saw a need and wanted to improve or create something," examine how his inventions (phonograph, light bulb, power plants) solved real problems, and complete a sentence

*frame ("Edison invented the ____ to make ____ easier/faster/safer"). This directly touches the **Interaction of Technology and Humans** and **Effects of Technology on the Natural World** strands — students analyze how a designed solution changes human life. These two lessons together form a light but genuine mini-thread on the engineering design process (identify a need → invent a solution → evaluate its impact), even though the unit doesn't use formal design-thinking vocabulary (define, ideate, prototype, test).*

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☐ **1.2 Media Arts**

- ☒ **Creating - Conceive, Develop, and/or Construct** *Lady Legends Presenation*
- ☐ **Performing - Integrate, Practice, and/or Present**
- ☐ **Responding - Perceive, Evaluate, and/or Interpret**
- ☒ **Connecting - Synthesize and/or Relate**

Unit #6: Fables and Fairy Tales	Pacing (Weeks): 4 weeks
Unit Description: ELA: This 2nd grade ELA unit builds reading comprehension skills through classic fairy tales, fractured fairy tales, and Aesop's fables. Students begin by using both illustrations and text to describe characters (<i>The Boy Who Cried Wolf</i>, <i>Goldilocks Has Chickenpox</i>), then retell story events using beginning-middle-end structure with traditional tales like <i>The Three Little Pigs</i>, <i>Little Red Riding Hood</i>, and <i>Goldilocks and the Three Bears</i>. Students compare and contrast original tales with their fractured counterparts (<i>The True Story of the Three Little Pigs</i>, <i>Lon Po Po</i>, <i>Dusty Locks and the Three Bears</i>) using Venn diagrams to identify similarities and differences in character, setting, and plot. The unit shifts into Aesop's fables (<i>The Ant and the Grasshopper</i>, <i>The Tortoise and the Hare</i>, <i>The Lion and the Mouse</i>, <i>The Fox and the Crow</i>, <i>The City Mouse and the Country Mouse</i>, <i>The Dog and His Bone</i>), where students identify character flaws, determine the moral or lesson, and answer 5W questions. A Reader's Theater activity has students perform fable scripts in groups, reinforcing fluency, comprehension, and collaborative discussion. Standards addressed include RL.MF.2.6, RL.CR.2.1, RL.IT.2.3, RL.CT.2.8, RL.CI.2.2, L.RF.2.4.B, and SL.PE.2.1 (A–C).	

Essential Questions	Enduring Understandings
RL.MF.2.6 (Using illustrations and words to understand character, setting, plot): How can pictures and words work together to help us understand a story? RL.CR.2.1 (Asking and answering questions using text evidence): How do we use details from the text to answer questions about a story? RL.IT.2.3 (Character response to events/challenges): How do	RL.MF.2.6: Illustrations and words each provide clues, and readers who use both sources build a fuller understanding of a story's characters, setting, and plot. RL.CR.2.1: Strong readers support their answers with specific evidence from the text rather than guessing or relying only on personal opinion.

characters' actions and words show us who they really are? RL.CT.2.8 (Comparing/contrasting versions of the same story): How are two versions of the same story alike and different? RL.CI.2.2 (Recounting text; determining central message): What is a story mostly about, and what lesson or message does it teach? L.RF.2.4.B (Reading grade-level text with accuracy and fluency): What does it look and sound like to read smoothly and with expression? SL.PE.2.1 (A–C) (Participating in collaborative conversations): How can we work together and share ideas respectfully in a conversation? RL.PP.2.5 (Point of view — recognizing differences in characters' perspectives, including using different voices when reading dialogue aloud): How can we tell that different characters in a story may see or feel about things differently?	RL.IT.2.3: Characters reveal their traits through how they respond to problems and challenges, and readers can use these responses as evidence to understand who a character is. RL.CT.2.8: Different versions of the same story can share similar characters or events while also having important differences, often shaped by different authors, cultures, or perspectives. RL.CI.2.2: Identifying the most important details in a story helps readers determine its central message or the lesson the author wants to teach. L.RF.2.4.B: Reading with accuracy, appropriate pace, and expression helps readers and listeners better understand and enjoy a text. SL.PE.2.1 (A–C): Effective communicators listen to others, take turns, and build on ideas during group discussions about shared texts and topics.
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NJSL Standards Learning Objectives
Days 1–2 — RL.MF.2.6 Objective: I can use pictures and words to describe a character in a story. Day 3 — RL.CR.2.1, RL.IT.2.3 Objective: I can retell the important parts of the fairy tale "The Three Little Pigs."

Day 4 — RL.CR.2.1, RL.CT.2.8

Objective: I can compare and contrast "The Three Little Pigs" with a fractured version of the story.

Day 5 — RL.CR.2.1, RL.IT.2.3

Objective: I can retell the important parts of the fairy tale "Little Red Riding Hood."

Day 6 — RL.CR.2.1, RL.CT.2.8

Objective: I can compare and contrast "Little Red Riding Hood" with a fractured version of the story.

Day 7 — RL.CR.2.1, RL.IT.2.3

Objective: I can identify the problem and solution in the story "Goldilocks and the Three Bears."

Day 8 — RL.CR.2.1, RL.CT.2.8

Objective: I can compare and contrast "Goldilocks and the Three Bears" with a fractured version of the story.

Day 10 — RL.CR.2.1, RL.CI.2.2, RL.IT.2.3

Objective: I can answer 5W questions on a fable. I can determine the message/moral by looking closely at the main character's flaw and character traits.

Day 11 — RL.CR.2.1, RL.CI.2.2, RL.IT.2.3

Objective: I can answer 5W questions on a fable. I can determine the message/moral by looking closely at the main character's flaw and character traits.

Day 12 — RL.CR.2.1, RL.CI.2.2, RL.IT.2.3

Objective: I can answer 5W questions on a fable. I can determine the message/moral by looking closely at the main character's flaw and character traits.

Days 13–15 — RL.CR.2.1, RL.CI.2.2, RL.IT.2.3, L.RF.2.4.B, SL.PE.2.1 (A–C)

Objective: I can play a character in a fable script and share my thinking with a partner. I can answer 5W questions on a fable. I can determine the message/moral by looking closely at the main character's flaw and character traits.

Day 16 — RL.CR.2.1, RL.CI.2.2, RL.IT.2.3

Objective: I can answer 5W questions on a fable. I can determine the message/moral by looking closely at the main character's flaw and character traits.

Day 17 — RL.CR.2.1, RL.CI.2.2, RL.IT.2.3, RL.CT.2.8

Objective: I can compare and contrast the personality of the City Mouse and the Country Mouse using a Venn Diagram.

Day 18 — RL.CR.2.1, RL.CI.2.2, RL.IT.2.3

Objective: I can answer 5W questions on a fable. I can determine the message/moral by looking closely at the main character's flaw and character traits.

Instructional Strategies	Instructional Resources
Whole Group Think-aloud modeling (I DO) using both text and illustrations Turn and Talk (T&T) / Think-Pair-Share Read-alouds (teacher-led and video-based) Compare/contrast using Venn diagrams and T-charts Graphic organizers (character, B.M.E., Venn Diagram) Reader's Theater (student groups act out fable scripts) Small-group differentiated instruction (leveled phonics/comprehension groups) Anchor charts for ongoing reference (B.M.E., character traits, compare/contrast) Independent writing responses connecting character flaw to moral/lesson Sentence starters and word banks for scaffolded support Small Group • Direct Instruction • American Reading Company - IRLA	○ Trade books/read-alouds: <i>The Boy Who Cried Wolf</i>, <i>Goldilocks Has Chickenpox</i>, <i>The Three Little Pigs</i>, <i>The True Story of the Three Little Pigs</i>, <i>Little Red Riding Hood</i>, <i>Lon Po Po</i>, <i>Goldilocks and the Three Bears</i>, <i>Dusty Locks and the Three Bears</i> ○ Aesop's Fables: <i>The Ant and the Grasshopper</i>, <i>The Tortoise and the Hare</i>, <i>The Lion and the Mouse</i>, <i>The Fox and the Crow</i>, <i>The City Mouse and the Country Mouse</i>, <i>The Dog and His Bone</i> ○ YouTube read-alouds and short films ○ Google Docs (digital graphic organizers/exit tickets) ○ Dynamite Decodables (small-group phonics/comprehension) ○ TPT fable script set (Reader's Theater) ○ Free Read Friday classroom library and reading journals

Tier II Vocabulary	Tier III Vocabulary
Character Retell Compare Contrast Similarities Differences Problem Solution Describe Respond	Fairy tale Fractured fairy tale Fable Personification Moral Character flaw Point of view Venn Diagram B.M.E. (Beginning, Middle, End) 5W questions

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)
• Exit tickets / graphic organizers — daily independent completion (character description organizer, B.M.E. organizer, Venn Diagram) • Think-Pair-Share (T&T) responses — teacher circulates and listens during guided practice for understanding of character, plot, and moral • Venn Diagram comparisons — students compare/contrast original and fractured fairy tale versions independently	At the end of each unit: Social Studies chapter assessment Unit ELA assessment

• Independent written responses — students write about a fable's message/moral and connect it to the character's flaw • Reader's Theater performance — group fable reenactment used to informally assess comprehension and fluency • 5W question responses — oral and written checks for understanding of key story details • Reading journals (Free Read Friday) — B.M.E. entries for fiction, fact entries for nonfiction • Small-group phonics/comprehension checks (Dynamite Decodables) — leveled progress monitoring during small group • Teacher observation during modeling/guided practice — informal checks during I DO/WE DO phases t	
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Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to

• Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	demonstrate knowledge.
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Related State Mandates	
☐ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada’s Violin</i>)	☐ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (<i>Harriet Tubman</i>) ☒ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history

☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	and contributions. Day 6: Students read <i>Lon Po Po: A Red Riding Hood Story from China</i> by Ed Young — a Chinese folktale, presented as a "fractured" version of Little Red Riding Hood. This introduces a story rooted in Chinese culture and folklore, giving students exposure to a non-Western literary tradition alongside the European fairy tale it's paired with. This is a genuine, if brief, touchpoint for AAPI cultural inclusion Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness.
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Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found HERE .
☐ Climate Change: ☐ Other Interdisciplinary Connections: ○ ELA: see standards ○ Math: <i>Days 4, 6, 8, 17: Venn diagrams are used throughout the unit to compare and contrast stories and characters — applying a graphic/mathematical organizational tool to literary analysis.</i> ○ Social Studies: ○ Science:

Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills
☐ 9.1 Personal Financial Literacy ☐ 9.2 Career Awareness and Planning ☐ 9.4 Life Literacies and Key Skills ☒ Creativity and Innovation - <i>Days 13–15 (Reader's Theater) has students creatively interpret and perform character roles. The</i>

"fractured fairy tale" concept itself (Days 4, 6, 8) models creative reimagining of a familiar story, though students analyze existing fractured versions rather than creating their own.

- ☒ **Critical Thinking and Problem Solving** - *Day 7 has students identify the problem and solution in Goldilocks and the Three Bears. Days 10–18 repeatedly ask students to analyze a fable character's flaw, determine why it's a flaw, and connect it to the story's moral — this is direct critical thinking about cause, consequence, and lesson-learning. The compare/contrast work (Venn diagrams, Days 4, 6, 8, 17) also builds analytical thinking by evaluating similarities and differences.*
- ☒ **Global and Cultural Awareness** - *Day 6: Lon Po Po, a Chinese version of Little Red Riding Hood, exposes students to a non-Western storytelling tradition and invites comparison across cultures.*
- ☒ **Information and Media Literacy** - *Students gather information from both text and illustrations (Days 1–2, RL.MF.2.6) and use multiple sources — books and video read-alouds — to access the same stories throughout the unit, practicing basic multi-source comprehension.*
- ☒ **Technology Literacy** - *YouTube videos are used extensively as an alternate read-aloud format across nearly every lesson, and Google Docs digital graphic organizers are used for exit tickets (Days 1–2).*

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☒ **8.1 Computer Science** - *YouTube videos and Google Docs (digital graphic organizers/exit tickets) are used throughout the unit as delivery tools. This is technology use for instruction, not instruction in computer science — no lesson teaches computing concepts, algorithms, or digital citizenship.*
- ☐ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☐ **1.2 Media Arts**
 - ☐ **Creating** - Conceive, Develop, and/or Construct
 - ☐ **Performing** - Integrate, Practice, and/or Present
 - ☐ **Responding** - Perceive, Evaluate, and/or Interpret
 - ☐ **Connecting** - Synthesize and/or Relate

Unit #7: Chapter 4 - People Who Supply Our Goods and Services

Pacing (Weeks): 4 weeks

Unit Description:

ELA: This Grade 2 unit builds students' skills as strategic readers of informational text, using an Economics-themed content stream (needs/wants, producers, farming, and business) as the vehicle for instruction. The primary ELA focus is RI.MF.2.6, which asks students to explain how specific illustrations and images contribute to and clarify a text. Across the unit, students progress from identifying illustrations and text features (photos, diagrams, charts, labels) to actively using those visuals alongside written text to build and confirm understanding — first with teacher modeling (I Do), then in partner and small-group discussion (We Do), and finally through independent application on exit tickets and graphic organizers (You Do).

Two supporting standards deepen this work in the unit's second half:

- RI.CI.2.2 — recounting a text and determining its main topic, applied as students read decodable and leveled informational texts (e.g., *Grow Your Own Cocoa*, *Delicious Seasons*, Readworks articles) and use illustrations as evidence for main idea.
- RI.CT.2.8 — comparing and contrasting two informational texts on the same topic, applied through Venn diagram tasks across paired readings.

The unit closes with a fictional narrative (*Maria's Mango Day*) that transfers the same illustration-based comprehension skill to character feelings, setting, and plot, reinforcing that "words and pictures together" is a transferable reading strategy across genres. SL.PE.2.1 (collaborative conversation) is embedded throughout via turn-and-talk and trio discussion structures that scaffold oral rehearsal before independent writing.

Social Studies: In this unit, students learn how people make choices about needs and wants and how limited resources affect what communities produce and consume. They will explore the roles of producers and consumers, how goods and services are bought and sold, and the challenges producers face (6.1.2.EconET.1–3, 6.1.2.EconEM.1–3, 6.1.2.EconNE.1). Students will examine how food production and consumption have changed over time and use real-world examples and primary sources to understand economic decision-making (6.1.2.GeoHE.1, 6.1.2.GeoGI.1, 6.3.2.GeoGI.2). By reading, discussing, and analyzing examples, students will develop a deeper understanding of how economic choices shape communities.

Essential Questions	Enduring Understandings
Illustrations & Images (RI.MF.2.6) • How do pictures and words work together to help me understand a text? • What can an illustration, diagram, chart, or label teach me that the words alone don't? • How do I use images to figure out things the text doesn't fully explain? Main Idea (RI.CI.2.2) • What is this text mostly about, and how do I know? • How do illustrations and text features help me find the main topic? • How can I retell a text in my own words, using both pictures and print as evidence? Comparing Texts (RI.CT.2.8) • How are two texts on the same topic alike and different? • Why might two authors write about the same topic in different ways? • What can I learn by comparing how different texts explain the same idea? Collaborative Conversation (SL.PE.2.1) • How does talking with a partner help me understand a text better? • What does it look like and sound like to build on someone else's idea in a discussion?	Good readers use illustrations and words together, not just print alone, to build a complete understanding of a text. Different types of images serve different purposes — photos show real things, diagrams show parts or processes, charts organize information, and labels name what's being shown. The main idea of a text can often be found using both the words and the pictures, and strong readers use both as evidence to support their thinking. Comparing multiple texts on the same topic deepens understanding and reveals that different authors can present the same idea in different ways. Talking through ideas with a partner strengthens comprehension — saying an idea aloud helps readers clarify and refine their thinking before writing it down. The same comprehension strategy (using pictures + words) applies across genres — it works in informational texts about producers and farming just as it works in a fictional story like <i>Maria's Mango Day</i>. Social Studies: People have to make choices about needs and wants because resources are limited. Food production and consumption is a process that often starts on the farm and the methods have changed over time. Producers and consumers are connected through the selling and buying of goods and services Producers face challenges which limit their resources.

Unifying/Cross-Standard Question • What makes someone a strategic reader of informational text? Social Studies: How do people decide what they need and want when resources are limited? <i>(6.1.2.EconET.1, 6.1.2.EconEM.1)</i> How do producers and consumers work together to buy and sell goods? <i>(6.1.2.EconET.2, 6.1.2.EconEM.2)</i> How do producers face challenges that can limit the resources they have? <i>(6.1.2.EconET.3, 6.1.2.EconEM.3)</i> How has food production and consumption changed over time? <i>(6.1.2.GeoHE.1, 6.3.2.GeoGI.2)</i> How do the choices people make about resources affect their communities? <i>(6.1.2.CivicsPD.2, 6.1.2.CivicsCM.2, 6.1.2.GeoGI.1)</i>	
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ELA NJSL Standards and Learning Objectives	SS NJSLA Standards and Learning Objectives
RI.MF.2.6 <i>Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a</i>	Social Studies: 6.1.2.CivicsPD.2 (Choices and community impact) • I can explain how people make choices about needs and wants.

<i>text.</i> Learning Objective: Students will be able to identify specific illustrations, diagrams, charts, and labels in an informational text and explain how each one contributes to or clarifies the meaning of the surrounding words. SL.PE.2.1.A-C <i>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</i> Learning Objective: Students will be able to engage in partner and small-group discussions about informational texts, sharing their thinking, listening to others' ideas, and building on a partner's response during turn-and-talk and trio-group activities. RI.CI.2.2 <i>Recount a text in oral or written form and determine the main topic.</i> Learning Objective: Students will be able to determine the main topic of an informational text and recount key details in oral or written form, using illustrations and text features as supporting evidence. RI.CT.2.8 <i>Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</i> Learning Objective: Students will be able to compare and contrast two informational texts on the same topic,	● I can describe how the choices people make affect their community. 6.1.2.CivicsCM.2 (Working together to solve problems) ● I can explain how people work together to solve problems. ● I can give examples of ways my community solves problems. 6.1.2.CivicsCM.3 (Decision-making) ● I can explain how groups make decisions. ● I can describe how people's ideas are used to make rules or solve problems. 6.1.2.GeoHE.1 (Human-environment interaction) ● I can explain how people use natural resources to make goods. ● I can describe how using resources can change the environment. 6.1.2.GeoGI.1 (Movement of people and goods) ● I can explain why and how people move from place to place. ● I can describe how goods move from one place to another. 6.1.2.EconET.1–3 (Economic concepts – needs/wants, goods/services) ● I can explain the difference between needs and wants. ● I can describe how goods and services are produced and used.
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identifying similarities and differences using a graphic organizer such as a Venn diagram.

RI.PP.2.5

Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information efficiently.

Learning Objective: Students will be able to identify and use text features such as captions, bold words, charts, and labels to locate key facts and information within an informational text.

SL.UM.2.5

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

Learning Objective: Students will be able to add a drawing or visual display to a written recount or response in order to clarify their ideas and deepen understanding for their audience.

6.1.2.EconEM.1–3 (Economic decision-making and challenges)

- I can explain how producers make choices about what to produce.
- I can describe challenges producers face when resources are limited.

6.1.2.EconNE.1 (Economic choices and communities)

- I can explain how people’s choices about resources affect their community.
- I can give examples of how communities meet people’s needs and wants.

6.3.2.GeoGI.2 (Changes over time – food production and consumption)

- I can explain how food production and consumption have changed over time.
- I can describe how new ways of producing and using food help communities.

Instructional Strategies	Instructional Resources
Whole Group ● I Do / We Do / You Do gradual release — teacher modeling, guided practice, then independent application in every lesson ● Turn and Talk (T&T) — partner discussion used to rehearse thinking before writing or sharing whole-group ● Think-alouds — teacher models reading comprehension processes aloud (e.g., using an illustration to infer meaning) ● Trio/small-group reading — students read decodable texts together and report out on assigned pages ● Choral reading — whole-class reading of textbook pages together for fluency and shared access ● Annotation/highlighting — students mark up text to identify evidence supporting an answer ● Anchor charts — co-created reference charts (e.g., Producer/Consumer T-chart, Compare and Contrast chart, Text Features chart) ● Graphic organizers — used to categorize text features or compare/contrast two texts (Venn diagram) ● Exit tickets — brief independent tasks checking understanding at the end of a lesson Small Group ● Direct Instruction ● American Reading Company - ARC	○ Savvas Social Studies workbook (used across multiple lessons) ○ <i>From Buds to Bananas</i> (informational text) ○ <i>Let It Grow</i> (informational text) ○ Dynamite decodable readers: <i>Grow Your Own Cocoa, Delicious Seasons</i> ○ Readworks articles: <i>Hummingbirds: Small and Special, Honeybees</i> ○ <i>Maria's Mango Day</i> (leveled fiction passage with embedded assessment) ○ Google Docs exit tickets (linked per lesson) ○ Producer/Consumer and Compare/Contrast anchor charts ○ Sticky notes / post-its for informal response

Tier II Vocabulary	Tier III Vocabulary
needs, wants, choice, scarce, barter, producers, harvest, goods, consumers, services, process, distributors, markets, weather, drought, climate, irrigation,	purchase, natural, sequence, source,

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)
Exit tickets (Google Doc links) — Days 1, 4, 5, and others, checking understanding of specific reading checks/objectives Turn and Talk responses — informal partner discussions checked via teacher circulation and share-outs Sticky note / post-it responses — quick independent written responses (e.g., one need/one want; explaining an image) Reading Check questions (embedded in Savvas SS workbook pages) — completed individually or with a partner Graphic organizer completion — identifying text features (photo, diagram, chart, label) and explaining how each supports understanding Group share-outs — trio groups reporting what illustrations/text features taught them about assigned pages Venn diagrams — comparing and contrasting two informational texts on the same topic Main idea written responses — students write the main idea of a text on their own copy Annotation/highlighting tasks — students highlight text evidence supporting a multiple-choice or short-answer response (<i>Maria's Mango Day</i> assessment) Short answer responses — using both pictures and text to explain character feelings or events	At the end of each unit: Social Studies chapter assessment Unit ELA assessment

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

• Utilize preferential seating • Provide additional options to demonstrate knowledge.				
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Related State Mandates

- ☐ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.
- ☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
- ☐ **Other:**

- ☐ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.
(Harriet Tubman)
- ☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.
- ☐ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness.
See Standards

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change:**
- ☐ **Other Interdisciplinary Connections:**
 - **ELA:** see standards

- **Math:**
- **Social Studies:** see standards
- **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☒ **9.1 Personal Financial Literacy** - *Students develop personal financial literacy by examining the difference between needs and wants, understanding how goods and services are produced and used, exploring how producers make economic decisions when resources are limited, and analyzing how individual and community choices impact resources, goods, services, and the economy.*
- ☒ **9.2 Career Awareness and Planning** - *Producers and the role of farmers (Days 3–9) introduces the concept that people perform work/roles (producing goods) to earn money and meet others' needs — foundational career-awareness content for this grade band. The sequence of farming/harvesting tasks and seasonal crop chart (Day 9) touch on how different jobs/processes function across time — an early exposure to workflows and production processes.*
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation** - *the Day 20 entrepreneurship project (students invent a product, create a poster, build a storefront, and sell to peers with fake money) is a direct, hands-on application of entrepreneurial thinking and innovation.*
 - ☒ **Critical Thinking and Problem Solving** - *comparing/contrasting texts (Venn diagrams) and using evidence to determine main idea both build analytical skills that 9.4 emphasizes.*
 - ☐ **Global and Cultural Awareness**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ **8.1 Computer Science**
- ☒ **8.2 Design Thinking** - *The entrepreneurship project (students invent a product, design a poster, build a storefront, and sell to peers) reflects core elements of the design thinking/engineering design process: identifying a need or opportunity, generating an idea, creating a physical representation (poster/storefront), and testing it with an audience (peer customers).*

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ **1.2 Media Arts**

- ☒ **Creating - Conceive, Develop, and/or Construct** - *The Day 20 entrepreneurship project (poster design, storefront visual display) is the closest the unit comes to creating media — students design a visual product to communicate and persuade an audience, touching graphic design fundamentals (layout, visual persuasion).*
- ☐ **Performing - Integrate, Practice, and/or Present**
- ☐ **Responding - Perceive, Evaluate, and/or Interpret**
- ☐ **Connecting - Synthesize and/or Relate**