Social Studies
- Explain how the location of a community and its natural resources affect how people live. SS.2.5c
- Tell how housing styles, transportation systems, schools, & jobs in communities are influenced by geography & environment. SS.2.6b
- Explain the cause & effect relationships that explain changes in communities SS.2.7a

Unit Assessment:
Content: Assessment task to measure understanding of content,
On Demand: Reading passage(s) to be provided and prompt should simulate ELA test

Reading
Informational (Synthesis):
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RI.2.7)

Literature:
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (L.2.1)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (L.2.6)
- By the end of the year, read and comprehend literature, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (L.2.10)

Speaking & Listening
- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (SL.2.1)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)

Math
- Map reading including compass rose & directional language

Science
Unit Assessment
Not applicable

Writing
- Write narratives in which they recount a well-elongated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)
- Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)

Unit Assessment:
Part 1: Label the key features and towns on the attached map. (Example: Hudson River, Rhinebeck, Rhinecliff, Albany, Route 9)
Part 2: Using what you have learned, select something from the map and write a paragraph explaining its importance to Rhinebeck.
Be sure to include: Key Vocabulary, Topic Sentence, At least 3 Details, Conclusion, Check your conventions, use complete sentences.

Language
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (L.2.4)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (L.2.6)

Technology/Art/Physical Education
- Historically appropriate trips and activities

Grade 2 Integrated Unit: Social Studies
6 Weeks
Maps, Rhinebeck Geography
Now and Long Ago

Opportunities for Differentiation:
(Content, Process, Product)
- Selection of appropriate level text for Independent Reading (process)
- Selection of appropriate level of text for Guided Reading (process)
- Grouping of students with similar needs & skills (process)
- Modification of non-assessment tasks to support student learning (content & product adjustments)

Real Life Connections / Application
- Students will learn about their role as school community members and how rules impact daily life at school
- Students will learn about the importance of rules and laws in social settings
- Students will learn about who makes laws in various settings and the implications & consequences for not following them

RCSD CCLS ELA & Integrated Curriculum - mb
UNIT 7
UNIT TITLE: Maps, Rhinebeck Geography, Now & Long Ago

TIME FRAME: Approximately 6 weeks

UNIT DESCRIPTION:
This unit focuses on how communities change over time with a specific focus on the changes in Rhinebeck and the reasons for those changes. Throughout this unit students will learn the value of questioning as a means to improving their understanding of text. They will also learn to use powerful voice in their writing to fully engage their readers.

STANDARDS:
Please see the following attached documents for details of the specific standards addressed by this unit:
- CCLS ELA
- NYS Social Studies Framework and NYS Science Standards

STUDENT UNDERSTANDINGS:
Students will know and/or be able to:

<table>
<thead>
<tr>
<th>ELA</th>
<th>Writing</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tell who, what, where, when, why and how after reading stories. RL.2.1</td>
<td>I can write to persuade. W.2.1</td>
<td>I can follow rules for discussions. SL.2.1</td>
</tr>
<tr>
<td>I can retell a story. RL.2.2</td>
<td>I can write to teach. W.2.2</td>
<td>I can participate in conversations with others. SL.2.1</td>
</tr>
<tr>
<td>I can tell how characters in a story respond to parts in a story. RL.2.3</td>
<td>I can write to tell a story. W.2.3</td>
<td>I can ask questions during discussions. SL.2.1</td>
</tr>
<tr>
<td>I can understand how words in a story can sound like music. RL.2.4</td>
<td>I can revise and edit my writing. W.2.5</td>
<td>I can tell about the key ideas and details after I listen or read. SL.2.2</td>
</tr>
<tr>
<td>I can find and understand the beginning, middle and end of a story. RL.2.5</td>
<td>I can publish my writing. W.2.6</td>
<td>I can ask and answer a question about what a speaker says. SL.2.3</td>
</tr>
<tr>
<td>I can tell about the points of view of different characters. RL.2.6</td>
<td>I can record what I find when reading. W.2.7</td>
<td>I can tell a story aloud. SL.2.4</td>
</tr>
<tr>
<td>I can use words and pictures to help me tell about the characters, setting and plot. RL.2.7</td>
<td>I can work with a partner to research. W.2.7</td>
<td>I can record what I am reading out loud. SL.2.5</td>
</tr>
<tr>
<td>I can compare and contrast ways of telling the same story. RL.2.9</td>
<td>I can compare and contrast the main idea of two nonfiction texts. RI.2.9</td>
<td></td>
</tr>
<tr>
<td>I can Read and Understand Second Grade Fiction RL.2.10</td>
<td>I can understand what the author is trying to teach me. RI.2.6</td>
<td></td>
</tr>
<tr>
<td>I can Read and Understand Second Grade Nonfiction RI.2.10</td>
<td>I can use diagrams and pictures to help me understand nonfiction. RI.2.7</td>
<td></td>
</tr>
<tr>
<td>I can find reasons to support the main idea of nonfiction. RI.2.8</td>
<td>I can compare and contrast the main idea of two nonfiction texts. RI.2.9</td>
<td></td>
</tr>
</tbody>
</table>

I can Read and Understand Second Grade Fiction RL.2.10
<table>
<thead>
<tr>
<th>Language</th>
<th>Social Studies</th>
</tr>
</thead>
</table>
| I can draw to share what I am reading or have done. SL.2.5  
I can answer questions out loud in complete sentences. SL.2.6 | I can locate communities on maps and describe those using symbols, map legends and geographic vocabulary. SS.2.5a  
I can tell how the location of a community and its natural resources affect how people live. SS.2.5c  
I can tell how access to transportation networks impact life in a community. SS.2.5c  
I can tell how housing styles, transportation systems, schools, and jobs in communities are influenced by geography and environment. SS.2.6b  
I can describe changes over time using vocabulary and tools such as a timeline. SS.2.6a  
I can tell how members of the community provide goods and services to benefit the community. SS.2.6b  
I can explain the cause & effect relationships that explain changes in communities SS.2.7a |}

**ESSENTIAL QUESTIONS:**

1. How do we use maps?  
2. How is Rhinebeck affected by environment (climate & location)?  
3. How would your life in Rhinebeck be different if you lived 100 years ago?  
4. How do thoughtful readers use questions to improve their comprehension?  
5. How does a writer’s voice enhance their writing?
<table>
<thead>
<tr>
<th>TIER 1 WORDS</th>
<th>ELA</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
<th>MATH, TECH’, MISC’</th>
</tr>
</thead>
<tbody>
<tr>
<td>north, east, west, food, water, clothes, toys, games, schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIER 2 WORDS</th>
<th>ELA</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
<th>MATH, TECH’, MISC’</th>
</tr>
</thead>
<tbody>
<tr>
<td>report</td>
<td>key, legend, globe, map, symbols, atlas, resources, title, directions, south, change, history, needs, wants, shelter, past, present, climate, location</td>
<td></td>
<td></td>
<td>measurement, area, distance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIER 3 WORDS</th>
<th>ELA</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
<th>MATH, TECH’, MISC’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block Paragraph, indent, timeline</td>
<td>compass rose, bird’s eye view, cartographer, transportation, waterways, railways, roadways, airways, communities, village, technology, natural resources, environment</td>
<td></td>
<td></td>
<td>sphere, perimeter</td>
</tr>
</tbody>
</table>
RESOURCES:

Websites: (EXAMPLES)
- www.brainpopjr.com – Reading Maps
- http://www.brainpopjr.com/socialstudies/economics/needsandwants/
- http://www.readinga-z.com
- http://www.thebestclass.org/rtscripts.html

Text:

<table>
<thead>
<tr>
<th>LITERATURE</th>
<th>OPINION/INFORMATIONAL</th>
<th>POETRY</th>
<th>OTHER (MAPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me on the Map</td>
<td>Map It! (BB)</td>
<td>A Map and a Dream</td>
<td>Reader’s Theater – Follow the North Star</td>
</tr>
<tr>
<td>Mapping Penny’s World</td>
<td>Then and Now (BB)</td>
<td>Farewell to the Farm</td>
<td>Reader’s Theater – The Ant &amp; The Grasshopper</td>
</tr>
<tr>
<td>Peppe the Lamplighter</td>
<td>Bird’s-Eye View of a Neighborhood</td>
<td>There Are So Many Ways of Going Places</td>
<td></td>
</tr>
<tr>
<td>Ox-Cart Man</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My First Little House Book:</td>
<td>Needs Past and Present</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>listed below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>County Fair</td>
<td>Children Past and Present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to Town</td>
<td>Transportation Past and Present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar Snow</td>
<td>Communities then and Now</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Little Prairie House</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Little House Birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Deer in the Wood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summertime in the big Wood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance at Grandpa’s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going West</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CROSS-CURRICULA CONNECTIONS:

Art:
- Thank you poster  (EXAMPLE)

Music:
- Writing Traits Idea song  (EXAMPLE)

Library/Research:

Physical Education: