

| Unit At a Glance | BCS Q1 | 2nd grade |
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| Week 1 What If Everybody Did That? | Focus Standards: RL.KID.2, W.TTP.2, RL.IKI.7, 1.FL.WC.4 ELA Sub Standards: 1.FL.SC.6, 2.FL.VA.7c, RL.KID.1, SL.CC.1 SL.CC.2, SL.PKI.6, W.PDW.4, W.RW.10 | |
| Culture: 2.3 Compare and contrast various cultures in the U.S.A. by engaging in collaborative conversations with partners. | | |
| Students will participate in a read aloud of, <i>What If Everybody Did That?</i> , with a focus on describing how characters in a story respond to major events and challenges. Students will practice making predictions, and learning classroom rules and procedures by discussing the rules in the book. Students will create a classroom rule book as the culminating task for the week. Read Aloud Video Kuleana Video Miss Marsh's Safety Safari | | |

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| Week 2 The Name Jar | Focus Standards: RL.KID.3, RL.IKI.7, SL.CC.2, W.TTP.2, 1.FL.WC.4 ELA Sub Standards: 1.FL.SC.6, 2.FL.VA.7c, RL.KID.1, SL.PKI.6, W.PDW.4, W.RW.10 | |
| Culture: 2.3 Compare and contrast various cultures in the U.S.A. by engaging in collaborative conversations with partners. | | |
| Students will participate in a read aloud of, <i>The Name Jar</i> , with a focus on recounting the story and determining the main idea. They will also discuss how the characters in a story respond to major events or challenges as a review of the previous week's skill. They will review CVCe for phonics and identify the subject in a sentence for grammar practice. Students will create a name poem using their first name. (Word Cloud with technology is another option) Read Aloud Video My Name is Yoon | | |

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| Week 3 Give It a Push! Give It a Pull! | Focus Standards: FL.PWR.3, FL.WC.4, RI.KID.2, RI.CS.4, RI.CS.5, W.TTP.2 ELA Sub Standards: FL.SC.6, SL.CC.1, SL.CC.3, SL.PKI.6 W.PDW.5, W.PDW.6, W.PDW.7, W.RBPK.8 | |
| Science: PS2: Motion and Stability: Forces and Interactions Science: PS3: Energy | | |
| Students will participate in a read aloud of, <i>Give It a Push! Give It a Pull!</i> , with a focus on identifying the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. They will focus on consonant blends for phonics instruction and identifying the predicate in a sentence. Students will compare and contrast two books as the culminating task for the week. Read Aloud Video | | |

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| Week 4 What is Motion? | Focus Standards: FL.PWR.3, FL.WC.4, RI.KID.2, W.TTP.2 ELA Sub Standards: FL.SC.6, FL.VA.7, RI.CS.4, RI.CS.5, SL.CC.1 SL.CC.3, SL.PKI.6, W.PDW.5, W.PDW.6, W.PDW.7, W.RBPK.8 |
| Science: PS2: Motion and Stability: Forces and Interactions Science: PS3: Energy | |
| Students will participate in a read aloud of, <i>What is Motion?</i> , with a focus on identifying the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. They will focus on inflected endings for phonics instruction and introducing statements and questions for grammar instruction. Students will create a STEM or technology project involving force and friction for their culminating task for the week. | |

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| Week 5 Maps and Globes | Focus Standards: FL.WC.4, RI.CS.5, SL.CC.3, SL.PKI.4, W.TTP.2 ELA Sub Standards: FL.F.5, FL.SC.6, FL.VA.7a, FL.VA.7c, RI.KID.1 W.PDW.4, W.PDW.6, W.PDW.7 |
| Geography: 2.11 Compare how maps and globes depict geographical information in different ways. Geography: 2.12 Identify and locate the four hemispheres, equator, prime meridian, North and South Poles, and the 7 continents. | |
| Students will participate in a read aloud of, <i>Maps and Globes</i> , with a focus on locating key facts or information in a text. They will focus on consonant digraphs for phonics instruction and introducing commands and exclamations for grammar instruction. | |
| Read Aloud Video https://tinyurl.com/y7seg9av Maps and Globes Discovery Ed | |

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| Week 6 Beginner's World Atlas | Focus Standards: FL.WC.4, RI.CS.5, RI.IKI.7, SL.CC.3, W.TTP.2, W.PDW.7 ELA Sub Standards: FL.F.5, FL.SC.6, FL.VA.7a, FL.VA.7c, RI.KID.1 SL.PKI.4, W.PDW.4, W.PDW.6 |
| Geography: 2.13 Recognize that the U.S. is part of the North America continent and identify the U.S. land/water borders including Canada, Mexico, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico. Geography: 2.14 Recognize the difference between physical and political maps. Geography: 2.15 Use legends and cardinal directions to determine locations on physical and political maps. | |
| Students will review, <i>What is a Map?</i> and <i>What This Atlas will Teach You?</i> , with a focus on North America and types of maps (physical and political). They will focus on r-controlled ar, or, ore words for phonics instruction and nouns for grammar instruction. Students will create a One-page flyer about the U.S. for their culminating task. | |
| Read Aloud Video Read Aloud Video Epic Political Maps | |

Week 7 Maps

Focus Standards: FL.SC.6, RI.IKI.7, SL.CC.3, W.TTP.2
Sub Standards: FL.WC.4, FL.F.5, FL.VA.7a, FL.FA.7c, RI.KID.1
RI.CS.5, SL.PKI.4, W.PDW.4, W.PDW.6, W.PDW.7

Geography: 2.16: Compare physical features of the earth including: island, lake, mountain, peninsula, valley, plateau, plains, canyons, oceans

Students will watch a video on landforms and read, *Beginner's World Atlas*, with a focus on landforms and bodies of water. Students will write a paragraph about landforms, work on Proper nouns for grammar instruction, and compare and contrast life on Greenland and Hawaii. They will participate in a discussion on different landforms.

[Read Aloud Video](#) [Epic Islands](#) [Epic Lakes](#) [Epic Oceans](#) [Epic Rivers](#) [Epic Mountains](#) [Epic Valleys](#)
[Epic Canyons](#) [Nat Geo Peninsula](#) [Epic Plains](#) [Epic Plateaus](#)

Week 8 Maps

Focus Standards: FL.WC.4, RI.CS.5,SL.CC.3, W.TTP.2, W.PDW.6, W.PDW.7
Sub Standards: FL.F.5, FL.SC.6, FL.VA.7a, FL.VA.7c, RI.KID.1, RI.IKI.7

Geography: 2.17 Compare and contrast regions of the U.S. in terms of climate, physical features, and population.
Geography: 2.18 Analyze how the location of regions affects the way people live, including their: food, clothing, shelter transportation, and recreation.

Students will be assigned a group to research a region in the U.S. They will watch a video, read a book from the EPIC collection over their region and record information. They will work on sequence and summarizing as well as r-controlled vowels er, ir, ur for phonics instruction and singular and plural nouns for grammar practice. They will finish this quarter by creating a Travel Brochure for their region they were assigned presenting the brochure to the class.

[Regions of the United States Video](#) [Epic Collection of Books](#) [Region Segment Video](#)