

2nd Grade Social Studies and Spanish Language Arts Unit 1: Civics in My School and Community

Week 1 Learning Plan: Formative Assessments and Associated Outcomes

Formative Assessment 1: Initial Oracy for Social Studies

Formative Assessment 1 (FA1) Standards	FA1 Outcomes: Students will...
C1.2.1 Recognize the key ideal of public or common good within the context of the community.	A. <u>Identify</u> examples of public/common good in the context of the school/classroom B. <u>Describe</u> how the public/common good is achieved within a classroom and school
C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community.	C. <u>Identify</u> examples of rights and responsibilities of individuals in the school/classroom D. <u>Describe</u> rights and responsibilities of individuals in the school/classroom
C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.	E. <u>Identify</u> actions that demonstrate being a good community member/civic involvement in the school/classroom
SSS3.2.3 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms	F. <u>Identify</u> ways that groups of people make decisions (e.g., listening to others, debating pros and cons of different options, building consensus, voting)
W.2.8 Recall information from experiences or gather information from provided sources to answer a question	G. <u>Contribute</u> to the collective recording (i.e., shared writing) of relevant questions and information recalled from previous experiences

Formative Assessment 2: Social Studies and Writing

Formative Assessment 2 (FA2) Standards	FA2 Outcomes: Students will...
C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.	A. <u>Identify</u> examples of rights and responsibilities of individuals in the school/classroom B. <u>Identify</u> examples of public/common good in the context of the classroom/school C. <u>Describe</u> rights and responsibilities of individuals in the school/classroom D. <u>Describe</u> how the public/common good is achieved within a classroom and school

	E. <u>Describe</u> how the different actions identified contribute to the public/common good in the community. F. <u>Suggest</u> potential rules and responsibilities for the classroom G. <u>Explain</u> how the rule or responsibility contributes to the public/common good within the classroom and school. H. <u>Explain</u> how the 2nd Grade Rules and Responsibilities contribute to the public/common good in the classroom and school
C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.	I. <u>Identify</u> examples of rights and responsibilities 2nd graders can engage with in the classroom/school community J. <u>Identify</u> actions that demonstrate being a good community member/civic involvement in the school/classroom K. <u>Identify</u> actions that demonstrate good citizenship/civic involvement in the classroom/school community L. <u>Identify</u> examples of civic participation/ways to take action (e.g., food drive) in their own or a nearby neighborhood/community M. <u>Recall</u> information from experiences to answer questions about how to be a good member of the community N. <u>Gather</u> information from provided sources to answer questions about how to be a good member of a community O. <u>Explain</u> how the 2nd Grade Rules and Responsibilities guide individuals in being good citizens in the classroom and school community
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)	P. <u>Participate</u> in collectively gathering information about civic actions/efforts of community members Q. <u>Participate</u> in gathering information to determine what is needed to be able to continue to/participate in the neighborhood/community cause selected by the group R. <u>Participate</u> in collectively recording information about civic actions/efforts of community members S. <u>Contribute</u> to the collective recording (e.e., shared writing) of relevant questions and information gathered during the shared investigation or recalled from experiences
W.2.8 Recall information from experiences or gather information from provided sources to answer a question	T. <u>Participate</u> in collectively gathering information about civic actions/efforts of community members

	U. <u>Participate</u> in gathering information to determine what is needed to be able to continue to/participate in the neighborhood/community cause selected by the group V. <u>Recall</u> experiences or information related to rules and responsibilities based on their experience with this topic in previous grades W. <u>Contribute</u> to the collective recording (e.e., shared writing) of relevant questions and information recalled from previous experiences X. <u>Contribute</u> to the collective recording (e.e., shared writing) of relevant questions and information gathered during the shared investigation or recalled from experiences
SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community	Y. <u>Identify</u> a point of view about a proposed rule or responsibility for the classroom community that is different from their own point of view. Z. <u>Identify</u> multiple points of view related to an issue in the classroom (e.g., where in the classroom to line up or how students turn in completed work) AA. <u>Identify</u> multiple points of view related to an issue in the community BB. <u>Describe</u> their own point of view about a proposed rule or responsibility for the classroom community CC. <u>Describe</u> (by recasting/paraphrasing) the point of view that is different from their own) DD. <u>Describe</u> the agreed upon 2nd Grade Rules and Responsibilities for the classroom community EE. <u>Describe</u> at least 2 differing points of view on the local issue identified FF. <u>Listen</u> to other points of view about the same proposed rule or responsibility GG. <u>Explain</u> how different points of view are represented in the 2nd Grade Rules and Responsibilities HH. <u>Explain</u> how each point of view identified may influence decisions about how the issue was/will be addressed (e.g., what will the decision be if one point of view is followed
SSS1.2.2 Construct an argument with reasons to support a point of view	II. <u>Describe</u> reasons for their own point of view about a proposed rule or responsibility for the classroom community JJ. <u>Construct</u> an argument to support their own point of view about a proposed rule or responsibility that includes reasons to support the point of view

	KK. <u>Articulate</u> reasons that logically support their point of view of the issue. LL. <u>Articulate</u> reasons that logically support their point of view of what the best actions/causes are that community members can take/engage with to best address/support the issue. MM. <u>Construct an argument</u> to support the point of view about the issue and the actions/causes their PSA describes/proposes using the reasons articulated above to support the argument
SS3.2.3 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms	NN. <u>Identify</u> ways that groups of people make decisions (e.g., listening to others, debating pros and cons of different options, building consensus, voting) OO. <u>Select</u> one of the local/regional issues (from those identified previously) to contribute to or participate in PP. <u>Describe</u> how the class will decide (i.e., what the procedures they will follow) the rules and responsibilities for the classroom community (e.g., making arguments for certain rules and responsibilities that are not unanimously accepted) QQ. <u>Describe</u> the planned contribution to or participation in an effort to address the local/regional issue RR. <u>Participate</u> in the agreed upon procedures (e.g., consensus building, voting) to select what rules and responsibilities will be included in the final 2nd Grade Rules and Responsibilities for the classroom
Formative Assessment 4: Oracy Before Reading Specific Literary Texts	
Formative Assessment 4 (FA4) Standards	FA4 Outcomes: Students will...
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	A. <u>Identify</u> key details in a specific text B. <u>Name</u> key details that answer questions about a text.
RL.2.3. Describe how characters in a story respond to major events and challenges.	C. <u>Identify</u> characters in a story D. <u>Identify</u> major events and challenges in a story

	E. <u>Name</u> characters in a story F. <u>Retell</u> major events in a story
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	G. <u>Identify</u> the beginning of a story. H. <u>Identify</u> the end of a story. I. <u>Retell</u> a story including the beginning and ending
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**RL.2.7 is not for mastery in this unit, but for introduction.
Formative Assessment 5: Reading Literary Texts	
Formative Assessment 5 (FA5) Standards	FA5 Outcomes: Students will...
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	A. <u>Identify</u> the characters, setting and/or plot in a story B. <u>Identify</u> key details in a text about characters in schools/classrooms that are trying to make a change
RL.2.3. Describe how characters in a story respond to major events and challenges.	C. <u>Identify</u> major events and challenges in a story D. <u>Retell</u> major events in a story
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	E. <u>Identify</u> beginning and end of a story
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	F. <u>Use</u> information gained from illustrations to demonstrate understanding of characters, setting, or plot G. <u>Use</u> information gained from words to demonstrate understanding of characters, setting, or plot

SAMPLE Week 1 Learning Plan: Activities, Strategies, Associated Outcomes and FAs, and Estimated Timeline

	Day 1	Day 2	Day 3	Day 4	Day 5
Whole Group	Oracy building concept attainment & TPR - FA 1 C & D Concept attainment to attain the concepts of rights and responsibilities in a classroom. Oracy Sentence Frame: <i>En la columna azul, observo _____.</i> <i>En la columna anaranjada, observo _____</i>	Review oracy from yesterday: TPR for: <i>El derecho, la responsabilidad, el aula, la escuela, el bienestar, respetar</i> - FA 1 C & D Oracy building Interactive Read Aloud: Derechos y deberes Teacher reads, students identify TPR words with movements and production (if possible) FA1 C & D	Inquiry – Describe students not assuming responsibilities in school/classroom TPR review: bienestar, responsabilidad, respetar, el aula, la escuela FA 2 C & D Interactive Read Aloud – Derechos y deberes for content compatible words and content obligatory words and students then work with partners to find and describe rights and responsibilities FA2 A-C & D	Oracy for Literacy-Adapted Readers Theater-Pequeña historia de un desacuerdo Literacy Academic Language: <i>El personaje</i> <i>El escenario</i> <i>El acontecimiento principal</i> FA 4 A-D	Inquiry – Collaboratively determine 2nd grade Classroom Rules using the Graphic Organizer notes from Day 3– Brainstorm how to “vote/come to a consensus to create finalized 2nd grade classroom rules F2 F-H & RR Engage students in a Language Experience Approach (LEA) describing the rights and responsibilities in the classroom/school (in whole group setting) - FA 2- A-C & W
Teacher Directed Small Group	Short amount of time due to oracy activity. Review and assess oracy (TPR) for: <i>El derecho, la responsabilidad, el aula, la escuela, el bienestar, respetar</i> - FA1 C & D	Review and assess oracy (TPR) for: <i>El derecho, la responsabilidad, el aula, la escuela, en bienestar, respetar</i> - FA 1 C & D Mini-lesson on: Recalling experiences or information related to rights and responsibilities -FA 2 V	Mini-Lesson- Gather information from provided sources to answer a question (shared writing) - FA2 X	Review and assess oracy (TPR) for: <i>El personaje</i> <i>El escenario</i> <i>El acontecimiento principal</i> FA 4 A-D Mini-lesson on: <u>Identify</u> the characters, setting and/or plot, beginning, ending, and	Small group reading and writing activities differentiated for specific students - use information from texts about rules and responsibilities that contribute to the common good. FA2 A-D & M

				major events, challenges in a story Graphic Organizer <table><tr><td>El principio del cuento</td><td>Los eventos principales</td><td>El final del cuento</td></tr><tr><td colspan="2">Los personajes</td><td>El escenario</td></tr></table> FA 5 A-G	El principio del cuento	Los eventos principales	El final del cuento	Los personajes		El escenario	
El principio del cuento	Los eventos principales	El final del cuento									
Los personajes		El escenario									
Small group or pair activities without direct teacher supervision	Short amount of time due to oracy activity. Sort images of rights and responsibilities in different school settings (including the classroom). First, model via Fishbowl then and use the sentence frames: Esta foto representa un/una _____ Yo tengo el derecho de_____ Yo tengo la responsabilidad de_____ Banco de palabras: un derecho, una responsabilidad, ir a la escuela, llegar a la escuela a tiempo, aprender, seguir las reglas, expresar mi opinión, recoger los	Student partnership or small group - Student partnership or small group - picture sort on using the illustrations from the Interactive Read Aloud: Derechos y Deberes to recall information about rights and responsibilities. FA 2 V	Student partnership or small group - look at images of examples of rights and responsibilities people have in the schools and classrooms and describe how students are not being responsible and what rules can be in place to help students hold to their responsibility through shared writing opportunities. Graphic Organizer (table) <table><tr><td>El estudiante no asumió su responsabilidad...</td><td>Regla para asumir responsabilidades ...</td></tr><tr><td></td><td></td></tr></table> FA2 C-E & X	El estudiante no asumió su responsabilidad...	Regla para asumir responsabilidades ...			Di algo, escribe algo Use images of the illustrations from the literary text: Pequeña historia de un desacuerdo to say something about the illustration and then write about the illustration. Use the sentence frame: La ilustración representa el/la _____ . La ilustración describe la parte de la historia cuando _____. La ilustración muestra _____ de la historia. Banco de palabras: El personaje El escenario El acontecimiento principal FA 4 A-D FA5 F-G	Students re-read the Collaboratively determined 2nd grade Classroom Rules to identify which rules are the most important to have in their opinion– F2 F-H & RR		
El estudiante no asumió su responsabilidad...	Regla para asumir responsabilidades ...										

	materiales FA1 C & D							
Dictado	XXX	XXXX	Teacher dictates and students write. This same dictado is used all week while still allowing for differentiation. (L.2.1. f)	Teacher reads dictado - focus on: producing, expanding and rearranging complete simple and compound sentences (L.2.1. f)	Teacher reads dictado - continued focus on producing, expanding and rearranging complete simple and compound sentences (L.2.1. f)			
			Tenemos derechos y responsabilidades. FA2 C-E & X	Cada uno de nosotros tenemos derechos y responsabilidades en la escuela y en el aula. FA2- A-C & W	Possible differentiation on identifying words with inconsistent but common spelling-sound correspondences.			
					<table border="1"><tr><td>C</td><td>S</td><td>Z</td></tr><tr><td></td><td></td><td></td></tr></table> (RF.2.3. e.) This dictado continues on days 6 & 7. Focus day 6: Students read dictado for fluency (RF.2.4) Day 7 - final test on dictado FA2- A-C & W	C	S	Z
C	S	Z						

Formative Assessment 1: Initial Oracy for Social Studies Anecdotal Record Chart – SAMPLE

Standards	Outcomes					
C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community. C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.	- Identify examples of rights and responsibilities of individuals in the school/classroom (C1.2.2) - Describe rights and responsibilities of individuals in the school/classroom (C1.2.2) - Identify examples of rights and responsibilities 2nd graders can engage with in the classroom/school community (C4.2.2)					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/images Total Physical Response		T-chart (concept attainment) Sentence Prompts Language Experience Approach		Whole group Strategic partners	
Student name:	Identifies examples of rights and responsibilities by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of rights and responsibilities in the classroom/school sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Describe rights and responsibilities in the school by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos. Tengo la responsabilidad poner atención al maestro</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos.</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>

Formative Assessment 2: Reading Literary Texts Anecdotal Record Chart- SAMPLE

Standards	Outcomes											
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	- Identify the characters, setting and/or plot in a story - Identify characters in a story - Identify major events and challenges in a story - Name characters in a story - Retell major events in a story - Identify beginning and end of a story - Use information gained from illustrations to demonstrate understanding of characters, setting, or plot - Use information gained from words to demonstrate understanding of characters, setting, or plot <table><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Color Chunking Pictures/Visuals Word/Picture Sort</td><td>Sentence Strips Sentence Frames</td><td>Whole Group Partner Turn and Talks</td></tr></table> - RF.2.3. e. Identifican palabras que contienen el mismo fonema, pero distinto grafema (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr). - RF..2.3 e. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave, y esdrújula para aplicar las reglas ortográficas del uso del acento escrito. Speaking, Listening, Producing, expanding and rearranging complete simple and compound sentences - SL.2.1 Collaborative conversations - SL.2.2 Recount/describe key details - SL.2.3 Ask/answer questions for help/clarification - L.2.1 Conventions of Spanish when writing or speaking - L.2.4 Determine/clarify meaning of unknown words						Sensory Supports	Graphic Supports	Interactive Supports	Color Chunking Pictures/Visuals Word/Picture Sort	Sentence Strips Sentence Frames	Whole Group Partner Turn and Talks
Sensory Supports	Graphic Supports	Interactive Supports										
Color Chunking Pictures/Visuals Word/Picture Sort	Sentence Strips Sentence Frames	Whole Group Partner Turn and Talks										
Student name:	Identifies characters, setting, plot in story by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Retells major events in a story (orally and actions during TPR)	Retells experiences related to rules and responsibilities (written)	Classify words according to where their accents are (use of word sort)	Demonstrates productive language by speaking words with TPR						
	Personajes Colegio Alumnos Escenario	Los personajes del texto eran alumnos de un colegio.	Al principio el colegio quería quitar el árbol que ha estado allí por muchos años.	Al principio el colegio quería quitar el árbol que ha estado allí por muchos años.	Student placed the Word razón in the “esdrújula accent category	esdrújula grave aguda						

