

Overview

In grades 1-2, all students participate in activities designed to promote creative thinking and problem solving. Students practice analyzing, synthesizing, generating original ideas, building their self-awareness, thinking flexibly, imagining and increasing their fluency. The knowledge and skills learned in REACH class relate to all of the disciplines; the activities are designed to help each child be the best student and citizen that he or she can be.

The second grade REACH curriculum focuses attention on gaining of perspective of their world, humans as members of the animal kingdom, understanding 21st century career choices, and understanding how the past is related to the present and the future through digital and collaborative learning experiences. Second graders will continue to develop an appreciation and understanding of these topics.

Map

Unit	Pacing	Essential Questions	Enduring Understandings	Content / Skills	Assessment	NJCCCS CPI / Common Core
Unit I The World around Me	9 weeks	How can I see my world in a new and different way? What is my place in the world?	People in a community are unique and help each other. Students appreciate differences.	Imagining Thinking flexibly Demonstrating self-awareness Reading, writing and speaking fluently Analyzing Synthesizing Generating original ideas Elaborating on details	Students will express their uniqueness through 2 or 3-dimensional illustration.	6.1.4.A.1 - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. CCSS.ELA-LITERACY.SL.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. 9.2.4.A.2 - Identify various life roles and civic and work-related activities in the school, home, and community. CCSS.ELA-LITERACY.SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.2.4 - Tell a story or

						recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Unit II Animals in Our World	9 weeks	How are animals alike and how are they different? How can animals help us solve problems?	Animals possess different attributes which serve them in different ways.	Imagining Thinking flexibly Demonstrating self-awareness Reading, writing and speaking fluently Analyzing Synthesizing Generating original ideas Elaborating on details Solving a problem	Animal analogies in words and pictures.	CCSS.ELA-LITERACY.RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. CCSS.ELA-LITERACY.SL.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.
Unit III People at Work	9 weeks	How and why do people invent? How do character traits relate to career choices? What steps are involved in the manufacture of goods?	Invention and innovation are creative ways of turning ideas into tangible objects.	Imagining Thinking flexibly Demonstrating self-awareness Analyzing Synthesizing Generating original ideas Elaborating on details Solving a problem	Students will design something new from given materials.	K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. CCSS.ELA-LITERACY.RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8.2.2.B.1 - Identify how technology impacts or improves life. 8.2.2.B.3 - Identify how the ways people live and work has changed because of technology. 9.2.4.A.3 - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

<p>Unit IV Going Back in Time</p>	<p>9 weeks</p>	<p>How do we know about life and events of the past? How can we use previous knowledge to guide our thinking in the present?</p>	<p>Knowledge of the past helps us understand the present.</p>	<p>Imagining Thinking flexibly Demonstrating self-awareness Analyzing Synthesizing Generating original ideas Elaborating on details Solving a problem</p>	<p>Students will design something new that incorporates past knowledge.</p>	<p>K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. CCSS.ELA-LITERACY.RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8.2.2.B.1 - Identify how technology impacts or improves life. 8.2.2.B.3 - Identify how the ways people live and work has changed because of technology.</p>
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Unit 1 – The World Around Me

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- O'Neill, Mary. *Hailstones and Halibut Bones*. New York: Doubleday for Young Readers, 1990.
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Unit 2 – Animals in Our World

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Unit 3 – People at Work

- Baker, Keith. *The Magic Fan*. San Diego: Harcourt, 1989.
- Borden, Louise, and Stacey Schuett. *America Is--*. New York: Aladdin Paperbacks, 2002.
- Buehner, Caralyn, and Mark Buehner. *Snowmen at Night*. New York: Scholastic, 2002.
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- Woodruff, Elvira, and Cynthia Fisher. *Can You Guess Where We're Going?* New York: Holiday House, 1998.

Unit 4 – Going Back in Time

- Beasant, Pam and Mike Phillips. *Castle: Open the Flaps and Enter the Past*. Bath, UK: Paragon, 2007.
- Chorzempa, Rosemary A. *Design Your Own Coat of Arms: An Introduction to Heraldry*. New York: Dover Publications, 1987.
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- Yarrow, Peter, Lenny Lipton, and Eric Puybaret. *Puff, the Magic Dragon*. New York: Sterling Pub., 2007.

Webliography

Unit 1

YouTube - Alphabatics, <https://www.youtube.com/watch?v=5aosll0JCUk>

Unit 2

Vimeo- *Fish Is Fish*, <https://vimeo.com/39374062>

Brain Pop Jr. - Science/Animals/Fish, <https://jr.brainpop.com/science/animals/fish>

Brain Pop Jr. - Science/Animals/Frogs, <https://jr.brainpop.com/science/animals/frogs>

Unit 3

Brain Pop - Assembly Line, <https://brainpop.com/socialstudies/economics/assemblyline>

Brain Pop Jr. - Transportation, <https://jr.brainpop.com/artsandtechnology/technology/transportation>

Unit 4

Brain Pop Jr. – Fossils, <https://jr.brainpop.com/science/land/fossils>

Brain Pop Jr. - Dinosaurs, <https://jr.brainpop.com/games/constructasaurus>