

## Programme of Inquiry - 2nd Grade - 2019/2020

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>HOW THE WORLD WORKS</b>	<b>WHERE WE ARE IN PLACE AND TIME</b>	<b>HOW WE ORGANIZE OURSELVES</b>	<b>HOW WE EXPRESS OURSELVES</b>	<b>WHO WE ARE</b>	<b>SHARING THE PLANET</b>
8/19 - 10/11 (8 weeks)	10/16 - 12/19 (8 weeks)	1/7 - 2/7 (5 weeks)	2/10 - 3/6 (4 weeks)	3/9 - 4/17 (5 weeks)	4/20 - 5/15 (4 weeks)
<b>Descriptor:</b> The natural world and its laws	<b>Descriptor:</b> Homes and journeys	<b>Descriptor:</b> The structure and function of organizations	<b>Descriptor:</b> The ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values	<b>Descriptor:</b> An inquiry into the nature of the self	<b>Descriptor:</b> Communities and the relationships within and between them
<p><b>Content:</b> <u>W+W:</u> change is complex; season changes impact people and nature; leaves change color because of changes in weather; friends help us change; seasonal paintings; describe visual art; generate questions about text and art forms; dictionary skills; poetry; text features; main idea/detail; word webs; informational writing with evidence; adjectives; central message; story elements; camouflage; combining sentences with conjunctions (Mod 1)</p> <p><u>Math:</u> Modules 1-3 (sums &amp; differences to 100; add/subtract length; place value, counting, and compare numbers to 1,000)</p> <p><u>Science:</u> Sun, moon, stars Weather</p>	<p><b>Content:</b> <u>W+W:</u> West inspired wonder and awe to early Americans; Native Americans; Pioneers; People and nature are interconnected; Sacrifice is required when times are tough; "Among the Sierra Nevada, California" by Albert Bierstadt; root words; shades of meaning for related verbs (like wobble, roam, gallop, etc); plural nouns; lingo; present and past tense; experiment with digital publishing tools; digital bookmaking tools; collective nouns; prefixes; (Mod 2)</p> <p><u>Math:</u> <b>Module first ½ 4</b> (sums / differences within 100; composing and decomposing a 10; and <b>first ½ Module 6</b> (equal groups and arrays)</p> <p><u>Social Studies:</u> Creek &amp; Cherokee Topographical Features - regions and rivers of Georgia</p>	<p><b>Content:</b> <u>W+W:</u> Injustices; civil rights movement; segregation; people fight injustice through art forms (visual, music, written word); photography observations from civil rights movement; songs – "Ain't Gonna Let Nobody Turn Me Around", "This Little Light of Mine", "America"; use text, SCAPE chart, exploded moments, and different points of view to write a piece of narrative writing; repetition reinforces meaning; adverbs; prefixes; context clues for compound words; suffix <i>-ful</i>; (Mod 3)</p> <p><u>Math:</u> <b>last ½ Module 6</b> (rectangular arrays for multiplication / division; odd/even numbers), <b>first ½ Module 7</b> (categorical data, coins/bills, inch ruler; measuring customary and metric units)</p> <p><u>Science:</u> Force and Motion</p> <p><u>Social Studies:</u> Government</p>	<p><b>Content:</b> <u>W+W:</u> Injustices; civil rights movement; segregation; people fight injustice through art forms (visual, music, written word); photography observations from civil rights movement; songs – "Ain't Gonna Let Nobody Turn Me Around", "This Little Light of Mine", "America"; use text, SCAPE chart, exploded moments, and different points of view to write a piece of narrative writing;; adverbs; prefixes; context clues for compound words; suffix <i>-ful</i>; (Mod 3)</p> <p><u>Math:</u> last ½ Module 7 (measuring customary and metric units; problem solving with measurement; displaying measurement data)</p> <p><u>Social Studies:</u> Positive citizenship of historical characters (Jackie Robinson / Jimmy Carter / MLK)</p>	<p><b>Content:</b> <u>W+W:</u> digestive system; our food comes from small and large farms; different foods provide different essential nutrients; food nourishes communities like our bodies; "The Beaneater" by Annibale Carracci; "Cakes" by Wayne Thiebaud; "Dual Hamburgers" by Claes Oldenberg; research skills (guided research to start); dictionary skills; possessive nouns; formal letter writing; risk-taking (try something new); (Mod 4)</p> <p><u>Math:</u> <b>Module 8</b> (time shapes, fractions), <b>last ½ Module 4</b> (compose/decompose tens and hundreds)</p> <p><u>Science:</u> Matter and changes to matter</p> <p><u>Social Studies:</u> Economics; Juliet Lowe</p>	<p><b>Content:</b> <u>W+W:</u> Good Eating (Mod 4)</p> <p><u>Math:</u> Module 5 (addition and subtraction within 1000 with word problems to 100)</p> <p><u>Science:</u> Life Cycles</p>
<b>IB Concepts/Related Concepts:</b> Change Causation (Prediction) Connection	<b>IB Concepts/Related Concepts:</b> Form (geography / culture) Change (geography / culture)	<b>IB Concepts/Related Concepts:</b> Responsibility Function	<b>IB Concepts/Related Concepts:</b> Perspective	<b>IB Concepts/Related Concepts:</b> Responsibility Form	<b>IB Concepts/Related Concepts:</b> Connection
<b>Learner Profile:</b> Inquirers Reflective	<b>Learner Profile:</b> Open-minded Knowledgeable	<b>Learner Profile:</b> Principled Communicator	<b>Learner Profile:</b> Open-minded Caring Reflective	<b>Learner Profile:</b> Balanced Risk-taker	<b>Learner Profile:</b> Thinkers
<b>Central Idea:</b> Patterns impact people & nature	<b>Central Idea:</b> Living things adapt to their environment.	<b>Central Idea:</b> Laws and systems create structure for our world	<b>Central Idea:</b> Personal beliefs and values determine actions	<b>Central Idea:</b> Balance creates well being	<b>Central Idea:</b> Life occurs in cycles.
<b>Summative Assessment</b> Students will draw the four seasons that includes a tree and a person and how each are affected by the seasonal change.	<b>Summative Assessment</b> Show students pictures of Creek and Cherokee summer and winter homes and villages. Students will identify and explain the differences in the homes and why those differences are	<b>Summative Assessment</b> Design a roller coaster that incorporates pushes and pulls. Before building, groups must create "laws" or rules that the group members must abide by in order to successfully build	<b>Summative Assessment</b> Students will make a paper doll of themselves or a historical figure and explain what they believe and actions they took based on those beliefs.	<b>Summative Assessment</b> Write about a time when you had to make a choice about how you spent your money. What did you choose? Why? How did the choice help you balance fun and responsibility?	<b>Summative Assessment</b> Create a life cycle of an organism.

	important.	their roller coaster. Come up with steps to take if/when the design doesn't work.		7 Habits of Healthy Kids - read aloud and answer questions.	
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