

Programme of Inquiry - 2nd Grade - 2019/2020

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
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| HOW THE WORLD WORKS | WHERE WE ARE IN PLACE AND TIME | HOW WE ORGANIZE OURSELVES | HOW WE EXPRESS OURSELVES | WHO WE ARE | SHARING THE PLANET |
| 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) |
| Descriptor: The natural world and its laws | Descriptor: Homes and journeys | Descriptor: The structure and function of organizations | Descriptor: The ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values | Descriptor: An inquiry into the nature of the self | Descriptor: Communities and the relationships within and between them |
| <p>Content: <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 & 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>Content: <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> Module first ½ 4 (sums / differences within 100; composing and decomposing a 10; and first ½ Module 6 (equal groups and arrays)</p> <p><u>Social Studies:</u> Creek & Cherokee Topographical Features - regions and rivers of Georgia</p> | <p>Content: <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> last ½ Module 6 (rectangular arrays for multiplication / division; odd/even numbers), first ½ Module 7 (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>Content: <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>Content: <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> Module 8 (time shapes, fractions), last ½ Module 4 (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>Content: <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> |
| IB Concepts/Related Concepts: Change Causation (Prediction) Connection | IB Concepts/Related Concepts: Form (geography / culture) Change (geography / culture) | IB Concepts/Related Concepts: Responsibility Function | IB Concepts/Related Concepts: Perspective | IB Concepts/Related Concepts: Responsibility Form | IB Concepts/Related Concepts: Connection |
| Learner Profile: Inquirers Reflective | Learner Profile: Open-minded Knowledgeable | Learner Profile: Principled Communicator | Learner Profile: Open-minded Caring Reflective | Learner Profile: Balanced Risk-taker | Learner Profile: Thinkers |
| Central Idea: Patterns impact people & nature | Central Idea: Living things adapt to their environment. | Central Idea: Laws and systems create structure for our world | Central Idea: Personal beliefs and values determine actions | Central Idea: Balance creates well being | Central Idea: Life occurs in cycles. |
| Summative Assessment Students will draw the four seasons that includes a tree and a person and how each are affected by the seasonal change. | Summative Assessment 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 | Summative Assessment 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 | Summative Assessment 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. | Summative Assessment 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? | Summative Assessment Create a life cycle of an organism. |

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| | 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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