



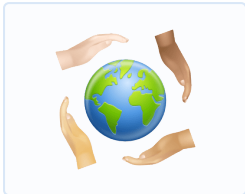
Summary

Sharing the Planet

Subject	Year	Start date	Duration
English, Mathematics, Social Studies, Visual Arts	Second Grade	Week 1, January	6 weeks

Inquiry

Transdisciplinary Theme



Sharing the planet

Communities and the relationships within and between them

The Central Idea

Where you are in the world affects the resources available to you (Resources and location)

Students will develop the understanding that communities share economic resources as they explore

The central idea is taught across subjects through social studies by reading and writing non-fiction texts about money, economic choices, and scarcity. Additionally, we connect communities sharing resources to environmental science (clean water and clean air) and conservation. Students also make connections to scarcity during health and social-emotional learning. In addition, students will study money in math.

Lines of Inquiry

- Resources and availability
- Location and availability
- Changes and resources
- Cause of the change
-

Teacher questions

- Is money the same in every country of the world?
- What are Goods and Services?
- What is the difference in a consumer and producer?
- What are opportunity costs?
- How does scarcity affect the price or purchase of a product?
- What are wants and needs?
- Why is it important to save as well as spend your income?



Learning Goals

Scope & Sequence

Social Studies

[IB] Human systems and economic activities

Overall Expectations

will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves.

will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Conceptual Understandings

Identify roles, rights and responsibilities in society

Formulate and ask questions about the past, the future, places and society

Learning Outcomes

recognize how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).

exhibit skills and strategies for organizing his or her time and belongings

demonstrate a positive attitude towards learning

identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)

demonstrate ability to apply existing rules and routines to work and play with others.

suggest some suitable rules and routines for the class

talk about the reasons that rules are necessary in the various communities to which he or she belongs

[CCGPS] Economic Understandings

Learning Outcomes

SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.

SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, firstserved; personal characteristics; and others).

SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.



SS2E4 The student will describe the costs and benefits of personal spending and saving choices.

 English

[IB] Oral language - listening and speaking

Overall Expectations

show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Conceptual Understandings

Everyone has the right to speak and be listened to.

Learning Outcomes

listen and respond in small or large groups for increasing periods of time

listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form

follow classroom instructions, showing understanding

describe personal experiences

obtain simple information from accessible spoken texts

follow two-step directions

predict likely outcomes when listening to texts read aloud

ask questions to gain information and respond to inquiries directed to themselves or the class

use oral language to communicate during classroom activities, conversations and imaginative play

use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).

[IB] Visual language - viewing and presenting

Conceptual Understandings

Visual texts can immediately gain our attention.

Viewing and talking about the images others have created helps us to understand and create our own presentations.

Learning Outcomes

connect visual information with their own experiences to construct their own meaning, for example, when taking a trip

realize that shapes, symbols and colours have meaning and include them in presentations

use a variety of implements to practise and develop handwriting and presentation skills

through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout,



border, frame

observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.

attend to visual information showing understanding through discussion, role play, illustrations

[CCGPS] Reading Literary

Learning Outcomes

Key Ideas and Details

ELACC2RL1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CCGPS] Reading Informational

Learning Outcomes

Key Ideas and Details

ELACC2RI1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RI3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

ELACC2RI4. Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

Range of Reading and Level of Text Complexity

ELACC2RI10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCGPS] Speaking and Listening

Learning Outcomes

Comprehension and Collaboration

ELACC2SL1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas

ELACC2SL5. 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.



Visual Arts

[IB] Responding

Overall Expectations

show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Conceptual Understandings

People make meaning through the use of symbols.

People share art with others.

We express our responses to artwork in a variety of ways.

We reflect on our artwork and the work of others.

We enjoy and experience different forms of arts.

The art is a means of communication and expression.

Learning Outcomes

enjoy experiencing artworks

show curiosity and ask questions about artworks

describe what they notice about an artwork

identify the materials and processes used in the creation of an artwork

analyse the relationships within an artwork and construct meanings

communicate their initial responses to an artwork in visual, oral or physical modes

make personal connections to artworks

express opinions about an artwork

create artwork in response to a variety of stimuli.

[IB] Creating

Overall Expectations

show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

Conceptual Understandings

We can enjoy and learn from creating art.



The creative process involves joining in, exploring and taking risks.

Our experiences and imagination can inspire us to create.

In creating art, people make choices to construct meaning about the world around them.

We can express ourselves through arts.

Learning Outcomes

select tools, materials and processes for specific purposes

combine different formal elements to create a specific effect

engage with, and enjoy a variety of visual arts experiences

realize that their artwork has meaning

use their imagination and experiences to inform their art making

create artwork in response to a range of stimuli

take responsibility for the care of tools and materials

take responsibility for their own and others' safety in the working environment

participate in individual and collaborative creative experiences.

Standards and benchmarks

Georgia State Standards: GSE: Fine Arts: Music (2018)

General Music (Grade 2)

ESGM2.CR.2 Compose and arrange music within specified guidelines.

- b. Compose rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests).
- c. Arrange rhythmic patterns to create simple forms and instrumentation.

ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique.
- b. Perform simple body percussion and instrumental parts including ostinato while other students play or sing contrasting parts.

ESGM2.PR.3 Read and Notate music.

- a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line).

ESGM2.RE.2 Evaluate music and music performances.



- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances by themselves and others with given criteria.

ESGM2.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances.

Connecting

ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- b. Describe connections between music and disciplines outside the fine arts.

Georgia State Standards: GSE: Fine Arts: Visual Arts (2017)

Creating (Grade 2)

VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- a. Generate individual and group ideas in response to visual images and personal experiences.
- b. Produce visual images in response to open-ended prompts, themes, and narratives.
- c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

VA2.CR.2 Create works of art based on selected themes.

- a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Create works of art emphasizing multiple elements of art and/or principles of design.

VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.

- a. Create drawings and paintings with a variety of media.
- b. Experiment with printmaking techniques (e.g. mono-prints, relief prints).
- c. Create art using basic spatial concepts (e.g. overlapping, horizon line, size).
- d. Explore basic color theory (e.g. tertiary colors, values, color scheme).

VA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

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Presenting (Grade 2)

VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

- a. Sign a finished work of art.
- b. Create a title for a work of art.



Georgia State Standards: GSE: Physical Education (2018)

Motor Skills and Movement Patterns (Grade 2)

PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

Locomotor

- a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.
- b. Performs a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities.

Non-Locomotor

- c. Performs a combination of rolling and balance skills.
- d. Performs rhythmical sequences in a creative routine and in simple folk/line dance.
- e. Transfers weight while maintaining balance.

Manipulative Skills

- f. Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through).
- g. Demonstrates overhand throwing techniques following teacher cues.
- h. Catches an object at a medium level with the hands (not trapping against the body).
- i. Dribbles a ball using the dominant hand while traveling in general space.
- j. Dribbles a ball with control using the feet while traveling in general space.
- k. Kicks a moving ball using mature kicking form while traveling (keeping eye on the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, and following through).
- l. Consecutively volleys an object.
- m. Consecutively strikes a variety of objects with a short-handled implement.
- n. Rolls an object/ball to a partner or target.
- o. Turns a long rope successfully.
- p. Jumps a self-turned rope continuously.
- q. Jumps a long rope successfully.

Movement Concepts and Principles (Grade 2)

PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Maintains personal space in a movement setting.
- b. Uses a variety of shapes, levels, and pathways in a variety of movement settings.
- c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.

Fitness (Grade 2)

PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing



level of physical activity and fitness.

- a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).
- b. Actively engages in physical education.
- c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.
- d. Practices the proper protocol for each Georgia Fitness Assessment component.

Personal and Social Behavior, Rules, Safety, and Etiquette (Grade 2)

PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Accepts corrective feedback from teacher.
- b. Works cooperatively with peers to solve problems and conflicts.
- c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).
- d. Interacts positively with others during partner and small group activities.

PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Describes and identifies emotions before, during, and after participating in physical activity.
- b. Participates willingly in physical activities which require learning new skills.
- c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.
- d. Recognizes the value of working cooperatively with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

**Georgia State Standards: GPS: Modern Languages & Latin (2009)
Communication (Grade 2)**

Interpersonal Mode of Communication (IP)

MLE2.IP1 Students exchange simple spoken language in the target language, utilizing cultural references where appropriate.

Students:

- F. comprehend basic directions.

MLE2.IP2 Students demonstrate skills necessary to sustain brief oral exchanges in the target language. Students:

- B. demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.

Interpretive Mode of Communication (INT)

MLE2.INT1 Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. Students:

- B. demonstrate proficiency in listening and reading comprehension

Presentational Mode of Communication (P)



MLE2.P1 Students present brief material orally in the target language. Students:

B. share information and give brief descriptions about self, others and surroundings.

MLE2.P2 Students demonstrate writing skills in the target language. Students:

B. label pictures and write short lists of words.

Connections, Comparisons, and Communities (Grade 2)

MLE2.CCC1 Students make links between the target language and other subjects. Students:

B. connect skills learned in other subjects with skills learned in the target language.



Key and Related Concepts

Key Concepts

Key

Concepts

Key questions and definition

Rationale

Related concepts



Causation

Why is it as it is?

The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.

Causation, that actions have consequences, fits with the concept of spending/saving and opportunity costs. As we discuss the terms and hold Market Day, students will understand that actions and events have reasons and consequences.

-Consequences



Change

How is it transforming?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.



Developing IB Learners

Learner Profile



Caring



Knowledgeable



Reflective

Description

Switch away from Market Day to a Service Project that helps those in need in the community - expound on this idea

Attitudes - Students will show commitment as they chose a good/service to offer at Market Day and stick with that product. They will show confidence, independence and creativity as they as develop their good/service to market virtually to their classmates. They will show cooperation as they give feedback and show interest in one another's projects. They will show enthusiasm as they "sell" their product and persuade their classmates to purchase their product.

Students will present information on classmates will complete on a google form on evidence of learner profile attributes



ATL Skills

Approaches to Learning

Description

Students will use their Communication skills to research and work in a small group to determine a service project, group project.



Communication Skills

- Exchanging information - Listening, interpreting and speaking

Speaking



Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information

Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.

Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.

Action

Student-initiated Action

formulate ideas about various service projects here

Assessment & Resources

Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated



actions, will we look for? [Summative](#) -Current assessment.

Below is an old assessment that we are thinking about revisiting in the future.

Goal: Your goal is to sell a good or service at a Market Day.

Role: You are a producer of a good or service. You have been asked to participate in a Market Day to sell your good or service.

Audience: Your audience is a group of consumers at the Market Day

Situation: You will create a good or service to sell at a Market Day. You will set up a booth to sell your good or service. Consumers will come to your booth to purchase your good or service.

Product: You will create a good or service to sell. You will create marketing materials such as a sign to advertise your product and a display for your booth. You will determine a price for your good/service. You will display your good/service at the Market Day and sell your product as you speak to visiting consumers. After the Market Day, you will complete a reflection piece to reflect on how well your product sold and what you could improve upon.

(For the 20-21 school year students will create a FlipGrid commercial instead of participating in the live Market Day.

Standard:

SS2E2: Identify some ways in which good and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first come first served, and personal characteristics)

SS2E4: Describe the costs and benefits of personal saving and spending choices.

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

-Chalk Talk- Activity with the vocabulary words. Teacher will display vocabulary words on chart paper. Students will be given a few minutes to describe the vocabulary words on their sticky notes. Students will discuss the posters.

-For evidence teachers will look for students to begin to formulate an idea of what the vocabulary words are.

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

-Exit Ticket

-Headband Activity

-Word Sort



 **Learning Experiences**

Designing engaging Learning Experiences



Prov



Provocation_-_March_2021.docx
Mar 24, 2021



IB - Sharing the Planet - Economics - 2023.docx
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The students will have experiences discussing and exploring various scenarios; Goods versus Services and Needs versus Wants. supply and demand; first come, first serve; and scarcity



Stemscopes is used to develop students understanding of Changes in Surroundings.

The students will have an opportunity to begin brainstorming possible goods or services they feel are in demand and what happens when it is not in demand by the consumer.

Physical Education:

Key Concepts: Function, Causation

Learner Profile: Caring, Balance

Activities: Students will play fitness games where they will have to collect items while relay racing other students to collect as many bean bags as possible. At the end of each round students must count all items gained in round. The team with the most items, wins the round.

Spanish WL

Central IDea: Communities share economic resources.

Key Concepts: Function, Causation

Learner Profile: Caring, Balance

ATL: Self-Management Skills

- Learn vocabulary about winter clothes and how wearing winter clothes in a need for humans- Function & Causation - international minded

Activities:

Students will play game about winter vocabulary in groups. - Self-Management Skills

Talk about emotions, importance of make people feel loved or important, and actions we can take in order to help others. (ie. donating clothes for winter time)- Caring

Music:

Key Concepts: Function and causation will be developed by exploring the function of various expressive qualities (written and unwritten) in music.

Learner Profile: Caring and balanced profiles will be developed as students learn about expressive qualities and can perform and analyze different types of music in a more in-depth manner. Students will developed the balanced profile being exposed to different types of music.

Approaches to Learning: Students will develop their self-management as they express the appropriate level of expressive qualities at the appropriate time

Activities:

-Progress in self-management skills by learning expressive terms, qualities, and symbols related to dynamics and tempo,



-Progress in self-management skills by learning to express each of those qualities appropriately.

Visual Art:

Key Concepts: Function, causation

Learner Profile: caring, balanced

- Students will use the supplies in a way that is organized and functional (function).
- Students will be respectful of the supplies and tools (caring).
- Students will observe the cause-and-effect relationship that occurs between different types of supplies (i.e. wax resist)

ATL: self-management skills

- Students will analyze the different art media to determine their various properties (i.e. crayons, vs. oil pastel/ watercolor vs. tempera)

Activities:

Science:

Key Concepts: Form, Connection, Function

-Students will investigate and evaluate the effects of force and motion on objects as they refine and build free-standing marble run roller coasters that work every time.

-Students will then create a commercial using Flip-grid to entice others to "ride their coaster". The commercial must show a test run of the marble run, the name, the time, the features, and the price,.

-Students will have a Roller Coaster Market Day, where they will view each other's commercials, then choose which coaster they want to ride. Students can then charge admission to their roller coaster ride to try to earn the most money.

Provocations

Introduce visual thinking routines (I see, I think, I wonder with different marketplaces from around the world. Ex. Target, outdoor market, etc.)

- Display a picture.
- Students will respond with what they see, think, and wonder.
- Students guess what upcoming unit will be about.

Activities

- Social Studies Weekly
- Brainpop
- Educational Videos
- Trade books



Reflections

General Reflections

Looking Back



Susie Hendrickson May 9, 2022 at 3:14 PM

Due to health restrictions we had to adjust our market day. Students created a business providing a good or service to share economic resources within a community. Students replicated a model of the product. By doing this students learned about scarcity, supply and demand, opportunity cost, and real life difficulties.



Liz Jacobs May 24, 2023 at 1:17 PM

Students were engaged and excited about learning about money. Many students learned the concept of money and scarcity, the value of money and the importance of budgeting. The GRASP assessment was very beneficial: students created google slides/poster describing their perfect day (Yes Day) that could be accomplished with a certain amount of money. Students researched the activities they chose, weighed the benefits and opportunity costs of each decision, and used math to add up their activities. Students had time to share their perfect Yes Days with their classmates.



Anne Barrett Sessa Feb 15, 2024 at 11:46 AM

More time will need to be spent on working on problem solving for the summative assessment.



Anne Barrett Sessa Feb 15, 2024 at 11:48 AM

While students were able to work on problem solving the terminology of causation and function could have been expanded

Looking Forward



Susie Hendrickson May 9, 2022 at 3:16 PM

We are looking forward to executing this project to its fullest potential when health guidelines are lifted.



Liz Jacobs May 24, 2023 at 1:14 PM



We would like to bring back the 2nd grade Market Day if economics continues to be an IB planner.



Gary King Feb 15, 2024 at 11:51 AM

Next school year before we begin the planner the grade level needs to discuss the Key Concepts possibly changing the Key Concept to "Change" or adding "Change" to the planner. .



Stream & Resources

Resources



Note posted on Aug 15, 2019 at 9:49 AM

Brainpop jr - Spending and Saving

Money from different countries

Fiction and non-fiction books about money and economics in different countries

video or pictures of markets in the US and other countries