



Summary

Who We Are - Community

Subject	Year	Start date	Duration
English, Spanish, Mathematics, Physical Education, Science Lab, Social Studies, Music, Visual Arts, Challenge	Second Grade	Week 1, August	3 weeks

Description
Patterns create cause and effect.

Inquiry

Transdisciplinary Theme



Who we are

Human relationships, including families, friends, communities and cultures

The Central Idea

Causes and effects create patterns.

Lines of Inquiry

- building a culture of community
- responsibilities within a community
- patterns within a community
- communication within a community

Learning Goals

Scope & Sequence

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

The sounds of language are a symbolic way of representing ideas and objects.

People communicate using different languages.

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

obtain simple information from accessible spoken texts

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

talk about the stories, writing, pictures and models they have created

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

memorize and join in with poems, rhymes and songs

describe personal experiences

distinguish beginning, medial and ending sounds of words with increasing accuracy

follow two-step directions

predict likely outcomes when listening to texts read aloud

use language to address their needs, express feelings and opinions

begin to communicate in more than one language

[IB] Visual language - viewing and presenting

Overall Expectations

identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Conceptual Understandings

People use static and moving images to communicate ideas and information.

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.



show empathy for the way others might feel

Learning Outcomes

talk about their own feelings in response to visual messages

relate to different contexts presented in visual texts according to their own experiences, for example, "that looks like my uncle's farm."

show their understanding that visual messages influence our behaviour

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

use body language in mime and role play to communicate ideas and feelings visually

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

observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed

become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story

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

recognize ICT iconography and follow prompts to access programs or activate devices

[IB] Written language - reading

Overall Expectations

show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Conceptual Understandings

The sounds of spoken language can be represented visually.

Written language works differently from spoken language.

Consistent ways of recording words or ideas enable members of a language community to communicate.

People read to learn.

The words we see and hear enable us to create pictures in our minds.

Learning Outcomes

select and reread favourite texts for enjoyment

understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or



changes parts

participate in shared reading, posing and responding to questions and joining in the refrains

participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group

listen attentively and respond actively to read- aloud situations; make predictions, anticipate possible outcomes

read and understand the meaning of self-selected and teacher-selected texts at an appropriate level

use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)

read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography

make connections between personal experience and storybook characters

understand sound-symbol relationships and recognize familiar sounds/symbols/words of the language community

instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols

have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation

participate in learning engagements involving reading aloud - taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.

[IB] Written language - writing

Overall Expectations

show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Conceptual Understandings

People write to communicate.

The sounds of spoken language can be represented visually (letters, symbols, characters).

Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.

Written language works differently from spoken language.

Learning Outcomes

write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story

create illustrations to match their own written text

demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality

connect written codes with the sounds of spoken language and reflect this understanding when recording ideas



form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community

discriminate between types of code, for example, letters, numbers, symbols, words/characters

enjoy writing and value their own efforts

write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..."

read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged

participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions

 Social Studies

[IB] Social organization and culture

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.

Conceptual Understandings

Identify roles, rights and responsibilities in society

Learning Outcomes

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

suggest some suitable rules and routines for the class

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

demonstrate a positive attitude towards learning

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

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).

[IB] Continuity and change through time

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.



[CCGPS] Government/Civic Understandings

Learning Outcomes

SS2CG1 The student will define the concept of government and the need for rules and laws.

Mathematics

[IB] Data Handling

Overall Expectations

will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Conceptual Understandings

We collect information to make sense of the world around us.

Organizing objects and events helps us to solve problems.

Events in daily life involve chance.

[IB] Measurement

Overall Expectations

will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

[IB] Pattern and Function

Overall Expectations

will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Conceptual Understandings

Patterns and sequences occur in everyday situations.

Learning Outcomes

When constructing meaning learners:

understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature.

When transferring meaning into symbols learners:

describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers.

Standards and benchmarks



Georgia State Standards: GSE: English Language Arts (2015)
READING LITERARY (RL) (Grade 2)

Key Ideas and Details

ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.

Craft and Structure

ELAGSE2RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

Integration of Knowledge and Ideas

ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Georgia State Standards: GSE: Fine Arts: Music (2018)
General Music (Grade 2)

Creating

ESGM2.CR.1 Improvise melodies, variations, and accompaniments.

b. Improvise simple pentatonic melodies and accompaniments.

Performing

ESGM2.PR.1 Sing a varied repertoire of music, alone and with others.

a. Sing accompanied and unaccompanied pentatonic melodies using head voice.

b. Sing with others (e.g. rounds, canons, game songs, and ostinato).

c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

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

c. Perform simple melodic patterns using instruments with appropriate technique.

ESGM2.PR.3 Read and Notate music.

b. Read simple melodic patterns within a treble clef staff.

Responding

ESGM2.RE.1 Listen to, analyze, and describe music.

a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA).

b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light).

c. Identify classroom, folk, and orchestral instruments by sight and sound.



ESGM2.RE.2 Evaluate music and music performances.

- b. Refine music performances by applying personal, peer, and teacher feedback.

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).

Connecting

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

- a. Describe connections between music and the other 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.3 Understand and apply media, techniques, and processes of two-dimensional art.

- a. Create drawings and paintings with a variety of media.

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

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

Georgia State Standards: GSE: Mathematics (K-8)

MATHEMATICAL PRACTICES (2021) (Grade 2)

2.MP: Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.

- 2.MP.1 Make sense of problems and persevere in solving them.
- 2.MP.2 Reason abstractly and quantitatively.
- 2.MP.3 Construct viable arguments and critique the reasoning of others.
- 2.MP.4 Model with mathematics.
- 2.MP.5 Use appropriate tools strategically.
- 2.MP.6 Attend to precision.
- 2.MP.7 Look for and make use of structure.
- 2.MP.8 Look for and express regularity in repeated reasoning.



NUMERICAL REASONING (2021) (Grade 2)

2.NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1000 and describe basic place-value relationships and structures.

2.NR.1.1 Explain the value of a three- digit number using hundreds, tens, and ones in a variety of ways.

2.NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

2.NR.2.1 Fluently add and subtract within 20 using a variety of mental, part-whole strategies.

PATTERNING & ALGEBRAIC REASONING (2021) (Grade 2)

2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

2.PAR.4.1 Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.

MEASUREMENT & DATA REASONING (2021) (Grade 2)

2.MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

2.MDR.5.1 Construct simple measuring instruments using unit models. Compare unit models to rulers.

Georgia State Standards: GSE: Physical Education (2018)
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.





Key and Related Concepts

Key Concepts


Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
 Causation	Why is it as it is? The understanding that things do not just happen; there are causal relationships at work, and that actions	The concept of causation will be illustrated through cause and effect while reading passages together, understanding the connection between rules, laws,	Consequences, pattern, impact, sequences,	English, Social Studies, Visual Arts




Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
	have consequences.	and good citizenship, and understand that a graph is a pictorial representation of data.		
 Responsibility	What are our obligations? The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.	The concept of responsibility will be developed as students create Essential Agreements for their classroom and daily SEL lessons.	Rights, citizenship, justice	English, Social Studies


 **Developing IB Learners**

Learner Profile

 Communicators

 Principled

Description
 Set up classroom essential agreements - Principled behaviors!
 Positive reward system for showing the attribute of communicator and principled.
 Word mapping with characteristics of Communicator and Principled
 Identify moments within the school day when they notice the attributes of communicator and principled - student and teacher
 Identify different ways of communicating, including non-verbal, different languages, writing, singing, etc.

 **ATL Skills**

Approaches to Learning

Description
Organization



We will encourage self-management skills in organization by creating challenging and realistic goals, (Essential Agreements, stamina in reading independently).

State of Mind Skills (emotional management)

We will encourage and model emotional management by teaching SEL skills, self regulating skills, breathing techniques, responsibility for ourselves and others, communicate/problem solve with others, and discuss resilience and the power of yet.



Self-management Skills

- Organization - Managing time and tasks effectively

Plan short- and long-term tasks.

Set goals that are challenging and realistic.

Use time effectively and appropriately.

Bring necessary equipment and supplies to class.

Keep an organized and logical system to document learning.

Understand and use learning preferences.

Use technology effectively and productively.

Take on and complete tasks as agreed.

Delegate and share responsibility for decision-making.

- States of mind - Using strategies that manage state of mind

Mindfulness

Use strategies to support concentration and overcome distractions.

Be aware of body-mind connections.

Perseverance

Demonstrate persistence.

Use strategies to remove barriers.

Emotional management

Take responsibility for one's own actions.

Use strategies to prevent and eliminate bullying.

Use strategies to reduce stress and anxiety.

Manage anger and resolve conflict.

Self-motivation

Practice positive thinking and language that reinforces self-motivation.

Resilience

Manage setbacks.

Work through adversity.



Work through disappointment.

Work through change.

Action

Student-initiated Action

Students began to notice other students at recess who did not have a group to play with and invite them to join in.

Students shared their Essential Agreement Grasp project with their parents at Open House.

Students shared experiences and feelings during circle time.

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?

Provocation: Class Scavenger Hunt

GRASP: Write and illustrate a book about how to act in second grade

Identify the rules that are principled and able to define them. Do they understand how to self-manage

https://docs.google.com/document/d/1CdMkiwyWKgX_BB32Mx7eyTDGRXzNgbqb/edit

<https://docs.google.com/document/d/160Wb1xnIYZr5zbcJrfc208ZAaD-OMT52/edit>

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

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



actions, will we look for?

Standard:

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

SS2H1b. Describe how everyday life of Historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreations, rights, and freedoms.)

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

Learning Experiences

Designing engaging Learning Experiences

Studies Weekly -

12, 13 - Sequoyah

14 - The Creek Nation

15 - The Cherokee Nation

16 - Creek and Cherokee

Students will be able to see and touch native peoples' artifacts from the Natural History Museum trunk: rabbit/deer skin, tools, baskets, clothing, drum, leather

Students will create word webs for all the native groups discussed.

Students will use globes and maps to discover the location of the various native groups.

Students will watch video clips illustrating various native groups. (Discovery.edu on My Backpack)

If possible, students will participate in a field trip to the History Museum, where they are participate in a simulated "trail of tears" walk through the nearby woods.

Students will create an Artifact Museum in the classroom and invite another classroom to visit the museum.

Students may participate in a Reader's Theater/play based on a Creek/Cherokee folk tale or historical fiction.

Music Class:

Central Idea: Causes and effects create patterns.



Key Concepts: Causation, Responsibility

Responsibility will be developed by learning and displaying appropriate classroom behaviors (ie treating equipment and personnel appropriately).

Responsibility will be developed by doing your part to perform your role in a song or music activity appropriately.

Learner Profile: Communicator, principled

Students will learn how to communicate in the classroom in the way(s) that are appropriate, and students will learn how to communicate musically in ways that are appropriate (ie, with the correct terms and usage of equipment)

Approaches to Learning: Students will develop their self-management learning how to show appropriate behaviors at the appropriate times in the music room (utilizing equipment, meeting behavioral expectations, etc.)

Spanish WL

Central Idea: Causes and effects create patterns.

Key Concepts: Causation, and Responsibility

Learner Profile: Communicator, Principled

ATL: Self-Management Skills

Students will:

- Recognize essential agreement in the Spanish classroom. - Responsibility
- Learn, follow, and use basic commands in class. - Responsibility, Principled & Self-Management Skills

Activities:

Students will create a poster with an essential agreement in Spanish - Responsibility & Communicator.

Physical Education

Key Concepts: Causation and Responsibility

Learner Profile: Communicator, Principled

Activities: Students will participate in a cooperative unit using learner profiles and key concepts.

Art Class Instruction:

Visual Art:

Key Concepts: Causation, Responsibility

Learner Profile: Principled, communicator

- Students will show respect to each other and to the supplies while working on the project (principled)
- Students will observe cause-and-effect relationships that occur when using art supplies

ATL: Self-Management skills

- Students will use self-management to regulate the pace of their work in order to complete the project within the given time frame.



Activities:

one point perspective.pptx

Central Idea: Line can create both value and thoughtful design

Key Concepts: Causation, and Connection

Students will focus on IB profiles: inquirers, thinkers, communicators, open-minded, reflective:

- creating works of art that display both elements of art: line and shape, color
- refining observation skills to create a work of art
- studying different leaves and drawing through observational strategies
- Discuss how we can show line to express an idea we can't see: Ex: Wind, blowing leaves, etc.
- using Hispanic Heritage month as a theme for artwork creation. Making connections to different Hispanic countries with their culture, landscape and traditions.
- Inquire how symmetry is found in nature, and practice drawing leaves, and monarch butterflies
- planning a rough draft, and executing their final designs
- Discuss how migration of butterflies impacts our world
- Draw using "symmetrical magic trick"- Transfer design to create the symmetrical Monarch.
- Draw a pumpkin using tints and shades while defining value in an object
- Use blending techniques taught in class to create a pumpkin with oil pastels and paint

Assessment:

1. Symmetrical Monarch Butterfly using paint and sharpie
2. Observational Leaf drawing using movement through line
3. Observational Pumpkin with tints and shades

Science Lab Instruction:

Key Concepts: causation connection

- Students discover how the sun effects the earth/moon system by building and observing various models (moon flipbook, Moon collar, Sky view activity from Mystery Science, lamps, balls, Next Time You See the Moon: story, video of model)
- Students learn how native people were influenced to tell stories (myths) to explain the physical world around them.
- Students will communicate information about star., sizes, brightness, and location and connect to how Native Americans created myths about the stars.
- Students will create and present their own "Story in the Sky" and constellation in the 2nd Planetarium.
- Students will also observe the physical world around them on a school grounds hike to gather information about the weather, plants, and animals. Students will compare and contrast with what Cherokee would have around them as they walked around their village. Students will begins to discuss the causes of the environmental changes.



Students will learn the names of the various groups of indigenous people of the Americas

Student will be open-minded and use thinking skills when they are learning about native groups from the Americas and other cultures.

Students will be inquirers as they ask questions and make connections about other native groups.

Students will be reflective as they think about themselves, other native groups and make connections between themselves and those groups.

Provocations

Native peoples artifacts from Natural History Museum to stimulate discussion and inquiry - traveling trunk from history center

Field Trip to Atlanta History Center for native people presentation - Trail of Tears, artifacts, Sequoyah's life (we did not go on this field trip this year, but this could be an option)

Classroom Artifact Museum Display

Resource center in classroom with books, photos, brochures, etc about native people

 **Reflections**

General Reflections

Looking Back



Devon Russert Apr 14, 2022 at 12:01 PM

We used Studies Weekly as formative assessments throughout the unit. We gathered evidence of student's knowledge from their presentations of the artifact at the artifact museum. The students reflected through comparing their lives to the Creek and Cherokee today and in the past.



Liz Jacobs Jan 25, 2023 at 1:20 PM

Our culminating activity was to have the students create an idea board about how life was for the native people before and after the settlers. They wrote their thoughts and drew an illustration. From these idea boards, we could tell that the majority of the students understood this concept clearly. They could describe the native people in the past and tell how the relationship with the settlers changed the native people's lives.

Students made the connection that the settlers relationship with the native people influenced the native people. The native people have changed, but have also retained their traditions and hold those dear.



Students gained the understanding that it is good to be openminded and that cultures can be different than our own. This could be more of a focus for next year.

Looking Forward



Devon Russert Apr 14, 2022 at 12:05 PM

Students were excited and engaged in researching and creating their artifacts. We can further strengthen transdisciplinary connections through our infomational unit in Lucy Calkins reading and writing. This year we had the traveling trunk from the Atlanta History Center. Next year, we would like to go on a field trip to visit the Native American exhibit at the Atlanta History Center.



Liz Jacobs Jan 25, 2023 at 1:22 PM

We were not able to let the students do the Native People Artifact Museum this year due to time constraints. We would like to do the Artifact Museum next year. The artifact museum let the students demonstrate their skills as communicators and act as an expert in the field. We invited a younger grade in order to build community and share their knowledge. We also want to plan ahead in order to get the Native People traveling trunk from the Atlanta History Center. The items in the trunk gave our students access to primary source and make real world connections to the artifacts that they wanted to research and create for the Artifact Museum. The field trip to the Atlanta History Center is also a quality field trip on this topic.

Additional Subject Specific Reflections



Devon Russert Apr 14, 2022 at 12:06 PM

We would like to continue our subscription to Studies Weekly.

Stream & Resources

Resources



Note posted on Aug 15, 2019 at 9:48 AM

Field trip to Atlanta History Center - Moccasin Trail

Brainpop, Jr.

Museum websites - Native American artwork

Materials: books, videos, pictures/posters, native dolls, Native Peoples Artifact Trunk