

**ALICE BIRNEY ACADEMY OF INTERNATIONAL STUDIES**

**2008-2009**

**Program of Inquiry Overview - Grade: 2 3/27/09**

GRADE 2	<p><b>An inquiry into Who we are</b> An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p><b>An inquiry into Where we are in time and place</b> An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilisations.</p>	<p><b>An inquiry into How we express ourselves</b> An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p><b>An inquiry into How the world works</b> An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p><b>An inquiry into How we organise ourselves</b> An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p><b>An inquiry into How we share the planet</b> An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</p>
	<p><b>Central idea:</b> Making sensible choices about how we care for our body and mind helps us to thrive.</p>	<p><b>Central idea:</b> Your family's history influences who you are today.</p>	<p><b>Central idea:</b> Authors use common themes to express their own feelings and beliefs.</p>	<p><b>Central idea:</b> All living things undergo change within their lifecycle.</p>	<p><b>Central idea:</b> Humans establish laws and develop systems to enforce and maintain social order.</p>	<p><b>Central idea:</b> Natural resources provide humans with the necessary materials to survive.</p>
	<p><b>Transdisciplinary Skills:</b></p>	<p><b>Transdisciplinary Skills:</b> Social Studies, Art, ELA</p>	<p><b>Transdisciplinary Skills:</b> English Language Arts</p>	<p><b>Transdisciplinary Skills:</b> Science, ELA</p>	<p><b>Transdisciplinary Skills:</b> Social Studies, ELA</p>	<p><b>Transdisciplinary Skills:</b> Science, Social Studies, ELA</p>
	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The way an extended family unit is configured.</li> <li>• How generations connect through family traditions/artifacts</li> <li>• The dynamics of different types of families</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Describe the major phases of life cycles of different animals including butterflies and humans</li> <li>• Compare and contrast different life cycles to themselves and others</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Why we have laws</li> <li>• Consequences when laws are broken</li> <li>• How we monitor if laws are being followed</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Categorize rocks-texture, luster, shape, size</li> <li>• Earth resources provide materials that humans use can describe where earth materials are naturally found</li> <li>• Understand the stages of the water cycle</li> <li>• Understand how the earth provides food</li> </ul>
	<p><b>Teacher questions:</b></p>	<p><b>Teacher questions:</b> What is a family? What is a family tree? How are you alike and different from your ancestors? Are all families configured in the same way? How can we learn more about our family history?</p>	<p><b>Teacher questions:</b></p>	<p><b>Teacher questions:</b> What are the phases of a butterfly's life cycle? How does an animal change throughout its life? Why is it necessary for animals to go through a life cycle? What do living things need in order to survive?</p>	<p><b>Teacher questions:</b> Why do we need laws? How can we tell when laws have been broken? What happens when laws are broken? What laws do we have? Who enforces the law?</p>	<p><b>Teacher questions:</b> How do we sort rocks into groups? What are Earth's resources? How do we use the resources? What is the water cycle? How does the earth provide food? How can we conserve our natural resources?</p>
	<p><b>Key concepts:</b></p>	<p><b>Key concepts:</b> Form, causation, change, connection, reflection</p>	<p><b>Key concepts:</b></p>	<p><b>Key concepts:</b> Form, Change, Causation</p>	<p><b>Key concepts:</b> Responsibility, Causation</p>	<p><b>Key concepts:</b> Form, Function, Connection</p>
	<p><b>Developing transdisciplinary and learner profile skills:</b></p>	<p><b>Developing transdisciplinary and learner profile skills:</b></p> <ul style="list-style-type: none"> <li>• Social Skills- accepting responsibility by completing tasks and cooperating with partner</li> <li>• Research skills – collecting data in interview and formulating questions</li> <li>• Self-management Skills – time management-using time effectively</li> <li>• Communication skills- listening to others in interview; speaking – express ideas clearly in presentation; writing-recording information on tree map</li> <li>• Thinking Skills – comprehension and acquiring knowledge</li> <li>• All activities lend themselves to developing the learner profile</li> </ul>	<p><b>Developing transdisciplinary and learner profile skills:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Developing transdisciplinary and learner profile skills:</b></p> <ul style="list-style-type: none"> <li>• Research skills – observing, collecting, and recording data. Organizing and interpreting data.</li> <li>• Communication skills – listening, speaking, reading, and writing</li> <li>• Thinking skills – comprehension, acquisition of knowledge, and analysis</li> </ul>	<p><b>Developing transdisciplinary and learner profile skills:</b></p> <p><u>Communication Skills</u> – buddy talks and discussions and poster presentations</p> <p><u>Thinking Skills</u> – Essential agreements and poster</p> <p><u>Social Skills</u> – Group Work</p> <p>Profiles: Communicators, Risk-takers, Principled</p> <p>Attitudes: Cooperation, Integrity, Curiosity, Independence</p>	<p><b>Developing transdisciplinary and learner profile skills:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Storyboard 3-4 events</li> <li>• Drawing a family artefact and/or tradition</li> <li>• Plot on a world map where their</li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Science notebook/ folder</li> <li>• PreAssessment: draw a picture of what you think a caterpillar looks like and draw pictures to show how a caterpillar</li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Students will work with a partner to create a poster which:             <ol style="list-style-type: none"> <li>1. identifies one law</li> <li>2. shows the significance</li> </ol> </li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• PreAssessment: circle map – What I know about rocks</li> <li>• Water cycle diagram</li> <li>• Where do we get our food?</li> </ul>

	<ul style="list-style-type: none"> <li>• My family history tree map and class presentation</li> <li>• Matching test (teacher created) based on vocabulary –history, ancestor, artefact, tradition, generation, past, present</li> <li>• Geography test – North American countries, compass rose, oceans</li> </ul>		<ul style="list-style-type: none"> <li>• Lesson 15 – draw picture of life cycle of another animal and compare to the life cycle of a butterfly</li> <li>• Lesson 9 – Life cycle cards activity sheet #8</li> <li>• Activity sheet #10 – My butterfly and me</li> <li>• Why is it necessary for animals to go through a life cycle? - journal</li> </ul>	<ol style="list-style-type: none"> <li>3. demonstrates what happens when the law is broken</li> <li>4. how is the law enforced?</li> </ol> <ul style="list-style-type: none"> <li>• Students will present the poster with partner</li> </ul>	<ul style="list-style-type: none"> <li>• Rock record</li> <li>• How does the earth provide resources that humans use?</li> <li>• From farm to table flow map</li> <li>• How we use resources workbook pg. 3</li> </ul>
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