

Grade Two Year Overview SY1920

2019-20 Grade Two Semester Two	W1 Aug. 12-16	W2 Aug. 19-23	W3 Aug. 26-30	W4 Sept.2-6	W5 Sept. 9-13	W6 Sept. 16-20	W7 Sept.23-27	Breck Sept. 30-Oct. 4	W8 Oct.7-11	W9 Oct. 14-18	W10 Oct. 21-25	W11 Oct. 28-Nov.1	W12 Nov. 4-8	W13 Nov. 11-15	W14 Nov. 18-22	W15 Nov. 25-29	W16 Dec. 2-6	W17 Dec.9-13	Breck Dec. 16-Jan. 3	
Theme	Who We Are								How We Express Ourselves								Where we are in Place and Time			
Unit of Inquiry	Central Idea: Our choices affect our interactions with others. Lines of Inquiry: <ul style="list-style-type: none"> Behaviour choices have consequences which impact others. (Connection) Thinking about how others might feel develops empathy. (Perspective) Reflection can help me make informed and appropriate choices. (Reflection) LEARNER PROFILE LINKS: PRINCIPLED, CARING								Central Idea: Communities express their culture. Lines of Inquiry: <ul style="list-style-type: none"> Cultural markers (Form) How communities are similar or different (Connection) How communities share their stories (Perspective) LEARNER PROFILE LINKS: COMMUNICATORS, OPEN-MINDED								Central Idea: Communities interact with their natural environment. Lines of Inquiry: <ul style="list-style-type: none"> Earth's natural features (Form/Function) Ways communities adapt to the environment (Causation) LEARNER PROFILE LINKS: THINKERS, KNOWLEDGEABLE			
Language Arts	Launching Reading and Writing Writing: Launching Writer's Workshop with Small Moments, Narrative Text (Strategy Bootcamp) Reading: Launching Reader's Workshop, Readers Build Good Habits, Mixed Text (Strategy Bootcamp) Speaking and Listening - ongoing throughout the year - sharing with a partner, participating in paired, small group/ whole class discussions Viewing and Presenting - ongoing throughout year, presenting work and thinking in different ways Year Long Unit: Opinion Writing								Writing: Myths, Legends and Folktales, Narrative Text Reading: Cultural Tales, Narrative Text Speaking and Listening - ongoing throughout the year - sharing with a partner, participating in paired, small group and whole class discussions Viewing and Presenting - ongoing throughout year, presenting work and thinking in different ways Year Long Unit: Opinion Writing								Writing: Informational Books: All About, Informational Text Reading: Reading to Learn About our World, Informational Text Speaking and Listening - ongoing throughout the year - sharing with a partner, participating in paired, small group and whole class discussions Viewing and Presenting - ongoing throughout year, presenting work and thinking in different ways Year Long Unit: Opinion Writing			
Mathematics	Math Unit 1: Numbers Number: The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. Skills: Number, Geometry, Measurement, Algebra, Statistics and Probability Focus: Building Habits of a Good Mathematician through Knowledge & Understanding, Pattern, Communication and Problems Solving Skills.								Number: The operations of addition, subtraction are related to each other and are used to process information to solve problems. Algebra: Patterns can be represented using numbers and other symbols. Skills: counting, reading and writing, comparing and ordering, place value, addition, subtraction, pattern rules Unit Links: grids, coordinates, temperature, distance, time								Number: The operations of addition, subtraction are related to each other and are used to process information to solve problems. Algebra: Patterns can be represented using numbers and other symbols. Skills: counting, reading and writing, comparing and ordering, place value, addition, subtraction, pattern rules Unit Links: tallies, various graphs, time			
Mandarin Phases 1&2	Courtesy words. Class instructions and routines. Expression of daily needs. Self-introduction. Feelings and emotions.								Transportation tools and verbs. Weather and seasons. How do you feel when living in Nanjing and why.								The vocabulary of colors & shapes. Common signs and symbols in Chinese. Pictographic characters.			
Mandarin Phases 3&4	Learner Profiles, class essential agreements. Feeling and emotions.								Vocabulary of landform. The geography of Nanjing. Weather and seasons. The challenges and opportunities for people living in Nanjing.								Pictographic Characters. Common signs and symbols in Chinese. The different writing formats: poetry, Chinese painting etc. Story telling.			
Mandarin Phase 5	Learner Profiles, behavior choices & consequences. Personal narratives.								Weather & environment changes. The challenges and opportunities in different environments. Narrative writing.								Pictographic Characters. The common radicals of Characters. Chinese punctuations. Poetry writing.			
Mandarin Phase 6	小学语文部编版第一、二、三单元								小学语文部编版第四、五、六单元								小学语文部编版第七、八、九单元			
PE	Adventure Challenge						Net Games – Part 1: Introductions to		Badminton				Invasion Games: Attacking and Defensive Concepts concepts for Basketball, Soccer and Floor Hockey							
Personal, Social & Emotional Growth	Second STEP Program Unit 1: Skills for Learning								Second STEP Program Unit 2: Empathy and the Anti-Bullying Unit.											
Child Protection	Right to be Safe: Develop understandings about emergencies and risk-taking by exploring and examining consequences and making decisions, the concept of a personal emergency is introduced.								Relationships: Develop an understanding of trust and trusted networks to consider who will listen to them and help them when they feel unsafe. Students explore a range of people who they may not know, but who may be able to help them if needed.											
Swimming	Water safety skills in swimming						Swimming skills: One stroke		Survival & safety in swimming pools				NO PROGRAM							
Performing Arts	Learner Profile		Integrated Unit of Inquiry How We Express Ourselves: Communities express their culture.																Performing Arts Production	
Design	Introduction to Design						WeDo Robotics: Construction and Coding						Stop Motion Animation							
Digital Citizenship	<ul style="list-style-type: none"> illustrate how to be safe offline and online. demonstrate the need to ask an adult if they are unsure about any digital content. 						<ul style="list-style-type: none"> write clear and polite comments on Seesaw. describe information that could go online 						<ul style="list-style-type: none"> illustrate important parts of text communication. proofread Seesaw comments, posters, and other messages to be sent to others. 							

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Semester 2	W18 Jan. 6-10	W19 Jan. 13-17	W20 Jan. 20-23	CNY Break Jan. 24- Feb. 7	W21 Feb. 10-14	W22 Feb. 17-21	W23 Feb. 24-28	W24 Mar. 2-6	W25 Mar. 9-13	W26 Mar 16-20	W27 Mar 23-27	W28 Mar. 30- Apr. 3	Break Apr. 6-10	W29 Apr. 13-17	W30 Apr. 20-24	W31 Apr. 27-30	W32 May 4-8	W33 May 11-15	W34 May 18-22	W35 May 25- 29	W36 Jun. 1-5	W37 Jun. 8-12	W38 Jun. 15-19
Theme	Where we are in Place and Time					How the World Works					Sharing the Planet					How We Organize Ourselves							
Unit of Inquiry	<p>Central Idea: Communities interact with their natural environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Earth's natural features (Form/Function) Ways communities adapt to the environment (Causation) <p>LEARNER PROFILE LINKS: THINKERS, KNOWLEDGEABLE</p>					<p>Central Idea: The design of a structure is based on its purpose.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Using scientific and technological knowledge to design structures (Causation) Materials and shapes have properties that can be used to serve the structure's purpose. (Function) Structures are made up of shapes, materials. (Form) <p>LEARNER PROFILE LINKS: INQUIRER, THINKER, KNOWLEDGEABLE</p>					<p>Central Idea: Human activities affect living things.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> All living things are dependent on other living things. (Connection) Human actions have consequences. (Causation) We can help or harm living things (Responsibility) <p>LEARNER PROFILE LINKS: CARING, BALANCED, REFLECTIVE</p>					<p>Central Idea: Communities are organized around economic activities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Features of economic activities within our community (Form) Ways that products and services are exchanged (Function, Connection) <p>LEARNER PROFILE LINKS: PRINCIPLED, CARING, RISK-TAKERS</p>							
Language Arts	<p>Writing: Informational Books: All About, Informational Text</p> <p>Reading: Reading to Learn About our World, Informational Text</p> <p>Speaking and Listening - ongoing throughout the year - sharing with a partner, participating in paired, small group and whole class discussions</p> <p>Viewing and Presenting - ongoing throughout year, presenting work and thinking in different ways</p> <p>Year Long Unit: Opinion Writing</p>					<p>Writing: Writing Like an Engineer, Informational Text</p> <p>Reading: Becoming Experts: Reading Nonfiction, Informational Text</p> <p>Speaking and Listening - ongoing throughout the year - sharing with a partner, participating in paired, small group and whole class discussions</p> <p>Viewing and Presenting - ongoing throughout year, presenting work and thinking in different ways</p> <p>Year Long Unit: Opinion Writing</p>					<p>Writing: Poetry</p> <p>Reading: A Focus on Fluency: Readers Theater</p> <p>Speaking and Listening - ongoing throughout the year - sharing with a partner, participating in paired, small group and whole class discussions</p> <p>Viewing and Presenting - ongoing throughout year, presenting work and thinking in different ways</p> <p>Year Long Unit: Opinion Writing</p>					<p>Writing: Realistic Fiction, Narrative Text</p> <p>Reading: Following in our Character's Footsteps, Narrative Text</p> <p>Speaking and Listening - ongoing throughout the year - sharing with a partner, participating in paired, small group and whole class discussions</p> <p>Viewing and Presenting - ongoing throughout year, presenting work and thinking in different ways</p> <p>Year Long Unit: Opinion Writing</p>							
Mathematics	<p>Number: The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Algebra: Patterns can be represented using numbers and other symbols.</p> <p>Skills: addition, subtraction, multiplication and division</p> <p>Unit Links: tallies, various graphs, time</p>					<p>Geometry: Geometric shapes and associated vocabulary are used for representing and describing objects in real-world situations.</p> <p>Skills: comparing 2D shapes and 3D objects, transformations, area and perimeter</p> <p>Unit Links: fractions, decimals</p>					<p>Measurement: Objects and events have attributes that can be measured using appropriate tools.</p> <p>Statistics & Probability: Information can be expressed as ordered and structured data</p> <p>Skills: exploring length, mass, volume and capacity, tally charts, create and interpret graphs</p> <p>Unit Links: fractions, decimals</p>					<p>Number: The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Measurement: Relationships exist between standard units that measure the same attributes.</p> <p>Skills: addition, subtraction, multiplication and division, fractions and decimals</p> <p>Unit Links: patterns, data handling</p>							
Mandarin Phases 1&2	Places in a school and school activities. Stationery in classroom and items. Buildings around school community.					Vocabulary of nature. Animals' names, food, appearance, behaviors and habitats. Actions helpful for living things.					Chinese currency. Quantifiers. Vocabulary of food and drinks. Vocabulary and expression of buying, selling and expressing needs in a trip.												
Mandarin Phases 3&4	Vocabulary of school buildings. Buildings around school community.					Vocabulary of living things and environmental ecosystems. Animal life-cycles. Our responsibilities towards living things.					Vocabulary of food and drinks, express needs in a trip. Vocabulary of different forms of Slogans and information posters.												
Mandarin Phase 5	Shapes and material used in structures. Prepositions adjectives and opposites. Types and purposes of Chinese building. Exposition writing.					Animal life-cycles and food web. Living & non-living elements in an ecosystem. Human helpful & harmful actions on living things. Our responsibilities towards living things. Persuasive writing.					The vocabulary of materials, natural source & daily waste. The actions to minimize waste. Practical writing.												
Mandarin 6	小学语文部编版第十、十一、十二单元					小学语文部编版第十三、十四、十五单元					小学语文部编版第十六、十七、十八单元												

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PE	Movement Composition: Skipping & Hula hoops	Athletics			Net Games – Part 2: Extension of Badminton and introduction to Volleyball
Personal, Social & Emotional Growth	Second STEP Program Unit 2: Empathy (Revisited); Unit 3 Emotion Management and Unit 4: Problem Solving.				
Child Protection	The difference between good and bad secrets are explored. The concept of privacy is reintroduced. Students are encouraged to think in helpful, positive ways that promotes resiliency. Age appropriate assertive communication, persistence and resiliency are all explored.				
Swimming	NO PROGRAM	Developing swimming skills in the major strokes TWO	Developing swimming skills in the major strokes TWO	Water games & safety	Celebration of learnt skills
Performing Arts	Performing Arts Production		Arts Appreciation		
Design	Structures	Design For a Client: Shoes			Design Challenges
Digital Citizenship	<ul style="list-style-type: none"> • search using multiple means – typing, speaking, image search, QR code. 	<ul style="list-style-type: none"> • demonstrate a mental-model of connections in real life and on the internet. • make good choices with provided websites and apps. 			

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