



Grade 2 Semester 2 Learner Outcomes 2019-20

	Unit 4	Unit 5	Year Long Unit
Transdisciplinary Theme	<p align="center">Sharing the planet</p> <p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i></p>	<p align="center">Where we are in place and time</p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p align="center">How we express ourselves</p> <p><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</i></p>
Unit of Inquiry Details	<p align="center">Marine Ecosystems</p> <p>Central Idea Maintaining healthy marine ecosystems helps sustain life</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: habitat, conservation, biodiversity</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Identifying and classifying marine life How marine ecosystems support life People's efforts to conserve marine ecosystems 	<p align="center">Places We Live</p> <p>Central Idea People's lives are influenced by the places in which they live.</p> <p>Key concepts: form, causation, change</p> <p>Related concepts: culture, geography, impact</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The cultural and physical features of where we live Ways cultural and physical features influence people's lives 	<p align="center">Artists' Journey (Year Long)</p> <p>Central Idea Artists interpret and respond to the world around them</p> <p>Key concepts: form, causation, connection</p> <p>Related concepts: interpretation, inspiration, creativity, expression</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Art conveys messages The choices artists make to convey messages Stages of the creative process
Learner Profile Focus	<ul style="list-style-type: none"> Learner Profile focus: principled, balanced, caring 	<ul style="list-style-type: none"> Learner Profile: open-minded, inquirer 	<ul style="list-style-type: none"> Learner Profile: thinkers, communicators
Approaches to Learning Focus	<ul style="list-style-type: none"> Communication Thinking Research 	<ul style="list-style-type: none"> Thinking Research 	<ul style="list-style-type: none"> Communication - Viewing & Presenting, Non-verbal communication Creative Thinking Self management- gross, fine motor skills, spacial awareness
ICT	<p>Creating Use of applications:</p> <ul style="list-style-type: none"> Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr.) Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw) Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) 	<p>Introducing students to online communities through the use of Padlet and Seesaw. Developing student understand of how they present themselves online through comments and posts:</p> <p>Collaborating and communicating:</p> <ul style="list-style-type: none"> Use non-Google educational apps (e.g. Padlet and Seesaw) to communicate and collaborate with peers and other appropriate audiences (local, national, global, other PYP schools) <p>Communication and E-Safety: To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content of contact on the internet or other online technologies.</p> <p>Creating:</p> <ul style="list-style-type: none"> Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw) <p>Digital Citizenship:</p> <ul style="list-style-type: none"> Follow class guidelines when sharing personal information Apply basic protocols when using ICT to communicate with unknown audiences Demonstrate appropriate and safe behaviour while using devices Identify how ICT is used at home and school 	<p>Collaborating and communicating:</p> <ul style="list-style-type: none"> Use non-Google educational apps (e.g. Padlet and Seesaw) to communicate and collaborate with peers and other appropriate audiences (local, national, global, other PYP schools) <p>Organising:</p> <ul style="list-style-type: none"> Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop) <p>Creating:</p> <ul style="list-style-type: none"> Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr.) Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)
PSPE	<ul style="list-style-type: none"> Talk about their interactions with the environment Understand the impact of their actions on each other and the environment 		<ul style="list-style-type: none"> Willingly approach and persevere with new situations Identify and explore strategies that help them to cope with change Enjoy interacting, playing and engaging with others Take turns



Grade 2 Semester 2 Learner Outcomes 2019-20

			<ul style="list-style-type: none"> • Listen respectfully to others • Ask questions and express wonderings • Celebrate the accomplishments of others • Cooperate with others • Talk about their interactions with the environment
--	--	--	---

Language Arts

Approx. Start Date	Unit 4	Unit 5	Year Long Unit
Reading Workshop Focus	Bigger Books Mean Amping Up Reading Power <ul style="list-style-type: none"> • Understanding Literacy Language 	Series Book Clubs <ul style="list-style-type: none"> ○ Becoming Experts on Characters ○ Becoming Experts on Author's Craft ○ Sharing Opinions with the World 	<ul style="list-style-type: none"> ○ Continuation of Current Unit ○ Reading about poetry from WWS
Writing Workshop Focus	Opinion: Writing About Reading <ul style="list-style-type: none"> • Raising the Level of Our Letter Writing • Writing Nominations and Awarding Favourite Books 	Realistic Fiction <ul style="list-style-type: none"> • Write narratives in which they recount a well-elaborated event or short sequence of events • Include details to describe actions, thoughts, and feelings, use temporal words to signal event order • Provide a sense of closure • Try out literary techniques that send a message 	Poetry: Big Thoughts in Small Packages <ul style="list-style-type: none"> ○ Delving Deeper: Experimenting with Language and Sound to Create Meaning ○ Trying Structures on for Size
Library/Research Skills	<ul style="list-style-type: none"> • Review key words. • Use contents and index pages of nonfiction books using key words. • Review how non-fiction resources are shelved according to Dewey decimal system and locate selected non-fiction sections. • Locate and use call number in catalogue to locate books in non-fiction section. • Identify and explore information and ideas from source materials • Identify call numbers on OPAC records. • Use online databases such as PebbleGo. 	<ul style="list-style-type: none"> • Know that fiction is shelved alphabetically according to author's last name and find given titles. • Know the location of fiction books and the types of books found there. • Respect the rights and opinions of others. • Develop the concept of peer evaluation by giving and receiving feedback. 	<ul style="list-style-type: none"> • Select questions to investigate. • Find information to support an argument. • Reflect on (Sakura) goals.

Mathematics

Approx. Start Date	Unit 4	Unit 5	Year Long Unit
	Numbers and Operations Patterns, Functions and Algebra Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three -digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Add up to four two -digit numbers using strategies based on place value and properties of operations. Explain why addition and subtraction strategies work, using place value and the properties of operations.	Numbers and Operations Patterns, Functions and Algebra Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. Measurement Data Analysis and Probability Generate measurement data by measuring lengths of several objects to the	Numbers and Operations Patterns, Functions and Algebra Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three -digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Explain why addition and subtraction strategies work, using place value and the properties of operations.



Grade 2 Semester 2 Learner Outcomes 2019-20

	<p>Measurement</p> <p>Data Analysis and Probability</p> <p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes</p> <p>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p>nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.</p> <p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	
--	--	---	--

Specialists

	Unit 4	Unit 5	Year Long Unit
<p>Art</p>	<p>Responding</p> <ul style="list-style-type: none"> Sharpen their powers of observation Become and engaged and responsive audience for a variety of art forms Identify the stages of their own and others' creative processes <p>Creating</p> <ul style="list-style-type: none"> Identify, plan and make specific choices of materials, tools and processes Combine a variety of formal elements to communicate ideas, feelings and/or experiences <p>Art and Design Skills: Collage fish</p>	<p>Responding</p> <ul style="list-style-type: none"> Investigate the purposes of artwork from different times, places and a range of cultures, including their own Become an engaged and responsive audience for a variety of art forms <p>Creating</p> <ul style="list-style-type: none"> Demonstrate control of the materials and processes Identify the stages of their own and others' creative processes <p>Art and Design Skills: 3D modelling - Buildings from recycled materials</p>	<p>Responding</p> <ul style="list-style-type: none"> Use appropriate terminology to discuss artwork Describe the similarities and differences between artworks Identify the stages of their own and others' creative processes <p>Creating</p> <ul style="list-style-type: none"> Identify, plan and make specific choices of materials, tools and processes Consider their audience when creating artwork <p>Art and Design Skills: What is art? - Typography</p>
<p>PE</p>	<p>Health Related Fitness Unit (Stand Alone)</p> <ul style="list-style-type: none"> The physical changes that occur in our body when exercising Compare and contrast the function of the heart during rest and during physical activity. Describe the relationship between the heart and lungs during physical activity. Compare and contrast changes in heart rate before, during, and after physical activity. Introduce muscles being strengthened and stretched during the performance of particular physical activities. Identify which activities or skills would be accomplished more efficiently with stronger muscles. Identify reasons why adequate rest and sleep is important Explain the fuel requirements of the body during physical activity and inactivity. Recognizes the "good health balance" of good nutrition with physical activity Identifies physical activities that contribute to fitness and how to increase time for physical activity outside of school Explain how the intensity and duration of exercise, as well as nutritional 	<p>Individual Pursuits</p> <p>Gymnastics unit</p> <ul style="list-style-type: none"> Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. Transfer weight from feet to hands and from hands to feet, landing with control. Demonstrate balance on the ground and on objects such as the beam, benches, steps, and using bases of support other than both feet. Continue practice of two types of body rolls (e.g. log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll. Balances on different bases of support combining levels and shapes Transfers weight from feet to different body parts / bases of support for balance. Rolls in different directions with either a narrow or curled body body shape. Combines balances and transfers into a three-part sequence (routine). Differentiates among twisting, curling, bending and stretching actions. 	<ul style="list-style-type: none"> Identify healthy food choices (Active Living) Use and adapt basic movement skills (gross and fine motor) in a variety of activities) (Active Living) Explore different movements that can be linked to create sequences (Active Living) Understand the need to act responsibly to help ensure the safety of themselves and others (Active Living)



Grade 2 Semester 2 Learner Outcomes 2019-20

	<p>choices, affect fuel use during physical activity.</p> <ul style="list-style-type: none"> Measure improvements in individual fitness levels. 	<p>Psychomotor Performance:</p> <ul style="list-style-type: none"> Students will demonstrate correct running technique by running sprints, distance running, and running relays. Evaluation will be partner assessment and time. Students will demonstrate correct jumping technique by improving their standing long jump. Students will demonstrate correct throwing technique by throwing the koosh ball, tennis ball and foxtail. Evaluation will be partner assessment and distance measurement. Students will be able to correctly identify rules and strategy used in Track & Field in the end of unit reflection. <p>Cognitive Performance:</p> <ul style="list-style-type: none"> Students will demonstrate knowledge of the rules of each event. Students will show an understanding of track and field techniques by participating in track and field activities. Students will demonstrate general knowledge of a track and field event. This is assessed by teacher observation during events and end of unit reflection. Students will demonstrate an understanding for the importance of technique in order to be successful in track and field. This is assessed by teacher observation and end of unit reflection. <p>Effective Performance:</p> <ul style="list-style-type: none"> Students will demonstrate good social skills by working within a group and with a partner. Students will use good sportsmanship by participating in competitions and encourage their teammates and opponents to succeed. Students will be honest while self-assessing and assessing other students. This is done in a partner situation. Students will show a positive attitude while participating in all track and field training techniques sessions and event competitions. 	
<p>Music</p>	<p>Responding Singing:</p> <ul style="list-style-type: none"> Use singing to explore pitch (hand signs) Sing from signs and traditional notation <p>Playing:</p> <ul style="list-style-type: none"> Play melodic patterns by rote, and from notation, with a steady beat individually and collectively <p>Notation:</p> <ul style="list-style-type: none"> Recognize that the position of a note on the staff is related to its pitch by using simple tunes. Become familiar with the basics of melodic notation Identify and use traditional notation to represent and record sound events and simple songs Use notation to practice and perform a piece <p>Listening:</p> <ul style="list-style-type: none"> Distinguish and describe melodic patterns. Describe music that expresses ideas about the ocean <p>Creating</p> <ul style="list-style-type: none"> Read and perform simple musical patterns and phrases (focus on music staff, melody) Perform compositions on classroom instruments/ sound sources Use traditional musical notation to record and communicate ideas in an effort to protect marine life Share performances with each other, describing its musical elements (pitch, rhythm, repeated patterns) 	<p>Responding Timbre/Tone Color and Texture Singing/ Playing Instruments:</p> <ul style="list-style-type: none"> Explore body sounds and a variety of untuned/tuned percussion instruments in order to develop fine motor control and express ideas <p>Listening and Appreciation:</p> <ul style="list-style-type: none"> Identify sound sources of classroom instruments, Japanese instruments, and familiar orchestral instruments by name and families. Distinguish and describe musical elements (pitch/ vibration/ metal/wood) <p>Creating</p> <ul style="list-style-type: none"> Use a variety of sound sources when composing Create a soundscape based on personal experiences of nature using created instruments and notating ideas with non-traditional music notation. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping) 	<p>Recognize that sound can be notated in a variety of ways. Analyse different compositions describing how the musical elements enhance the message Describe the process used to create their own music and compare it with others, in order to improve their compositions. Record their personal, visual interpretation of elements of sound. Read, write and perform simple musical patterns and phrases.</p> <p>Singing/ Playing</p> <ul style="list-style-type: none"> Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, and 4/4 meter signatures Students identify simple music forms when presented aurally <p>Creating:</p> <ul style="list-style-type: none"> Create and accompany music using a variety of sounds and instruments. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher Read and perform simple musical patterns and phrases (focus on time signature, bar lines, measures) Purposefully organize sounds in simple musical forms including AB, ABA, and Rondo Create and arrange short songs and instrumental pieces within specified guidelines Share performances with each other, describing its musical elements (pitch, rhythm, repeated patterns) Sing ostinatos, partner songs, and rounds Use a variety of sound sources when composing
<p>Dance</p>	<p>Responding</p> <ul style="list-style-type: none"> Observe two dances and discuss how they are similar and different in 	<p>Responding</p>	



Grade 2 Semester 2 Learner Outcomes 2019-20

	<p>terms of one of the elements of dance by observing dance elements, including body shapes, levels, pathways</p> <p>Creating</p> <ul style="list-style-type: none"> Utilize all elements of creative movement in their choreography. Improvise, create, and perform dances based on their own ideas and concepts from others sources Create a dance project that reveals understanding of a concept of ideas from another discipline 	<ul style="list-style-type: none"> Recognize that dance plays an innovative role in communicating ideas within cultures and societies Reflect on their personal and family history and make connections with cultural and historical dance forms Attentively observe and accurately describe the action (such as skip, gallop) and movement elements (such as levels, directions) in a brief movement study Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures) Take an active role in a class discussion about interpretations of and reactions to a dance Note features of Japanese dance and its changes <p>Creating</p> <ul style="list-style-type: none"> Effectively share a dance from a resource in their own community; describe the cultural and/or historical context Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context Perform Japanese dances Perform contemporary Japanese dance Improvise, create, and perform dances based on their own ideas and concepts from others sources 	
<p>Religion</p>	<p>Celebrations in Religious Communities (continued from Semester One)</p> <ul style="list-style-type: none"> Know different significant religious celebrations and how they are celebrated. Understand why these events are celebrated by the community. Compare and contrast different religious celebrations. Consider the importance of celebration for any community. 	<p>Creation and the environment</p> <ul style="list-style-type: none"> Know why Christians and Hindus believe we have responsibility for the planet. Understand our own impact on the environment. Compare and contrast Christian and Hindu teachings on responsibility for the planet. Form a plan to reduce waste and environmental impact in school and at home. 	<p>Creation Stories to Build Appreciation</p> <ul style="list-style-type: none"> Know creation stories from different religious traditions(Christianity and Hinduism). Consider what we can learn about people and their beliefs through stories of creation. Understand different lessons we can learn from creation stories about what is right and wrong. Discuss how we can be stewards of God's creation.
<p>Japanese</p>	<p>Beginner</p> <ul style="list-style-type: none"> Recognize and read Hiragana and / or Katakana characters Identify objects using adjectives Communicate using useful phrases for eating out and shopping Learn the price number <p>Advance <u>(Reading)</u></p> <ul style="list-style-type: none"> Read Hiragana, Katakana and Kanji with accuracy and fluency Read Kanji for month & date (日づけとよう日) Read aloud simple paragraphs with accuracy and fluency Recognize and read basic Kanji learned in class Comprehend texts including story elements, such as main ideas, setting and plot (じどう車くらべ、ずうっと、ずっと、大すきだよ) <p><u>(writing)</u></p> <ul style="list-style-type: none"> Write Hiragana and Katakana legibly by themselves Write sentences with correct punctuation and particles Produce a brief informative writing on a variety of vehicles Write Kanji with correct order (かん字のはなし) Write Kanji learned in class <p><u>(listening and speaking)</u></p> <ul style="list-style-type: none"> Follow classroom directions and routines Communicate personal needs Listen and retell the simple stories Describe how kanji has been created (かん字のはなし) 	<p>Beginner</p> <ul style="list-style-type: none"> Recognize and read Hiragana and / or Katakana characters Learn various ways of counting Understand and form sentences using action verbs Talk about favorite things <p>Advance</p> <ul style="list-style-type: none"> Read Hiragana and Katakana with accuracy and fluency Read aloud simple stories with accuracy and fluency Recognize and read basic Kanji learned in class Comprehend texts including story elements, such as main ideas, setting and plot (たぬきの糸車、どうぶつの赤ちゃん) <p><u>(writing)</u></p> <ul style="list-style-type: none"> Write Hiragana and Katakana accurately by themselves Write simple sentences with correct punctuation and particles Write a letter to the characters in the stories Write kanji learned in class <p><u>(listening and speaking)</u></p> <ul style="list-style-type: none"> Follow classroom directions and routines Communicate personal needs clearly and appropriately Listen and retell the simple stories (たぬきの糸車、どうぶつの赤ちゃん) 	<p>Beginner</p> <ul style="list-style-type: none"> Ask for specific things Talk about where the things are <p>Advance <u>(Reading)</u></p> <ul style="list-style-type: none"> Read Hiragana and Katakana with accuracy and fluency Read aloud stories with accuracy and fluency Recognize and read basic kanji learned in class Comprehend texts including story elements, such as main ideas, setting and plot (だっただっのおばあさん、ものの名まえ、おみせやさんごっこ) <p><u>(writing)</u></p> <ul style="list-style-type: none"> Write Hiragana and Katakana accurately by themselves Use Kanji they have learned in own writing Write simple sentences with correct punctuation and particles Organize ideas into paragraphs when writing Write a reflective essay on memorable event during the school year (いいこといっぱい、二年生) <p><u>(listening and speaking)</u></p> <ul style="list-style-type: none"> Follow classroom directions and routines Communicate personal needs clearly and appropriately Listen and retell the simple stories Describe items, ask for price, and persuade others during "playing shop" (おみせやさんごっこ)



Grade 2 Semester 2 Learner Outcomes 2019-20



--	--	--	--