



Grade 2 - Long Term Planner 2020-2021

	Unit 1	Unit 2	Year Long Unit
Transdisciplinary Theme	<p style="text-align: center;">Who we are</p> <p style="text-align: center;">Learning Community</p> <p style="text-align: center;"><i>An inquiry into human relationships including friends, communities, and cultures; rights and responsibilities; and what it means to be human.</i></p>	<p style="text-align: center;">How the world works</p> <p style="text-align: center;">Materials & Matter</p> <p style="text-align: center;"><i>An inquiry into the natural world and its laws; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p style="text-align: center;">Where we are in place and time</p> <p style="text-align: center;">Celebrations & Traditions</p> <p style="text-align: center;"><i>An inquiry into orientation in place and time; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>
Unit of Inquiry Details	<p>Key concepts: connection, responsibility, perspective</p> <p>Related concepts: learning, community, mindset</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Being active and engaged learners Ways collaboration and interaction can support our well-being and learning How we can contribute to a positive learning community 	<p>Central Idea Materials have properties which can be manipulated for different purposes.</p> <p>Key concepts: form, causation, change</p> <p>Related concepts: properties, classification, materials</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Properties and uses of materials How materials can be changed (changes of matter) How change of materials impacts our world 	<p>Central Idea Celebrations and traditions connect people locally and globally.</p> <p>Key concepts: connection, form, perspective</p> <p>Related concepts: traditions, values, celebrations</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Celebrations and traditions in our community The features of local and global celebrations The origin, story and history of different celebrations
Learner Profile Focus	Social Skills Self Management Skills	Research Skills	Research Skills Thinking Skills
Approaches to Learning Focus	Principled Caring Reflective	Inquirers Thinkers	Religious Open minded
ICT Integration	<p><i>IT integration: Students introduced to the various ways in which people now communicate to wider audiences. Class skype sessions with other classes from around the world to show the ease in which we can communicate to wider audiences.</i></p> <p>Investigating</p> <ul style="list-style-type: none"> use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated <p>Social and ethical protocols</p> <ul style="list-style-type: none"> identify how ICT is used at home and at school follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences <p>Communicating and collaborating</p> <ul style="list-style-type: none"> use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences understand that computer mediated communications may be received later by the receiver <p>Software used:</p> <ul style="list-style-type: none"> Padlet 	<p>Investigating</p> <ul style="list-style-type: none"> use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated. <p>Organising</p> <ul style="list-style-type: none"> manage and maintain digital data with guidance 	<p>Investigating</p> <ul style="list-style-type: none"> use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated <p>Organising</p> <ul style="list-style-type: none"> manage and maintain digital data with guidance



	<ul style="list-style-type: none"> • Seesaw 		
<p>PSPE Integration (Personal and Social Education Integration)</p>	<p>Conceptual understanding: A positive attitude helps us to overcome challenges and approach problems. Learners will be able to:</p> <ul style="list-style-type: none"> ▶express hopes, goals and aspirations ▶solve problems and overcome difficulties with a sense of optimism ▶demonstrate a positive belief in their abilities and believe they can reach their goals by persevering <p>Conceptual understanding:Using self knowledge allows us to embrace new situations with confidence. Learners will be able to:</p> <ul style="list-style-type: none"> ▶examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help 		

Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3
Reading Workshop Focus	<p>Reading Growth Spurt (Unit 1)</p> <ul style="list-style-type: none"> ○ Bend 1: Taking Charge of Reading ○ Bend 2: Working Hard to Solve Tricky Words 	<p>Reading Growth Spurt (Unit 1)</p> <ul style="list-style-type: none"> ○ Bend 2: Working Hard to Solve Tricky Words <p>Becoming Experts (Unit 2) Bend 1: Thinking Hard and Growing Knowledge</p> <p>Becoming Experts (Unit 2)</p> <ul style="list-style-type: none"> • Bend 2: Learning the Lingo of a Topic • Bend 3: Reading Across a Topic 	<p>Bigger Books Mean Amping Up Reading Power</p> <ul style="list-style-type: none"> ○ Bend 1: Reading with Fluency
Writing Workshop Focus	<p>Lessons from the Masters: Improving Narrative Writing (Unit 1)</p> <ul style="list-style-type: none"> ○ Bend 1: Studying the Masters for Inspiration and Ideas ○ Bend 2: Noticing Author's Craft: Studying Imagery, Tension, and Literary Language in <i>Owl Moon</i> 	<p>Science Books (Unit 2)</p> <ul style="list-style-type: none"> ○ Bend 2: Writing to teach others about our discoveries 	<p>Writing about Reading (Unit 3)</p> <ul style="list-style-type: none"> • Bend 1: Letter Writing a Glorious Traditions
Library/Research Skills	<ul style="list-style-type: none"> • Consolidate knowledge of borrowing procedures of physical school resources. • Consolidate knowledge of borrowing procedures of online school resources. • Respect the rights and opinions of others. • Select books appropriate to interest, need, and reading ability using browsing techniques. • Learn that the spine label can be used to locate and identify resources. • Use school catalogue (simple) to locate books by title, author and subject. • Choose books to show a widening reading choice. 	<ul style="list-style-type: none"> • Consolidate knowledge of location and borrowing procedures of school resources including books and e-books. • Pose questions to identify and clarify issues, and compare information. • Recognise that questions can be sorted. • Formulate questions beginning with who, what, when, where, how and why. • Use school resources including databases to answer questions. • Record bibliographic information as title and author. • Suggest cause and effect relationships by examining themes and pictures. 	<ul style="list-style-type: none"> • Brainstorm possible sources of new information. • Identify key words. • Use contents and index pages of nonfiction books using keywords. • Use school resources including databases to answer questions. • Acknowledge the work and ideas of others • Record bibliographic information using author and title • identify primary and secondary sources. • Purposefully consider/select new authors and or genre. • Appreciate differences between stories and poetry.

Mathematics

Approx. Start Date	Unit 1	Unit 2	Unit 3
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	<p>Numbers and Operations Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> 2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 2.OA.3: 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. 2.OA.4: 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. <p>Measurement Data Analysis and Probability</p> <ul style="list-style-type: none"> 2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? 2.MD.10: 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>Geometry</p> <ul style="list-style-type: none"> 2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.) 2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 	<p>Numbers and Operations Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> 2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 2.NBT.1a: 100 can be thought of as a bundle of ten tens — called a “hundred.” 2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.7: 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. 2.NBT.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. 2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) <p>Measurement Data Analysis and Probability</p> <ul style="list-style-type: none"> 2.MD.5: 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. 2.MD.6: 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. 2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit 2.MD.5: 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. 2.MD.6: 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. 2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? 	<p>Numbers and Operations Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> 2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) <p>Measurement Data Analysis and Probability</p> <ul style="list-style-type: none"> 2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.2: 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. 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 2.MD.5: 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. 2.MD.6: 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. 2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? 2.MD.10: 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.
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Specialists

	Unit 1	Unit 2	Unit 3
Visual Arts	<p><u>Responding</u> Identify the stages of their own and others' creative processes</p> <p><u>Creating</u> Consider their audience when creating artwork</p> <p><u>Visual Arts Skills</u> Researching, Planning</p>	<p><u>Responding</u> Use appropriate terminology to discuss artwork</p> <p><u>Creating</u> Make predictions, experiment and anticipate possible outcomes Identify the stages of their own and others' creative processes</p> <p><u>Visual Arts Skills</u> Paper making Clay modelling</p>	<p><u>Responding</u> Investigate the purposes of artwork from different times, places and a range of different cultures, including their own</p> <p><u>Creating</u> Demonstrate control of tools, materials and processes</p> <p><u>Visual Arts Skills</u> Practise, fine-tune and demonstrate a cultural craft</p>
PE	<p><i>Learning Community (Individual Pursuits)</i></p> <ul style="list-style-type: none"> ● Recognising our emotions and feelings and communicate them positively when interacting with others and when completing a physical activity task ● Identifying how interacting with others can be fun ● Understanding that group experiences depend on the cooperation of group members ● Establishing how ideas and feelings can be communicated with others in a variety of modes ● Develop positive thoughts which help develop positive attitudes ● Understanding that participation in a group can require group members to take on different roles and responsibilities ● Discussing and set goals for group interactions ● Cooperate with others ● Ask questions and express wonderings about how best we can learn, be active and be positive ● Identifying that their actions have impact on others ● Seek adult support in situations of conflict 	<p><i>Health Related Fitness</i></p> <ul style="list-style-type: none"> ● Explain the importance of drinking water during and after physical activity. ● Explain that nutritious food provides energy for alertness and mental concentration. ● Consolidating daily practices to establish healthy routines ● Developing ways to sustain regular exercise, healthy diets and recovery periods leads to a healthy lifestyle ● We can observe changes in our bodies when we exercise ● Establishing connections between exercise, nutrition and physical, social, emotional, spiritual and mental well being ● Participate in enjoyable and challenging physical activities for increasing periods of time ● Participate three to four times each week for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate ● Identify ways to increase time for physical activity for increasing periods of time ● Measure improvements in individual fitness levels ● Explain how lifestyle choices contribute to healthy living 	<p><i>Communication (Movement Composition)</i></p> <ul style="list-style-type: none"> ● Move to open spaces within boundaries while travelling at increasing rates of speed ● Applying a range of fundamental movement skills to a variety of activities ● Identify the right and left sides of the body and movements from left to right and from right to left ● We can acquire and consolidate a range of fundamental movement skills to a variety of activities ● Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements
Music	<p><i>Learning Community</i></p> <ul style="list-style-type: none"> ● Speak rhythmic name games and chants to build community ● Discuss and develop essential agreements <ul style="list-style-type: none"> ○ What do active and engaged learners look like in music class? ○ How do we interact together in music class? ○ What does a positive music learning community look like? ● Read, write and perform simple musical patterns and phrases ● Students sing ostinatos, partner songs, and rounds/canons ● Recognize different sources of music in daily life* ● Sing songs (and chants) from a variety of times, cultures, and styles* 	<p><i>Celebrations & Traditions/Musical Elements (Year long)</i></p> <p>Celebrations</p> <ul style="list-style-type: none"> ● Recognize music from a basic range of cultures and styles ● Express their responses to music from different cultures and styles ● Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures ● Understanding music in relation to history and culture ● People communicate ideas, feelings and experiences through the arts ● compare aspects of music from different times and places ● explain the role and relevance of music in their own culture, its uses and associations through place and time 	<p><i>Performance</i></p> <ul style="list-style-type: none"> ● Establish which idea is most appropriate for a musical work to perform based on the purpose of the performance ● Explain the cause of my reaction to music using musical vocabulary ● Explain the importance of working cooperatively to rehearse towards a common goal ● Give reasons for the feedback provided on a performance ● Apply strategies when performing in an ensemble (e.g. blending instrumental timbres, matching dynamic levels, responding to the cues of the conductor, define and maintain personal space) ● Actively sing/play/dance independently with accuracy and control focusing awareness on the musical elements ● Demonstrate confidence and expression in performances



	<ul style="list-style-type: none"> Read and write music using traditional and non-traditional notation. Participate in performing and creating music both individually and collectively 	<ul style="list-style-type: none"> Participate in performing and creating music both individually and collectively <p><i>Musical Elements (Year long)</i></p> <ul style="list-style-type: none"> read, write and perform simple musical patterns and phrases read and write music using non-traditional notation read and write music in traditional and/or non traditional notation explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings 	<ul style="list-style-type: none"> Perform from traditional notation Use a variety of instruments with care and control
Dance	<p><i>Learning Community</i></p> <ul style="list-style-type: none"> Describe the ideas and feelings communicated through body movement Demonstrate the following partner skills: copying, leading and following, mirroring Observe two dances and discuss how they are similar and different in terms of one of the elements/features of dance by observing body shapes, levels, pathways Demonstrate accuracy in moving to a musical beat and responding to changes in tempo 	<p><i>Celebrations & Traditions/Dance Elements (Year long)</i></p> <ul style="list-style-type: none"> Reflect on their personal and family celebrations and make connections with cultural and historical dance forms Investigate and perform a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social Perform folk dances from various cultures with competence, confidence, and accuracy in style 	<p><i>Performance</i></p> <ul style="list-style-type: none"> Respond to live and recorded performances with curiosity Recognize the theme of a dance and communicate their personal interpretation Recognize the dance elements of a performance and express an opinion about what makes it interesting Design a dance performance to express and communicate an idea, feeling, experience, or relationship Design a dance which explores dance elements or dance form (beginning, middle, ending)
Religion	<p>Community:</p> <ul style="list-style-type: none"> Show understanding that Seisen is a Catholic community who welcomes people of all faiths Know important elements of the Catholic Mass Identify objects in the Church and explain their significance Discuss the role of the people at Mass: priest, people, altar servers, choir Understand the Mass as a celebration of God's love, as Jesus' friends gathered together 	<p>The Miracles of Jesus</p> <ul style="list-style-type: none"> Retell the Bible stories of the miracles of Jesus (such as; The Wedding at Cana, The Loaves & Fishes, The 10 Lepers, Jesus Cures the Blind Man, Jesus Calms the Storm, Jesus Walks on Water) Understand God's message from these miracle stories 	<p>Celebrations in Religious Communities:</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. Know that people belong to different religious communities and practice their faiths in different ways
Japanese	<p><i>Who We Are: identity</i></p> <p>Japanese 1</p> <ul style="list-style-type: none"> Practice Hiragana or Katakana Greetings, introducing yourself Recite number 1-10 Identify family members <p>Japanese 2 & 3 (listening and speaking)</p> <ul style="list-style-type: none"> Follow classroom direction and routines Communicate personal needs Listen attentively to information <p>(Reading)</p> <ul style="list-style-type: none"> Recognize Hiragana, Katakana and Kanji (Grade 1 level) Read aloud simple paragraphs by themselves Recognize main characters of the stories <p>(writing)</p> <ul style="list-style-type: none"> Write Hiragana legibly by themselves 	<p><i>Language Conventions (Year Long)</i></p> <p>Japanese 1</p> <ul style="list-style-type: none"> Practice Hiragana or Katakana Identify color, sports, animals and tell what I like or what I am good at. Recite number 11-100 <p>Japanese 2 & 3 (Listening and speaking)</p> <ul style="list-style-type: none"> Follow classroom direction and routines Communicate personal needs Listen attentively to information <p>(Reading)</p> <ul style="list-style-type: none"> Recognize Hiragana, Katakana and Kanji (Grade 1 level) Read aloud simple paragraphs and stories by themselves Recognize main characters and plot of the stories <p>(Writing)</p>	<p><i>Culture (Year Long)</i></p> <p>Japanese 1</p> <p>Japanese celebration</p> <p>Otukimi (September)</p> <p>Shichi-go-san (November)</p> <p>New year (January)</p> <p>Japanese 2 & 3 (listening and speaking)</p> <ul style="list-style-type: none"> Listen attentively to acquire information Listen attentively and retell the simple stories Communicate personal needs <p>(reading)</p> <ul style="list-style-type: none"> Comprehend text including story elements, such as main character, setting and plot Read aloud with fluency and expression Read kanji introduced in class accurately <p>(writing)</p> <ul style="list-style-type: none"> Write hiragana, katakana and Kanji (Grade 1 level) legibly by themselves



	<ul style="list-style-type: none"> • Write Kanji (Grade 1 level) • Write short sentences with correct particles • Write self introduction paper <p>数の数えかた / くじらぐも / しらせたいな見せたいな</p>	<ul style="list-style-type: none"> • Write Hiragana, Katakana and Kanji (Grade 1 level) legibly by themselves • Write frequently used vocabulary with accuracy • Write short sentences with correct particles and spelling <p>かんじのはなし / じどう車くらべ / カタカナをかこう</p>	<ul style="list-style-type: none"> • Write frequently used vocabulary with accuracy • Write short sentences with correct particles, spelling and punctuations <p>日づけとようび / ずうっと、ずっと、大すきだよ</p> <p>PYP Unit: Japanese celebration Otukimi (October) Shichi-go-san (November) New year (January)</p>
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