

# WHO WE ARE University School SECOND GRADE



2

An inquiry into *the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.*

Central Idea: **Decisions are influenced by knowledge and beliefs.**

Lines of inquiry. An inquiry into...

- 1. foundations and functions of governments (function)**
- 2. roles of citizens (responsibility)**
- 3. how leaders are chosen (responsibility and perspective)**

<b>Key Concepts:</b>	<b>Related Concepts:</b>	<b>Learner Profile:</b>	<b>Approaches to Learning:</b>
Function: How does it work? Responsibility: What are our obligations? Perspective: What are the points of view?	Government Roles Rights	Principled Risk Takers Reflective	Social skills Communication skills Self-management skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Civics/governments, leadership, rights and responsibilities of citizens, maps, history, voting

**Science:** The Nature of Science: Problem solving with issues.

**Math and Problem Solving:** Counting, tallying, graphing election results, data

**Language Arts:** Persuasive writing, text features (maps, etc.), speaking and listening

**Art:** Symbolism, identity, community building, and sharing your visual voice

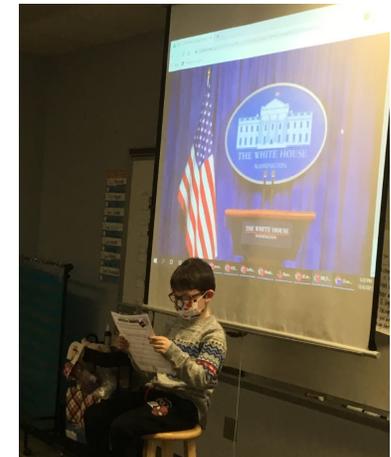
**Library:** Voting choices have consequences: Choose Your Own Adventure

**Music:** Patriotic Music (Veterans Day); working together to achieve a common goal (singing/ensemble playing)

**PE:** MVP voting, 'Rookie of the Year'

**Spanish:** Mexican Independence Day...Father Hidalgo, leaders, Hispanic leaders, Yo voté "stickers"

**Social Justice:** Identity > membership in groups, Justice > power and privilege, Action > decisions and justice



# WHERE WE ARE IN PLACE AND TIME University School SECOND GRADE



# 2

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives.

Central Idea: **Our interconnection to history influences an understanding of personal change.**

Lines of inquiry. An inquiry into...

- 1. the change in self over time (change)**
- 2. the transformation of our communities (connection)**
- 3. the interpretation of history (perspective) (function)**

<b>Key Concepts:</b> Form: What is it like? Change: How is it transforming?	<b>Related Concepts:</b> Geography Community Change / Continuity	<b>Learner Profile:</b> Knowledgeable Reflective	<b>Approaches to Learning:</b> Thinking skills Research skills Communication skills
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## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** maps, timelines, local and national history, comparing physical features of communities

**Science:** development of technology, architecture, transportation, engineering and technology

**Math:** measurement

**Language Arts:** personal narrative, informative writing (biography), compare and contrast, asking and answering, text features

**Art:** Landscapes, maps, cities

**Library:** History of Bloomington's town square. Other squares around the world (Times, Trafalgar, Tienamen, Red, etc)

**Music:** Hand clapping games and rhymes; folk songs; how popular music and the role of music in the community has changed over time; what makes Bloomington musically unique

**PE:** Change in sports equipment, new stadiums, changing uniforms create new merchandise, older/historical games

**Spanish:** Spanish hand-clapping games; look at squares/plaza in Spanish speaking countries

**Social Justice:** Diversity in social, cultural, political, and historical contexts



# HOW WE EXPRESS OURSELVES University School SECOND GRADE



2

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.

Central Idea: **An understanding of matter helps people to create.**

Lines of inquiry. An inquiry into...

- 1. properties of matter (form)**
- 2. how matter changes (change)**
- 3. reasons we choose the materials we use (function)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Form: What is it like? Change: How is it transforming? Function: How does it work?	Matter Properties	Inquirers Risk-Takers Reflective	Social skills Social skills Self-management skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Community, environment, resources

**Science:** Properties of matter, phases of matter, changes in matter, weather

**Math and Problem Solving:** Measurement, telling time, predictions, shapes, capacity

**Language Arts:** Presentation skills, adjectives, vocabulary, non-fiction text features

**Art:** Material choices, series work-similar content with a variety of materials

**Library:** The art of the picture book: choices of materials help artists to create tone and emotion.

**Music:** Musical form (different sections express different ideas); instrument families (materials affect sound)

**PE:** Properties of sports equipment including different sizes, shapes, and weights

**Spanish:** Materials used in building homes around the world; *Three Little Tamales* book

**Social Justice:** Developing language and knowledge in respectfully describing selves and others





An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Central Idea: **Weather affects the way we live each day.**

Lines of inquiry. An inquiry into...

1. **the properties of air (form)**
2. **how we observe, measure, and predict weather (change)**
3. **weather's impact on people around the world (causation)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Form: What is it like? Change: How is it transforming? Causation: Why is it as it is?	Prediction Meteorologist Patterns	Knowledgeable Inquirers Reflective	Research skills Thinking skills Self-management skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Maps, cardinal directions, comparing communities

**Science:** Air, seasons, weather phenomena, tools, and patterns

**Math and Problem Solving:** Graphing, measurement, patterns, tools, STEM

**Language Arts:** Notetaking, predicting skills, opinion and fact, weather fiction and nonfiction, weather myths and sayings

**Art:** Art can withstand weather; kite

**Library:** Four weeks of weather stories, nonfiction, research, folklore, poetry

**Music:** Wind instruments; breath/air control for singing; weather songs

**PE:** Parachute activities, scarves juggling, how weather impacts sporting events, throwing Frisbee in windy conditions.

**Spanish:** Weather vocabulary, weather forecasts/climates around the Spanish Speaking World; papalotes (kites)

**Social Justice:** Diversity > students will express curiosity about the experiences of others



# HOW WE ORGANIZE OURSELVES University School SECOND GRADE



# 2

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central Idea: **Economic choices impact citizens' roles.**

Lines of inquiry. An inquiry into...

- 1. the need for goods and services (responsibility)**
- 2. roles of producers and consumers (connection)**
- 3. the function of resources : human, natural and capital (function)**

<b>Key Concepts:</b>	<b>Related Concepts:</b>	<b>Learner Profile:</b>	<b>Approaches to Learning:</b>
Responsibility: What are our obligations? Connection: How is it linked to another thing? Function: How does it work?	Resources Goods and services Producers and consumers	Thinkers Communicators Balanced	Social skills Communication skills Self-management skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Wants/needs, occupations, goods and services, Resources : natural, capital, human, roles of citizens

**Science:** Careers in science

**Math and Problem Solving:** Calculations involving money, budgeting, charting, geometrical forms

**Language Arts:** Informative writing, persuasive writing, comparing and contrasting

**Art:** Resources, material “cost”, how much and of what kind

**Library:** Goods and services > *Roxaboxen*

**Music:** Music for selling goods; careers and hobbies in music; musical roles (composer, performer, director, audience/listener)

**PE:** Sports economy, sports affect local economy and create jobs

**Spanish:** Community helpers vocabulary; how knowledge of another language or culture plays a role in chosen professions

**Social Justice:** Identity > wants and needs, Diversity in various contexts



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.

Central Idea: **The world is made up of cycles that are interdependent.**

Lines of inquiry. An inquiry into...

1. **similarities and differences in various cycles (connection)**
2. **patterns of cycles (change)**
3. **interdependence in nature**

<p><b>Key Concepts:</b>                  Connection: How is it linked to another thing?                  Change: How is it transforming?</p>	<p><b>Related Concepts:</b>                  Cycles                  Patterns                  Interdependence</p>	<p><b>Learner Profile:</b>                  Inquirers                  Communicators                  Reflective</p>	<p><b>Approaches to Learning:</b>                  Thinking skills                  Social skills                  Research skills</p>
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## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Geography, migration

**Science:** Lifecycles, habitats, migration, weather patterns, scientific observation and reporting, STEM: coding and tangrams

**Math and Problem Solving:** Calendar charting and predicting, patterns, lifecycles, measurement, graphing, modeling, diagramming, labeling

**Language Arts:** Writing cycle, writing poetry, creative writing, tree journal, retelling, gathering information and reporting

**Art:** Symmetry. The earth takes things back unless we preserve it. Outdoor work; sculptures

**Library:** Pattern, cumulative, and circular global stories.

**Music:** Musical patterns (rhythm, melody, form); interdependence in musical ensembles

**PE:** Fields of play are often symmetrical in form, sports coinciding with different seasons.

**Spanish:** Vocabulary: calendar vocab, nature, seasons, animals; monarch migration to Mexico

**Social Justice:** Identity > the value of others and human interdependence; Diversity > global connection; Action

