



Grade 2 Units of Inquiry

Samples from the 2021–2022 and 2022–2023 School Years

G2 WWA: Character Connections Unit Overview

Grade/Year Level:	2	Collaborative Teaching Team:	Anouk van Aanholt, Danna Scott, Nataly Sanchez, Dom Imbert, Jessica Ruiz, Zina Khalid
Year:	2022-23	Unit Timeline:	09/06/2022 - 09/30/2022



Transdisciplinary Theme

Who We Are (WWA): 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

- The personality traits we admire often shape who we want to become and help us connect with others.
- Los rasgos del carácter de las personas que admiramos nos ayudan a descubrir cómo queremos ser y a relacionarnos con otras personas.
- Les traits de caractère que nous admirons chez les autres nous permettent souvent de devenir qui nous voulons être et nous aident à tisser des liens avec autrui.

Lines of Inquiry

- Our own personalities
- Mi personalidad y carácter
- Nos propres traits de caractère
- Admirable traits in others
- La personalidad y carácter de las personas que admiramos
- Les traits dignes d'admiration chez autrui
- How we can connect with others
- Cómo podemos relacionarnos con otros
- Comment tisser des liens avec autrui

Key Concepts

- Form / Forme / Forma
- Connection / Relation / Conexión

Learner Profile Attributes

- Caring / Altruiste / Solidarios - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- Principled / Intègre / Integros - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences
- Reflective / Réfléchi / Reflexivos - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Learning Outcomes

FOR ALL LANGUAGES:

- Genre (reading) = biography, informational, fiction
- Text type (writing) = descriptive

English	Français	Español
Listening and speaking: Learners: • listen attentively and speak appropriately in small and large group interactions • follow multi-step directions • anticipate and predict when listening to text read aloud	Ecoute et expression orale: Les apprenants: • écoutent attentivement et parlent de manière appropriée lors des interactions en petits et en grands groupes • suivent les instructions en plusieurs étapes • anticipent et prévoient ce qu'il va se passer lorsqu'ils écoutent un texte lu à haute voix	Comunicación oral: Los alumnos: • escuchan atentamente y hablan de modo adecuado en interacciones en grupos pequeños y grandes • siguen instrucciones que constan de varios pasos • anticipan y predicen cuando escuchan textos leídos en voz alta
Reading: Learners: • identify and explain the basic structure of a story - beginning, middle and end; may use storyboards or comic strips to communicate elements • discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways • discuss their own experiences and relate them to fiction and non-fiction texts • understand and apply sound-symbol relationships	Lecture: Les apprenants: • identifient et expliquent la structure de base d'une histoire (début, milieu et fin); peuvent utiliser des scénarios dessinés ou des bandes dessinées pour communiquer des éléments • discutent de la personnalité et du comportement des personnages du livre, et commentent les raisons pour lesquelles ils pourraient réagir de manière particulière • discutent de leurs expériences et les relient aux ouvrages de fiction et aux ouvrages généraux	Lectura: Los alumnos: • identifican y explican la estructura básica de un cuento: principio, desarrollo y fin; pueden usar storyboards (guiones gráficos) o tiras • analizan la personalidad y el comportamiento de los personajes de un cuento, comentando las razones por las que podrían reaccionar de determinadas formas • discuten sus propias experiencias y las relacionan con textos de ficción y no ficción • comprende y aplica relaciones básicas

	comprennent et appliquent le principe alphabétique	de sonido y símbolo.
Writing: Learners: - write about a topic for a specific purpose and text type modeled by teachers. - use graphic organizers to plan writing, for example, Mind Maps, storyboards - organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end - write legibly, and in a consistent style	Expression écrite: Les apprenants: - écrivent sur un sujet dans un but et avec un type de texte précis, modélisés par l'enseignant - utilisent des organisateurs graphiques pour planifier leurs écrits (par exemple, des schémas heuristiques, des scénarios dessinés) - organisent leurs idées dans un ordre logique (par exemple, ils écrivent des récits simples avec un début, un milieu et une fin) - écrivent lisiblement et dans un style cohérent	Escritura: Los alumnos: - escriben sobre un tema con un propósito y tipo de texto específico, modelado por el maestro. - usan organizadores gráficos para planificar la escritura, por ejemplo: Mapas Mentales®, storyboards - organizan las ideas en una secuencia lógica, por ejemplo: escriben narraciones sencillas con un principio, un desarrollo y un fin - escriben de manera legible y con un estilo coherente
Visual Language Learners: - discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently - recognize and name familiar visual texts, for example, advertising, logos, labels, signs, technology iconography	Langage visuel: Les apprenants: - discutent des sentiments qu'ils ressentent en réponse aux messages visuels ; écoutent les réactions des autres en réalisant que les gens réagissent différemment - reconnaissent et nomment des textes visuels familiers (par exemple, publicités, logos, étiquettes, panneaux, l'iconographie des technologies)	Comunicación visual: Los alumnos: - discuten sobre sus propios sentimientos en respuesta a mensajes visuales, escuchan otras respuestas y comprenden que las personas reaccionan de distintas formas - reconocen y nombran textos visuales conocidos, por ejemplo: anuncios, logotipos, etiquetas, letreros, iconografía de la tecnología

Math	Data Handling • Classify data by different attributes • Describe and compare data from tables, pictographs, and bar graphs Measurement • Identify the number of minutes in an hour and hours in a day • Tell time to the nearest 15 minutes using digital and analog clocks Number • Read and represent numbers, using the base 10 place value system, to 1,000 • Count, compare, order numbers to 1,000 • Construct and deconstruct numbers to 1,000 (expanded form) • Write numbers to 1,000 in words and numerals (written and standard forms) • Identify and sequence ordinal numbers through 31st • Use objects to identify numbers as odd or even to 1,000 • Round two- and three-digit numbers to the nearest ten and hundred • Estimate the sum or difference mentally up to 100 • Estimate quantities up to 100 • Read, write and represent fractions of a region ($\frac{1}{2}$, $\frac{1}{4}$ & $\frac{1}{3}$) Pattern and Function • Create, extend, and justify a repeating and growing pattern • Translate patterns from one representation to another (objects or drawings to writing) • Recognize, describe, and extend number patterns: skip counting by 2s, 5s, 10s, 100s • Identify the rule/function for given geometric and numeric patterns • Apply the associative and commutative properties of addition • Find unknown quantities in addends, subtrahends, minuends; and sums and differences • Complete number sentences to demonstrate equality between two operations: $__ + __ = __ - __$
Social Studies	• Explain reasons for the importance of leadership and service. • Identify connections between who they are as a person and their place in the world. • Distinguish themselves as individuals from others. • Recognize that individual people are part of a group. • Give examples of conflict and cooperation among individuals and groups. • Describe how people in different types of institutions and organizations (e.g. families, schools, communities,

	clubs,etc) interact with each other. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.
Personal Social	Identity - Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences - Solve problems and overcome difficulties with a sense of optimism - Identify and understand the consequences of actions

G2 HTWW: Weather Unit Overview

Grade/Year Level:	G2	Collaborative Teaching Team:	Anouk van Aanholt, Danna Scott, Mar Folgueiras, Dom Imbert, Marcella De Diego, Zina Khalid
Year:	2021-22	Timeline:	10/04/2021 - 11/12/2021



Transdisciplinary Theme

HTWW: Weather (Music, PE) - HTWW: 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 varies and influences our ways of life.
- El tiempo cambia e influye en nuestra forma de vida.
- Le temps change et influence notre façon de vivre.

Lines of Inquiry

- Elements of weather
- Los elementos del tiempo atmosférico
- Le temps qu'il fait et ses différentes composantes

- How weather changes
- Las causas y efectos del tiempo atmosférico
- Causes et conséquences du temps qu'il fait

- How weather influences the way people live
- Los efectos del tiempo atmosférico en la vida de las personas
- Comment le temps influence la manière dont les gens vivent

Key Concepts

- Form / Forme / Forma
- Change /
Changement /
Cambio
- Causation / Causalité
/ Causa

Learner Profile Attributes

- Inquirer / Investigateur / Indagador — We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable / Informé et Instruit / Informados e Instruidos — We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Communicator / Communicateur / Buenos comunicadores — We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Learning Outcomes

FOR ALL LANGUAGES: Genre (reading) = Informational; Text Type (writing) = Expository

English	Français	Español
Listening and speaking: Learners: - begin to understand that language use is influenced by its purpose and the audience - use vocabulary related to unit in order to communicate ideas	Ecoute et expression orale: Les apprenants: - commencent à comprendre que l'utilisation de la langue est influencée par son objectif et son public; - utilisent le vocabulaire du module de recherche pour exprimer leurs idées;	Comunicación oral: Los alumnos: - comienzan a comprender que el propósito y los receptores influyen en el uso de la lengua - emplean el vocabulario relacionado con la unidad de indagación para comunicar ideas
Reading: Learners: - read and understand texts at an appropriate independent level - recognize and use the different parts of a book, for example, title page, contents, index	Lecture: Les apprenants: - lisent et comprennent des textes à un niveau de lecture autonome adapté; - reconnaissent et utilisent les différentes parties d'un livre (par exemple, la page titre, la table des matières, l'index);	Lectura: Los alumnos: - leen y entienden textos a un nivel independiente adecuado - reconocen y utilizan las diferentes partes de un libro, por ejemplo: página del título, contenido e índice
Writing: Learners: - write about a topic for a specific purpose and text type modeled by teachers. - use increasingly accurate simple sentence structure - use feedback from teachers and other students to improve their writing	Expression écrite: Les apprenants: - écrivent sur un sujet dans un but et avec un type de texte précis, modélisés par l'enseignant - utilisent des phrases simples avec une syntaxe qui correspond de plus en plus à la langue - utilisent les commentaires des enseignants	Escritura: Los alumnos: - escriben sobre un tema con un propósito y tipo de texto específico, modelado por el maestro. - usan oraciones simples con una sintaxis que coincida cada vez más con el idioma - usan las opiniones y sugerencias de los

	et d'autres élèves pour améliorer leurs écrits;	maestros y los compañeros para mejorar sus textos
Visual Language Learners: - realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding - with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful - use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact	Expression visuelle Les apprenants: - réalisent que le texte et les illustrations dans les documents de référence se complètent pour transmettre des informations ; peuvent expliquer comment cela améliore la compréhension - utilisent Internet (avec de l'aide) pour accéder aux informations pertinentes ; traitent et présentent les informations de façons qui leur sont personnellement significatives - utilisent la terminologie appropriée pour discuter des textes visuels (par exemple, logos, police de caractères, premier plan, arrière-plan, impact)	Comunicación visual: Los alumnos: - comprenden que los textos y las ilustraciones de los materiales de referencia se combinan para transmitir información, y pueden explicar de qué modo esto favorece la comprensión - con orientación, utilizan Internet para obtener información pertinente; procesan y presentan información de modos que son significativos para ellos - usan terminología adecuada para discutir textos visuales, por ejemplo: logotipo, tipo de letra, primer plano y fondo, impacto

Math	Data Handling - Organize and display data using tables, pictographs, and bar graphs - Answer questions based on given data - Make predictions and draw conclusions based on given data - Classify events as possible or impossible, likely or unlikely - Identify fair and unfair chances in games Measurement - Estimate, record, measure temperature in degrees (Fahrenheit and Celsius) using a scale with intervals of two to the nearest marked degree
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	Number • Demonstrate and explain the inverse relationship between addition and subtraction • Automatically recall addition and subtraction facts to 20 • Mentally add and subtract 10 and 100 to/from numbers to 1,000 • Apply the skills of addition and subtraction to solve real-life problems Pattern and Functions • Find unknown quantities in addends, subtrahends, minuends; and sums and differences • Complete number sentences to demonstrate equality between two operations: $__ + __ = __ - __$
Science	• Identify and explain patterns of seasonal changes. • Demonstrate understanding of the impact of seasonal changes on living things, including humans. • Organize and use data to describe typical weather conditions expected during a particular season. • Demonstrate understanding of patterns and variations in local weather. • Identify and explain ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things. • Make a claim about the merit of a design solution that reduces the impacts of such hazards.
Social Studies	• Describe ways in which people depend on their physical environment • Gather information and data about local climate • Extract information on the location and climate of a region from photographs, print and maps
Personal Social	• Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help • Reflect on inner thoughts and self-talk (Self-talk: describes thoughts that an individual has, as if in dialogue with himself or herself; these thoughts can have an impact on an individual's emotions, actions and behaviour) • Are aware of their emotions and begin to regulate their emotional responses and behaviour

G2 How We Organize Ourselves Unit Overview

Grade/Year Level:	G2	Collaborative Teaching Team:	Anouk van Aanholt, Danna Scott, Mar Folgueiras, Dom Imbert, Marcella De Diego, Zina Khalid
Year:	2021-22	Timeline:	11/15/2021 - 01/14/2022



Transdisciplinary Theme

How We Organize Ourselves: 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

- People organize themselves for a variety of reasons.
- Les gens s'organisent pour différentes raisons.
- Las personas se organizan por razones diferentes.

Lines of Inquiry

- Systems people use to organize themselves and their community/objects and ideas
- Les gens utilisent des systèmes pour s'organiser et aussi pour organiser les objets et les idées.
- Las personas utilizan los sistemas para organizarse y también para organizar los objetos y las ideas.

- We organize objects and ideas for different reasons.
- Nous organisons les objets et les idées pour différentes raisons.
- Nosotros organizamos los objetos y las ideas por razones diferentes.

- Systems of organization can teach us about ourselves, others, and the world.
- Les systèmes d'organisation nous aident à mieux nous comprendre, à comprendre les autres et à comprendre le monde.
- Los sistemas de organización nos ayudan a comprendernos mejor, comprender a otros y el mundo.

Key Concepts

- Form / Forme / Forma
- Perspective / Perspective / Perspectiva
- Connection / Relation / Conexión

Learner Profile Attributes

- Inquirer / Investigateur / Indagator - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Open-minded / Ouvert d'esprit / De mentalidad abierta- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- Reflective / Réfléchi / Reflexivos - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Learning Outcomes

FOR ALL LANGUAGES: Genre (reading) = fiction; Text type (writing) = descriptive

English	Français	Español
Listening and speaking: Learners: - pick out main events and relevant points in oral texts - express thoughts, ideas and opinions and discuss them, respecting contributions from others	Écoute et expression orale: Les apprenants: - relèvent les principaux événements et les points pertinents dans des textes lus à la classe; - expriment des pensées, des idées et des opinions, et en discutent, en respectant les contributions des autres	Comunicación oral: Los alumnos: - detectan los hechos principales y los puntos importantes en textos orales - expresan pensamientos, ideas y opiniones y las discuten, respetando la contribución de los demás
Reading: Learners: - recognize a specific text type (for example, letters, poetry, plays, stories, novels, reports, articles) - make predictions about a text, based on their own knowledge and experience; revise or confirm predictions as the text progresses - use a specific strategy to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another	Lecture: Les apprenants: - reconnaissent un type de texte particulier (par exemple, des lettres, de la poésie, des pièces de théâtre, des histoires, des romans, des rapports, des articles) - font des prévisions à propos d'un texte, en fonction de leurs connaissances et de leur expérience; révisent ou confirment ces prédictions au fur et à mesure de la progression de ce texte - utilisent des stratégies spécifiques pour s'autocontrôler et s'autocorriger (par exemple, le sens, le contexte, la relecture, la lecture continue, la vérification croisée des indices) (with on campus cohorts in French)	Lectura: Los alumnos: - reconocen un tipos de textos específico, por ejemplo: cartas, poesía, obras de teatro, cuentos, novelas, informes y artículos - hacen predicciones sobre un texto, basadas en sus propios conocimientos y experiencia; modifican o confirman las predicciones a medida que avanza el texto - usan estrategias específicas para controlarse y corregirse a sí mismos, por ejemplo: significado, contexto, relectura, continuación de la lectura, comparación de las distintas fuentes de información (semántica, sintáctica y grafónica) (with on campus cohorts in Spanish)

Writing: Learners: • write about a topic for a specific purpose and text type modeled by teachers. • use appropriate writing conventions, for example, word order, as required by the language(s) of instruction • use a dictionary, a thesaurus and word banks to extend their use of language	Expression écrite: Les apprenants: • écrivent sur un sujet dans un but et avec un type de texte précis, modélisés par l'enseignant • utilisent des conventions d'écriture adaptées (par exemple, l'ordre des mots, tel qu'il est requis par la langue d'enseignement) • utilisent un dictionnaire, un thésaurus et des banques de mots pour étendre leur utilisation de la langue	Escritura: Los alumnos: • escriben sobre un tema con un propósito y tipo de texto específico, modelado por el maestro • utilizan convenciones de escritura adecuadas según la(s) lengua(s) de instrucción, por ejemplo, en cuanto al orden de las palabras • emplean un diccionario, un tesoro y listas de palabras para ampliar el uso de la lengua
Visual Language Learners: • view visual information and show understanding by asking relevant questions and discussing possible meaning • observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness	Expression visuelle Les apprenants: • observent des informations visuelles et montrent leur compréhension en posant des questions pertinentes et en discutant des significations possibles • observent des informations visuelles et montrent leur compréhension en posant des questions pertinentes et en discutant des significations possibles	Comunicación visual: Los alumnos: • observan información visual y demuestran comprensión formulando preguntas pertinentes y discutiendo los posibles significados • observan y discuten mensajes visuales conocidos y desconocidos; formulan juicios sobre su eficacia

Math	Data Handling - Classify data by different attributes Shape and Space - Sort shapes by three attributes - Sort, describe, and model regular and irregular polygons: triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons - Identify sides, faces, angles, and vertices in the polygons: triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons - Name and classify cubes, spheres, cones, pyramids, cylinders, and rectangular prisms by their various attributes - Predict the results of putting together and taking apart the above 2- and 3-dimensional shapes - Identify a right angle in a two dimensional figure - Identify and define congruence of simple geometric figures - Identify two lines of symmetry within a given shape - Create a shape with one line of symmetry - Apply slides, flip, and turns to objects Number: - Automatically recall addition and subtraction facts to 20 - Mentally add and subtract 10 and 100 to/from numbers to 1,000 - Apply the skills of addition and subtraction to solve real-life problems Pattern and Functions: - Describe the attributes of a sorted set - Classify and order objects by three attributesFind unknown quantities in addends, subtrahends, minuends; and sums and differences - Complete number sentences to demonstrate equality between two operations: $__ + __ = __ - __$ - Number: Basic addition/subtraction facts
Social Studies	- Identify ways to organize himself or herself on a daily basis basis - Plan and create a system of organization (for example his or her desk, classroom, school) - Suggest improvements to organizational systems already in place in his or her home or school
Personal social	Recognize others' perspectives and accommodate these to shape a broader view of the world

G2 WWAIPT: Personal Histories Unit Overview

Grade/Year Level:	G2	Collaborative Teaching Team:	Anouk van Aanholt, Danna Scott, Mar Folguez, Dom Imbert, Marcella De Diego, Zina Khalid
Year:	2021-22	Timeline:	01/18/2022 - 03/11/2022



Transdisciplinary Theme

Where We Are in Place and Time: 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

- Personal histories help us understand who we are and where we come from.
- Les histoires personnelles nous aident à comprendre qui nous sommes et d'où nous venons.
- Las historias personales nos ayudan a entender quienes somos y de dónde venimos.

Lines of Inquiry

- Ways of documenting history
- Les différents moyens de documenter l'histoire
- Formas de documentar la historia

- Personal histories and stories
- Les histoires personnelles
- Las historias personales y los cuentos

- Reflecting on past experiences
- Réfléchir aux expériences passées
- Reflexionando sobre experiencias pasadas

Key Concepts

- Perspective / Perspective / Perspectiva
- Connection / Relation / Conexión
- Function / Fonction / Función

Learner Profile Attributes

- Knowledgeable / Informé et Instruit / Informados e Instruidos — We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Reflective / Réfléchi / Reflexivos — We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
- Inquirer / Investigateur / Indagador — We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Learning Outcomes

FOR ALL LANGUAGES: Genre (reading) = historical fiction | Text type (writing) = expository - explicatif - explicativo

English	Français	Español
Listening and speaking: Learners: - retell familiar stories in sequence - recognize patterns in language(s) of instruction and use increasingly accurate grammar - understand and use specific vocabulary to suit different purposes	Ecoute et expression orale: Les apprenants: - racontent dans le bon ordre des histoires qu'ils connaissent - reconnaissent des modèles dans la ou les langues d'enseignement et utilisent une grammaire de plus en plus précise - comprennent et utilisent du vocabulaire spécifique selon les objectifs	Comunicación oral: Los alumnos: - vuelven a contar historias conocidas en orden - reconocen patrones en la(s) lengua(s) de instrucción y utilizan la gramática con una precisión cada vez mayor - comprenden y emplean vocabulario específico para distintos propósitos
Reading: Learners: - realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance - understand an increasing number of sound-symbol relationships - participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view	Lecture: Les apprenants: - réalisent qu'il y a une différence entre les ouvrages de fiction et les documents, et utilisent les livres dans un but particulier, avec l'aide de l'enseignant - comprennent les relations sons-symboles de plus en plus précisément - participent à des activités d'apprentissage collaboratives, en reconnaissant que les gens voient les choses différemment et ont le droit d'exprimer leur point de vue	Lectura: Los alumnos: - comprenden que existe una diferencia entre ficción y no ficción, y usan los libros con propósitos diferentes, con la ayuda del maestro - comprenden las relaciones entre los sonidos y los símbolos - participan en experiencias de aprendizaje grupales, teniendo en cuenta que las personas perciben las cosas de maneras diferentes y tienen derecho a expresar sus puntos de vista

Writing: Learners: - engage confidently with the process of writing - use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words - use feedback from teachers and other students to improve their writing	Expression écrite: Les apprenants: - se lancent avec confiance dans le processus d'écriture - utilisent des aspects familiers du langage écrit avec de plus en plus de confiance et de précision (par exemple, règles orthographiques, mots d'usage très courant ou très intéressants) - utilisent les commentaires des enseignants et d'autres élèves pour améliorer leurs écrits	Escritura: Los alumnos: - trabajan con confianza en el proceso de escritura - emplean aspectos conocidos de la lengua escrita cada vez con mayor confianza y precisión, por ejemplo: pautas ortográficas, palabras muy frecuentes, palabras de interés - usan las opiniones y sugerencias de los maestros y los compañeros para mejorar sus textos
Visual Language Learners: - realize that visual information reflects and contributes to the understanding of context - discuss personal experiences that connect with visual images	Expression visuelle Les apprenants: - réalisent que les informations visuelles reflètent le contexte et contribuent à sa compréhension - discutent d'expériences personnelles liées aux images visuelles	Comunicación visual: Los alumnos: - comprenden que la información visual refleja el contexto y contribuye a la comprensión del mismo - discuten experiencias personales que se relacionan con imágenes visuales

Math	Shape and Space • Find locations and plot coordinates on a grid using letters and numbers (ordered pairs) • Give and follow directions using: left and right; forward, and backward Number • Demonstrate and explain the inverse relationship between addition and subtraction • Automatically recall addition and subtraction facts to 20 • Mentally add and subtract 10 and 100 to/from numbers to 1,000 • Add two two- and three-digit numbers with and without regrouping, using a variety of strategies • Add three two-digit numbers with and without regrouping, using a variety of strategies • Subtract two- and three-digit numbers with and without regrouping, using a variety of strategies • Estimate sums and differences and determine reasonableness up to 1,000 • Apply the skills of addition and subtraction to solve real-life problems Pattern and Function • Create, extend, and justify a repeating and growing pattern • Translate patterns from one representation to another (objects or drawings to writing) • Recognize, describe, and extend number patterns: skip counting by 2s, 5s, 10s, 100s • Find unknown quantities in addends, subtrahends, minuends; and sums and differences • Complete number sentences to demonstrate equality between two operations: $_ + _ = _ - _$
Social Studies	• Identify stories about past events, people, places or situations. • Use primary sources (such as parents and grandparents) to identify reasons for documenting personal history • Talk about the different ways in which family history can be documented • Differentiate between people, places, and events in the past, present and future. • Relate stories about past events, people, places, or situations to help our understanding of the past and present.
Personal Social	• Explain how different experiences can result in different emotions • Identify feelings and begin to understand how these are related to behaviour

G2 STP: Life Cycles Unit Overview

Grade/Year Level:	G2	Collaborative Teaching Team:	Anouk van Aanholt, Danna Scott, Mar Folgueiras, Dom Imbert, Marcella De Diego, Zina Khalid, Reshada Pullen-Jireh
Year:	2021-22	Timeline:	03/14/2022 - 4/29/2022

Transdisciplinary Theme

Sharing the Planet: 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

- Environmental factors and human actions influence life cycles of living things.
- El medio ambiente y la acción humana influyen el ciclo de vida de los seres vivos.
- L'environnement et l'activité humaine ont une influence sur le cycle de vie des êtres vivants.

Lines of Inquiry

- Stages and characteristics that form the cycle of life for different plants and animals
- Las etapas y las características de los ciclos de vida de plantas y animales
- Les différentes phases et les caractéristiques du cycle de vie des plantes et des animaux
- Connections between the life cycles of various plants and animals
- Las conexiones entre los ciclos de vida de plantas y animales
- Les relations entre les cycles de vie des plantes et des animaux
- Factors that influence life cycles of living things
- Los factores que influyen en los ciclos de vida de los seres vivos
- Les facteurs qui influencent les cycles de vie des êtres vivants

Key concepts

- Change / Changement / Cambio
- Connection / Relation / Conexión
- Responsibility / Responsabilité / Responsabilidad

Learner Profile Attributes

- Balanced / Equilibré / Equilibrados — We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- Knowledgeable / Informé et Instruit / Informados e Instruidos — We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Principled / Intègre / Integros — We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Learning Outcomes

FOR ALL LANGUAGES: Genre (reading) = informational; Text type (writing) = persuasive

English	Français	Español
Listening and speaking: Learners: use language to explain, inquire and compare	Ecoute et expression orale: Les apprenants: utilisent la langue pour expliquer, faire des recherches et comparer	Comunicación oral: Los alumnos: usan la lengua para explicar, indagar y comparar
Reading: Learners: - use a range of strategies to self-monitor and self-correct - wonder about texts and ask questions to try to understand what the author is saying to the reader.	Lecture: Les apprenants: - utilisent une gamme de stratégies pour s'autocontrôler et s'autocorriger (par exemple le sens, le contexte, la relecture, la lecture continue, la vérification croisée des indices - s'interrogent sur les textes et posent des questions pour tenter de comprendre ce que l'auteur dit au lecteur	Lectura: Los alumnos: - usan una gama de estrategias para controlarse y corregirse a sí mismos, por ejemplo: significado, contexto, relectura, continuación de la lectura, comparación de las distintas fuentes de información (semántica, sintáctica y grafónica) - piensan en los textos y formulan preguntas para tratar de comprender lo que el autor desea comunicar al lector
Writing: Learners: - write about a topic for a specific purpose and text type modeled by teachers. - use appropriate writing conventions, for example, word order, as required by the language(s) of instruction - proofread their own writing and make some corrections and improvements	Expression écrite: Les apprenants: - écrivent sur un sujet dans un but et avec un type de texte précis, modélisés par l'enseignant - utilisent des conventions d'écriture adaptées (par exemple, l'ordre des mots, tel qu'il est requis par la langue d'enseignement) - relisent leurs écrits et font quelques corrections et améliorations	Escritura: Los alumnos: - escriben sobre un tema con un propósito y tipo de texto específico, modelado por el maestro - utilizan convenciones de escritura adecuadas según la(s) lengua(s) de instrucción, por ejemplo, en cuanto al orden de las palabras - revisan sus propios textos y hacen correcciones y mejoras

Visual Language Learners: • select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles • view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama • observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve	Expression visuelle Les apprenants: • sélectionnent et utilisent des formes, des couleurs, des symboles et une mise en page adaptés pour les présentations ; travaillent et développent des styles d'écriture/de calligraphie • voient un éventail de formats de langage visuel et discutent de leur efficacité (par exemple, film/vidéo, affiches, dramatique) • observent et discutent des présentations visuelles ; font des suggestions concernant la raison de leur création et ce que le créateur essayait de dire	Comunicación visual: Los alumnos: • seleccionan y emplean formas, colores, símbolos y formatos adecuados para las presentaciones; practican y desarrollan estilos de escritura y caligrafía • observan distintas formas de lenguaje visual y discuten su eficacia, por ejemplo: películas o videos, pósteres, obras de teatro • observan y discuten distintas presentaciones visuales; ofrecen hipótesis sobre para qué se crearon y lo que el creador deseaba lograr
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Math	Measurement • Give a rationale for the use of standard units. • Estimate, measure, and record in standard units of length (inches, feet, yards, centimeters, meters) using the appropriate tool/unit to the nearest half unit • Estimate, measure and record the perimeter of polygons using standard units • Estimate, measure, and record in standard units of weight (ounces, pounds, grams, kilograms) using the appropriate tool/unit • Estimate, measure, and record capacity (cups, pints, quarts, gallons, liters, and milliliters) using the appropriate tool/unit • Choose an appropriate tool and unit to measure a specific attribute Number • Demonstrate and explain the inverse relationship between addition and subtraction • Automatically recall addition and subtraction facts to 20 • Mentally add and subtract 10 and 100 to/from numbers to 1,000 • Add two two- and three-digit numbers with and without regrouping, using a variety of strategies • Add three two-digit numbers with and without regrouping, using a variety of strategies • Subtract two- and three-digit numbers with and without regrouping, using a variety of strategies • Estimate sums and differences and determine reasonableness up to 1,000 • Apply the skills of addition and subtraction to solve real-life problems
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	Patterns and function • Create, extend, and justify a repeating and growing pattern • Translate patterns from one representation to another (objects or drawings to writing) • Recognize, describe, and extend number patterns: skip counting by 2s, 5s, 10s, 100s • Find unknown quantities in addends, subtrahends, minuends; and sums and differences • Complete number sentences to demonstrate equality between two operations: $_+ _ = _ - _$
Science	• Demonstrate an understanding that animals and plants have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. • Analyse and interpret data to provide evidence that animals and plants have traits inherited from parents that are advantageous or disadvantageous for survival. • Demonstrate with evidence that animal traits can be influenced by the environment. • Demonstrate an understanding of why humans have an impact upon animals' life cycles and the environment where they live. • Differentiate similarities and differences in life cycles between plants and animals.
Social Studies	• Explain how human actions can have positive or adverse affects on local or other environments
Personal Social	• Describe how personal growth has resulted in new skills and abilities

G2 HWE0 Unit Overview

Grade/Year Level:	G2	Collaborative Teaching Team:	Anouk van Aanholt, Danna Scott, Mar Folgueiras, Dominique Imbert, Marcella De Diego, Zina Khalid
Year:	2021-22	Timeline:	05/02/2022 - 06/15/2022



Transdisciplinary Theme

How We Express Ourselves: 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

- People can communicate their thoughts, ideas, and stories across different genres.
- Las personas expresan sus pensamientos, ideas e historias a través de diferentes formas de escritura.
- Les gens peuvent exprimer leurs pensées, leurs idées et raconter des histoires à travers différents modes d'expression.

Lines of Inquiry

- Verbal and visual tools
- Las formas de expresión verbales y visuales
- Les moyens d'expression verbaux et visuels

- Various forms of dramatic expression
- Las diferentes formas de expresión dramática
- Les différentes formes d'expression dramatique

- Expressing feelings, personal ideas, and experiences
- Cómo expresamos sentimientos, ideas y experiencias personales
- Exprimer des sentiments ou des idées et raconter des expériences vécues

Key Concepts

- Form / Forme / Forma
- Function / Fonction / Función
- Connection / Relation / Conexión

Learner Profile Attributes

- Open-minded / Ouvert d'esprit / De mentalidad abierta — We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- Risk-taker / Audacieux / Audaces — We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- Communicator / Communicateur / Buenos comunicadores — We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

FOR ALL LANGUAGES: Genre (reading) = poetry, folklore, plays; Text type (writing) = narrative & poetry

English	Français	Español
Listening and speaking: Learners: - listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail - participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems	Écoute et expression orale: Les apprenants: - écoutent diverses présentations orales (y compris des histoires, poèmes, comptines et rapports) et répondent avec une confiance et un détail accrus - participent à diverses activités théâtrales (par exemple, jeu de rôle, spectacle de marionnettes, mise en scène d'histoires familières et de poèmes)	Comunicación oral: Los alumnos: - escuchan una variedad de presentaciones orales, tales como cuentos, poemas, rimas e informes y responden cada vez con mayor confianza y nivel de detalle - participan en diversas actividades de dramatización, por ejemplo: juegos de simulación, teatro de títeres, dramatización de cuentos y poemas conocidos
Reading: Learners: - recognize a specific text type, for example, poetry, plays, stories - identify and explain the basic structure of a story - beginning, middle and end; may use storyboards or comic strips to communicate elements - apply phonics strategies, such as blending sounds from left to right, when decoding print	Lecture: Les apprenants: - reconnaissent un type de texte particulier (par exemple, des lettres, de la poésie, des pièces de théâtre, des histoires, des romans) - identifient et expliquent la structure de base d'une histoire (début, milieu et fin); peuvent utiliser des scénarios dessinés ou des bandes dessinées pour communiquer des éléments - utilisent des stratégies phonétiques pour décoder les mots (par exemple, diviser les mots inconnus en syllabes, combiner les phonèmes)	Lectura: Los alumnos: - reconocen un tipos de textos específico, por ejemplo: cartas, poesía, obras de teatro, cuentos, novelas, informes y artículos - identifican y explican la estructura básica de un cuento: principio, desarrollo y fin; pueden usar storyboards (guiones gráficos) o tiras cómicas para comunicar elementos - usa estrategias fonética para decodificar combinando y segmentando sonidos de izquierda a derecha
Writing: Learners: write about a topic for a specific purpose and text type modeled by	Expression écrite: Les apprenants: écrivent sur un sujet dans un but et avec un type de texte précis, modélisés	Escritura: Los alumnos: escriben sobre un tema con un propósito y tipo de texto específico,

teachers. - organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end - with teacher guidance, publish written work, in handwritten form or in digital format.	par l'enseignant - organisent leurs idées dans un ordre logique (par exemple, ils écrivent des récits simples avec un début, un milieu et une fin) - publient un travail écrit à la main ou rédigé dans un format électronique, avec l'aide de l'enseignant	modelado por el maestro. - organizan las ideas en una secuencia lógica, por ejemplo: escriben narraciones sencillas con un principio, un desarrollo y un fin - con la orientación del maestro, publican sus textos, en formato digital o escritos a mano.
Visual Language Learners: - use actions and body language to reinforce and add meaning to oral presentations - realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance	Expression visuelle Les apprenants: - utilisent des actions et le langage corporel pour renforcer et ajouter du sens aux présentations orales - réalisent que les effets ont été sélectionnés et disposés de manière à avoir un certain impact (par exemple, la façon dont la couleur, l'éclairage, la musique et le mouvement se complètent dans une représentation)	Comunicación visual: Los alumnos: - utilizan acciones y lenguaje corporal para reforzar y agregar significado a las presentaciones orales - comprenden que los efectos se seleccionan y organizan para lograr un impacto concreto, por ejemplo: el modo en que el color, la iluminación, la música y el movimiento se combinan en una representación artística
Math	Measurement - Find equivalent values of pennies, nickels, dimes, quarters and half-dollars up to \$1.00 - Identify different combinations of coins equal to the value of \$1.00 - Model making change from \$1.00 - Find equivalent measurements within a system of measurement Numbers - Read and represent numbers, using the base 10 place value system, to 1,000 - Count, compare, order numbers to 1,000 - Construct and deconstruct numbers to 1,000 (expanded form) - Write numbers to 1,000 in words and numerals (written and standard forms) - Round two- and three-digit numbers to the nearest ten and hundred - Estimate the sum or difference mentally up to 100 - Estimate quantities up to 100 - Read, write, and represent fractions of a region and a set with denominators up to 10 - Add three two-digit numbers with and without regrouping, using a variety of strategies	

	- Subtract two- and three-digit numbers with and without regrouping, using a variety of strategies Patterns and Functions - Recognize, describe, and extend number patterns: skip counting by 2s, 5s, 10s, and 100s - Find unknown quantities in addends, subtrahends, minuends; and sums and differences - Complete number sentences to demonstrate equality between two operations: $_ + _ = _ - _$
Social Studies	Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.
Personal social	- Express hopes, goals and aspirations - Demonstrate a positive belief in their abilities and believe they can reach their goals by persevering