



G2	WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	SHARING THE PLANET
Description	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	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.	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.	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.	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.	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.
Timeline	End August - October break	Year Long Unit. Starting in Sep (one week between each unit every 5-6 weeks)	After October - break – winter break	January to February break	February break – April break	April break - June
Central Idea	Role Model choices reflect the values of individuals and societies.	Stories communicate ideas and experiences.	Community needs are met through organized groups.	Simple machines make work easier.	Earth's geography is connected to settlement patterns and ways of life.	Habitats support interdependent relationships between Organisms.
Conceptual lenses	Perspective Choice	Form Connection Interpretation	Responsibility Collaboration	Function Gravity	Form Change Connection	Connection Interdependence adaptation
Approaches to Learning and Learner Profile	Social Reflective	Communication Open-minded	Social Caring	Thinking Inquirer	Research Knowledgeable	Self-management Principled

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Personal Social Education	<p>Identity: have an awareness of the qualities, abilities, character, and characteristics that make up their own and others' identity</p> <p>Active Living: understand their personal responsibilities to themselves and others in relation to safety practices</p>	<p>Identity: identify and understand their emotions in order to regulate their emotional responses and behavior</p> <p>Interactions: recognize the value of interacting, playing, and learning with others</p>	<p>Identity: explore and apply different strategies that help them approach challenges and new situations with confidence</p> <p>Interactions: understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate</p>	<p>Active Living: explore, use, and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows</p>	<p>Interactions: become aware that their behavior affects others and identify when their actions have had an impact</p>	<p>Active Living: recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being</p> <p>Interactions: understand that responsible citizenship involves conservation and preservation of the environment</p>
Science	<p>The role of science: identify some role models in the field of science that have significantly impacted our lives and who might inspire us</p>		<p>Materials and matter suggest materials we might use and change to solve problems in our community</p>	<p>Forces and energy:</p> <ul style="list-style-type: none"> – identify the effects a push or pull force can have on the position and motion of an object – explain how things near the earth fall to the ground unless something holds them up – show how things move in many ways, such as straight, zigzag, round and round, back and forth, and fast and slow – demonstrate an understanding of how simple machines work – identify different properties of magnetic and non-magnetic materials 	<p>Earth and space:</p> <ul style="list-style-type: none"> – identify geographical features of different landscapes – describe some of the ways in which balance in nature can be disturbed <p>Materials and Matter: describe the connection between geography and available materials and explore their properties</p>	<p>Living things:</p> <ul style="list-style-type: none"> – describe different natural habitats – explore local habitat of bees, trees, flora, and fauna – use food chains and webs to show how living things are connected – give examples of what is meant by biodiversity – describe some of the ways in which balance in nature can be disturbed – share examples and give reasons for adaptation and extinction – identify common components of life cycles (birth, growth, maturity, reproduction, death) – investigate the responses of plants and animals to changes in their habitat

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Social studies	<p>Social organization and culture:</p> <ul style="list-style-type: none"> – explain a personal value – explain what a role model is – describe the attributes of a given role model – describe how role models can influence how people choose to act – identify role models from the past and compare them with modern-day role models 	<p>Culture, continuity and change through time:</p> <ul style="list-style-type: none"> – understand that different cultures may have their own story-telling traditions – compare different versions of the same story, identifying similarities and differences – reflect on and compare attitudes towards gender roles within stories 	<p>Human systems and economics:</p> <ul style="list-style-type: none"> – explore how organizations and systems influence lifestyle and community – identify the contributions of different members of a community – use charts and visual planning tools to organize and distribute community and group responsibilities – understand the difference between public and private places – describe the functions of different organizations in the community – give examples of how organizations meet the needs of people in the community – explain how to be safe when we commute within the city (Verkehrserziehung, s. Empfehlungen/ Richtlinien Senat) <p>Resources and the environment: understand that scientific and technological progress can have an impact on the environment</p>	<p>Continuity and change through time:</p> <ul style="list-style-type: none"> – understand that scientific and technological progress can have an impact on the environment – identify and describe inventions that changed people’s lives – describe the connection between inventions and human needs and wants – describe how inventions in the past influence lives today 	<p>Human and natural environments:</p> <ul style="list-style-type: none"> – ask questions about the natural and physical worlds – explain why humans choose to live in certain locations – give examples of the impact human settlements can have on the physical environment – use maps and globes to explore the relationships between places <p>Resources and the environment: understand that scientific and technological progress can have an impact on the environment</p>	<p>Human and natural environments:</p> <ul style="list-style-type: none"> – give examples of different habitats that can be found on earth – describe the natural features of our local environment – give examples of organisms and animals that are living in our local environment <p>Resources and the environment</p> <ul style="list-style-type: none"> – understand how biodiversity can be affected by human choices – give examples of the impact humans have had on natural habitats – identify an action that children can take to have a positive effect on the local habitat (coexistence)

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<p>Mathematics (within the Programme Of Inquiry)</p>	<p>An exploration into how information can be expressed as organized and structured data and that this can occur in a range of ways in connection with various role models and their values.</p>	<p>Yearlong unit objectives: Place Value: – Understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. – develop an understanding of the base 10 place value system</p> <p>Number stories – why does sequencing & order matter in number as well as in stories? – order and sequence matters for adding and taking away</p>	<p>An inquiry into how standard units allow us to have a common language to measure and describe objects and events. This helps further the concept and connections to structure and organizations.</p> <p>Measurement: tell and write time to the half hour & quarter mark</p>	<p>An investigation into forces using estimations and measurement</p> <p>Measurement: length, height, and distance using standard units (millimeter, centimeter, meter, kilometer)</p>	<p>An inquiry into the characteristics that can be described and compared in 3 dimensional shapes as they relate to landforms An investigation into regions, positions and boundaries of their immediate environment</p> <p>Shape & Space: identify, classify and sort 2d and 3d shapes</p> <p>Location and Movement: read & create maps (compass rose, directional language, map key)</p>	<p>An investigation of how the data can be displayed using graphs to show relationships between humans and animals and that we can create different graphs, highlighting different aspects of data and relationships more efficiently</p> <p>An inquiry into fractions as representations of whole-part relationships and how they help us interpret data about animal habits and human impact.</p> <p>Explore the relationship between animal habitat and adaptation with climate and raising and falling temperatures</p> <p>Data Handling: read, display & interpret Comparative bar graphs and line plots (2:1, 5:1 & 10:1)</p> <p>Fractions: identify and investigate simple fractions as part of a whole</p> <p>Measurement: read temperature using a thermometer</p>

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<p>Mathematics (outside the Programme of Inquiry)</p>	<p>Measurement: name months of the year & days of the week</p> <p>Class set up: mathematics growth mindset (Youcube)</p> <p>Data Handling: read & interpret data collect & display data</p>	<p>Yearlong unit objectives: solve a variety of addition & subtraction math story problems</p>	<p>Probability: discuss probability of events occurring</p> <p>Money: add & subtract money amounts up to 100Ct</p>	<p>Pattern & Function: identify, extend or create repeating patterns with three or more attributes Identify, extend and create growing and shrinking number patterns</p> <p>Measurement: – estimate, measure & compare the length, height and distance of object – estimate, measure & compare the capacity/ volume of a container</p>	<p>Shape & Space: classify and compare angles</p> <p>Measurement: area & perimeter using nonstandard</p>	<p>Measurement: estimate, measure & compare the mass of objects</p>
<p>Number</p>	<ul style="list-style-type: none"> – mentally add & subtract numbers up to 20 – count within 1000 forward by 1’s, 2’s, 5’s, 10’s, and 100’s starting from any number – given a two-digit number, mentally find 10 more or 10 less than the number, without having to count – flexibly and fluently add and subtract a single-digit number to/ from a double-digit number up to 100, using a variety of strategies 	<p>Yearlong unit objectives:</p> <ul style="list-style-type: none"> – accurately and flexibly add and subtract whole numbers up to 100 using a variety of calculation strategies – use an understanding of inverse operations to solve addition and subtraction problems – read, represent, compare, and order whole numbers to 1000 using a variety of tools – compose and decompose two-digit and three-digit numbers in a variety of ways 	<ul style="list-style-type: none"> – compare two three-digit numbers based on meanings of the hundreds, tens, and one digits – determine the ten that is nearest to a given two-digit number 	<ul style="list-style-type: none"> – interpret and solve multiplication & division word problems using a variety of calculation strategies – use an understanding of inverse operations to solve addition and subtraction problems 	<ul style="list-style-type: none"> – interpret and solve multiplication & division word problems using a variety of calculation strategies – locate whole numbers to 1000 on a number line and on a partial number line 	<ul style="list-style-type: none"> – Interpret and solve multiplication & division word problems using a variety of calculation strategies – demonstrates a conceptual understanding of multiplication and division by interpreting math story problems as multiplicative or divisive – determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts

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<p>Language Genre English and German</p>	<p>REALISTIC FICTION and PERSONAL NARRATIVE</p> <p>Conceptual Understanding When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p> <p>Reading REALISTIC FICTION explore values embedded in the behaviors of characters through the lens of the learner profile.</p> <p>Writing PERSONAL NARRATIVE Small Moments: Writing with Focus, Detail and Dialog – use daily life events as a starting point to craft stories – word study: create mind maps of adjectives or verbs that describe a role model</p> <p>Speaking & Listening – interview people to find out who inspires them – identify role models and reflect upon their behaviors</p>	<p>TRADITIONAL TALES and REALISTIC FICTION</p> <p>Conceptual Understandings: – The words we see and hear enable us to create pictures in our minds. – Thinking about storybook characters and people in real life helps us to develop characters in our own stories.</p> <p>Reading STORYTELLING (YEARLONG UNIT OF INQUIRY) – explore a wide variety of stories making connections between personal experience and storybook characters – explore German literature and fairy tales (Grimm’s brothers) – identify and apply basic structure of a story – determine characters, setting, problem, solution and story structure</p> <p>Writing REALISTIC FICTION <i>From Scenes to Series: Writing Fiction</i> use action, dialogue, and feelings to create stories that bring characters to life</p>	<p>ORGANIZING IDEAS for ACTION and LETTER WRITING</p> <p>Conceptual Understanding: We write in different ways for different purposes.</p> <p>Reading explore different informational texts about community-based topics</p> <p>Writing – create surveys and questionnaires to inform decision making – organize a class initiative for community improvement using a written plan and schedule – use standard letter writing format to address a local community initiative</p>	<p>SCIENTIFIC and NONFICTION CHAPTER BOOKS</p> <p>Conceptual Understandings: – Consistent ways of recording words or ideas enable members of a language community to communicate. – People read to learn.</p> <p>Reading SCIENTIFIC NONFICTION research informational multi-media texts to learn about simple machines and use graphic organizers to collate information</p> <p>Writing INFORMATIONAL TEXTS Nonfiction chapter books – craft informational writing combining pictures, charts and specialist vocabulary to create teaching texts about simple machines</p>	<p>NONFICTION TEXTS and INFORMATIONAL CASE STUDIES</p> <p>Conceptual Understandings: The structure of different types of texts includes identifiable features.</p> <p>Reading NONFICTION TEXTS – RESEARCH FOCUS use a variety of texts and media to research and make connections between landforms, settlements and lifestyle</p> <p>Writing INFORMATIONAL TEXTS Nonfiction Chapter Books (cont.) – Berlin case study project (settlement history of Berlin and reasons why) – research different sites in Berlin and present as a travel brochure</p>	<p>PERSUASIVE ANALYSIS and WRITING</p> <p>Conceptual Understanding: The structure and organization of written language influences and conveys meaning.</p> <p>Reading PERSUASIVE TEXTS AND CAMPAIGNS – analyze the texts and media of a variety of environmentally focused organizations – apply conceptual understanding of interdependence by promoting principled behavior towards living things in our locality and beyond</p> <p>Writing OPINION WRITING Writing Reviews – write persuasive reviews of environmental organizations and their campaigns focusing on expressing opinion and presenting convincing arguments</p>

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German Language focus outside the Programme of Inquiry	Reading Strategies Develop reading routines in class: 1) read-to-self 2) practice fluency 3) practice high-frequency words 4) reading for enjoyment	Reading Strategies Retelling Story Elements <i>Yearlong:</i> Improve reading fluency (Leseflüssigkeitstraining)	Reading Strategies Forming questions Sequencing	Reading Strategies – Identifying non-fiction versus fiction – Cause and effect – Expanding technical vocabulary	Reading Strategies Reading for information Identifying relevant information in a text	Reading Strategies Reading for information Expanding technical vocabulary
	German Language Use and Conventions Yearlong progressions based on individual growth: – language inquiry (German grammar and spelling) – use of high frequency words and personal word banks – use an increasing bank of sound blends – acquire cursive handwriting with an individual approach (starting in Unit of Inquiry 2)					
English Language focus outside the Programme of Inquiry	Reading Strategies – Check and monitor for understanding – Personal ‘just-right’ book selection	Reading Strategies – Making Connections – Retelling – Organize information – Story elements – Identifying themes – Graphic organizers (mind maps, storyboards) – Forming questions	Reading Strategies – Questioning – Making predictions – Non-fiction text features	Reading Strategies – Determining Importance – Cause and effect – Expanding Vocabulary	Reading Strategies – Non-fiction text features – Reading for meaning – Summarizing	Reading Strategies – Synthesizing – Summarizing – Personal response
	English Language Use & Conventions Yearlong progressions based on individual growth: – English spelling & word study groups – use personal and class ‘word walls’ and an increasing bank of sound blends to help spell new words – understand and apply increasingly complex English language conventions					

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Arts within the Programme of Inquiry	<p>Visual Arts:</p> <ul style="list-style-type: none"> – examine influential artists that serve as role models – create visual representations of the Learner Profile attributes <p>Music:</p> <p>examine role models in music - individuals who are using influence of art for good</p>	<p>Visual Arts:</p> <ul style="list-style-type: none"> – explore illustration & symbolism – identify ways in which a story can be told through – comics and graphic novels <p>Music:</p> <ul style="list-style-type: none"> – identify the tools composers use to express emotions and tell a story – explore how stories can be told through sound alone 	<p>Visual Arts:</p> <ul style="list-style-type: none"> – explore different artistic schools of thought, and the artists in those groups – Thematic and philosophical organization <p>Music:</p> <p>develop an understanding of musical ensembles in terms of both size and function</p>	<p>Visual Arts:</p> <p>construct miniature theatres as part of inquiry into Rube Goldberg machines</p> <p>Music:</p> <p>explain the different ways in which we share musical information with others</p>	<p>Visual Arts:</p> <p>create topographical sculptures reflecting their understanding and knowledge of different natural features such as mountain ranges and volcanoes</p>	<p>Visual Arts:</p> <p>create a diorama of different habitats</p> <p>Music:</p> <p>participate in a compositional project and reflect upon self-management skills including the planning process and taking action</p>
Arts outside the Programme of Inquiry			<p>Music:</p> <p>explore musical form and types of accompaniment</p>	<p>Music:</p> <p>Introduction to learn staff notation and pitch movement</p>	<p>Visual Arts:</p> <p>explore shape and how to represent 3D on paper</p> <p>Music:</p> <ul style="list-style-type: none"> – explore the practical application of reading written notation (either through Orff instruments or soprano recorders) – develop music theory skills to confidently read notes on the Treble Clef – distinguish between major and minor tonalities – expand their musical vocabularies 	<p>Music:</p> <p>compose and perform each other's work</p>

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Physical Education within the Programme of Inquiry	<p>Individual pursuits: recognize a high level of achievement and how to improve a performance</p> <p>find our inspirational sporting heroes</p>	<p>Movement composition: recognize that movements can be linked together and refined to create a sequence of aesthetic movements that tell a story</p>	<p>Games: recognize the challenges presented by games, modifying existing games and creating new games; teamwork.</p>	<p>Adventure challenges:</p> <ul style="list-style-type: none"> – use of physical and critical-thinking skills by individuals and/or groups – participate in challenges that require groups to work together collaboratively in order to solve simple machine problems 		
Physical Education outside the Programme of Inquiry					<p>Health-related fitness: recognize and appreciate the importance of maintaining a healthy lifestyle</p>	<p>Health-related fitness: explore the interaction of body systems and the development of physical fitness</p>