

Wk	Unit of Inquiry	Skills	Sc/Soc/PSPE	Genre	Lang. Stand Alone	Maths Integrated	Number/Maths Stand Alone	Info. Lit
WB 21 Aug	1							
WB 28 Aug 30 <sup>th</sup> Open House	2							
WB 4 Sep	3							
WB 11 Sep 13 <sup>th</sup> ERD	4							
WB 18 Sep	5							
WB 25 Sep	6							
WB 2 Oct	7							
WB 9 Oct	8							
WB 16 Oct	9							
WB 23 Oct	10							
WB 30 Oct	11							
WB 6 Nov	12							
WB 13 Nov	13							
WB 20 Nov 22 ERD	14							
WB 27 Nov	15							

					Uses a small range of strategies throughout the writing process e.g. self-questioning Creates a published text that is beginning to reflect the intended purpose		Creates simple symmetrical designs Describes and/or represents mental images of objects, patterns, and paths using terms such. Describes and/or represents mental images of objects, patterns, and paths using terms such		
WB 4 Dec 7 <sup>th</sup> Winter Perf	16	<b>Who we are</b> <i>An inquiry into: personal, physical, mental, social and spiritual health</i>			<b>Writing to: Instruct</b> (Stand Alone) <b>Purpose:</b> To provide steps or specific instructions to guide an action or behavior		<b>Data Handling:</b> (Transdisciplinary Connection) <b>Data Handling</b> <b>Conceptual Understanding</b> Information can be expressed as organized and structured data Data can be collected, organized, displayed and analyzed in different ways		
WB 11 Dec	17								
WB 18 Dec	18								
WB 25 Dec	19								
WB 1 Jan	20								
WB 8 Jan	21	<b>Central Idea:</b> Routines and habits affect our health and how our body functions	<b>Thinking:</b> Synthesis, Evaluation	<b>PSPE</b> <b>Active Living)</b> Recognize the importance of regular exercise in the development of well-being Reflect on the interaction between body systems during exercise Be aware that the body's capacity for movement develops as it grows Identify healthy food choices Communicate their understanding of the need for good hygiene practices <b>Health</b> Examine food guides and recommended portions of food (new 1617) Discuss the causes and effects of proper/improper rest and exercise Identify and practice desirable habits: exercise, rest, cleanliness, and nutritional meals. Understand why rest is important in keeping us healthy Name and identify healthy foods. Show awareness of size, height and weight. <b>Science</b> <b>Living things</b> Recognize and describe that living things, including humans, need certain resources for energy and growth Explain that as people grow up, the amounts and kinds of food and exercise needed by the body may change. Identify the major food groups and be aware of the role they play in human development Compare and evaluate different models of 'healthy' menus Explain how eating a variety of healthful foods and getting enough exercise and rest help people to stay healthy Describe how diseases caused by germs may be spread by people who have them and demonstrate that washing one's hands with soap and water reduces the number of germs that can get into the body or that can be passed on to other people Create, plan and execute a healthy lifestyle plan including behaviors regarding hygiene, sleep, play, eating and exercise	<b>Language Features/Grammar</b> Begins to identify adverbs and begins to distinguish those that answer, "how, when, where and why;. Identifies verbs that distinguish present, past or future. <b>Contextual Understanding</b> Writes multi-step directions with introduction and conclusion	<b>Listening:</b> Identifies, initially with support and direction, who is speaking in an oral text, and demonstrates an understanding that the speaker has his or her own point of view <b>Speaking:</b> Presents simple spoken texts using basic text structures in logical sequence, e.g. description, instruction, recount. Plans and delivers short presentations, providing some key details in logical sequence Identifies a few strategies that are helpful before, during and after speaking Plans and delivers short presentations, providing some key details in logical <b>Reading</b> Identifies the main idea and some additional elements of texts. Determines the meaning of words and phrases in a text relevant to a Grade 2 subject or subject area. <b>ONGOING</b> <b>Recognizes simple organizational patterns in texts of different types, and explains, initially with support and direction, how the patterns help readers understand the texts (e.g., numbered steps help the reader follow a procedure or set of instructions correctly)</b> <b>Writing</b> Uses and experiments with vocabulary choices to suit purpose and audience. Develops, uses and refers to word banks. Begins to use dictionary. Knows common antonyms and synonyms for frequently used words. <i>See Genre</i>	Creates pictographs and bar graphs of real objects, and interpret data by comparing quantities (> < =) Collects, displays, and interprets data for the purpose of answering questions. Estimates sums and differences, by rounding to the nearest 10	<b>Number</b> <b>Conceptual Understanding</b> Number operations can be modelled in a variety of ways. Counts by 100 past 1000, and back. Orders and compare numbers to 500 Reads, writes, whole numbers up to or beyond 1000 Writes numbers to 1,000 in expanded form Recognizes and orders money (local and international) according to its value Combines different denominations to equal a target number (such as 100). Counts combinations of notes and coins <b>Pattern &amp; Function</b> Identifies odd and even numbers/quantities and can determine if a group of objects to 20 has an odd or even number	Daily gathering and recording of data in relation to health habits including food, sleep and relaxation.  3b: Locate, organize, analyze, evaluate, synthesize ethically, use information from a variety of sources and media 3d: Process data and report results 4a: Identify and defines authentic problems
WB 22 Jan 24 <sup>th</sup> ERD	23	<b>Lines of inquiry:</b> Nutrition and how it helps our bodies The components of a balanced lifestyle Habits and routines we can change to improve our health <b>Learner profile:</b> Reflective, Balanced <b>Attitude:</b> Commitment, Respect <b>Key Concepts:</b> Causation, Responsibility <b>Related Concepts:</b> Balance	<b>Self-Management:</b> Organization. Time-management, Informed choices						
WB 29 Jan	24								
WB 5 Feb	25	<b>How the world works</b> <i>An inquiry into: the natural world and its laws; how humans use their understanding of scientific principles</i>	<b>Research:</b> Collecting data	<b>Science</b> <b>Forces &amp; Energy</b> Identify different types of forces Explain how some forces work Explain how a force acts on an object Provide examples of how forces work in our daily lives	<b>Continue- Writing to: Instruct</b> (Transdisciplinary Connection) Continued		<b>Measurement</b> <b>Conceptual Understanding</b> Objects and events have attributes that can be measured using appropriate tools	<b>Number</b> <b>Conceptual Understanding</b> Number operations can be modelled in a variety of ways	

				Plan and conduct experiment that show how a force works					
WB 12 Feb	26								
WB 19 Feb	27	<p><b>Central Idea:</b> Forces affect the way that objects move.</p> <p><b>Lines of inquiry:</b> Different ways in which objects can move. (acceleration, rotation) The different types of natural forces The methods that scientist use</p> <p><b>Concepts:</b> Causation Function</p> <p><b>Related Concepts:</b> Prediction</p> <p><b>Learner profile:</b> Inquirer, Reflective</p> <p><b>Attitude:</b> Curiosity, Integrity</p>	Interpreting data, Presenting research findings	<p><b>Features/Grammar</b> Identifies verbs that distinguish present, past or future.</p> <p><b>Contextual Understanding</b> Writes multi-step directions with introduction and conclusion Includes elements of of informational texts in their own writing such as title, contents etc.</p>	<p><b>Listening:</b> Uses stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text</p> <p><b>Reading</b> Uses mid-sentence punctuation when reading Uses strategies such as self-correcting, pausing, re-reading passages and substituting words to maintain reading Begins to recognize base words and removes prefixes and suffixes to break down words</p> <p><b>Writing</b> See Genre</p>	<p><i>Estimates, measures, and sequences objects using standard units (length, mass, capacity, money, temperature, and area) to solve various problems</i> <i>Chooses and uses appropriate measuring tools</i> <i>Measures to determine which is longer/shorter and expresses the difference using the standard unit of length</i> <i>Describes measures that fall between numbers on a scale and/or number line</i></p> <p><b>Measurement</b> <i>Estimates, measures and compares lengths of time: second, minute, hour, day, week and month</i> <i>Reads and writes time to the hour, 1/2hour, 1/4 hour and quarter to</i> <i>Uses years and months to measure time</i></p>	<p><i>Adds and subtracts within 100 using strategies based on place value, and/or the relationship between addition and subtraction</i></p> <p><b>Pattern &amp; Function</b> <i>Counts by 25's, 100's, 1,000's</i></p>	<p>Plan, create, a model to test. Perform testing, and record /report results.</p> <p>3bLocate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.</p> <p>3c. Use models and simulations to explore complex systems and issues.</p> <p>4d Process data and report results. Find emissions per mile calculating Using e-books.</p> <p>4c. Collect and analyses data to identify solutions and /or make informed decision.</p> <p>6a. Understand and use technology systems.</p> <p>6b. Select and use applications effectively and productively.</p>	
WB 26 Feb	28								
WB 5 Mar	29								
WB 12 Mar	30								
WB 19 Mar	31								
WB 26 Mar	32	<p><b>How we organize ourselves</b></p> <p><i>An inquiry into: the interconnectedness of human-made systems and communities; economic activities and their impact on humankind and the environment</i></p> <p><b>Central Idea:</b> People process natural resources in order to produce the foods we eat.</p> <p><b>Lines of inquiry:</b> Natural resources used for food The process and stages of food production The advantages and disadvantages of food distribution</p> <p><b>Key Concepts:</b> Change, Connection</p> <p><b>Related Concepts:</b> Production, Disribition</p>	<p><b>Social:</b> Gp. Decision making, adopting gp. Roles</p> <p><b>Thinking:</b> Comprehension</p>	<p><b>Social (Human systems &amp; economic activity):</b> Identify natural resources Describe the Stages of Food Processing: in a food system such as grow, Farm, Warehouse, Factory, Transportation, Stores. Students explored: processes with each Stage of Food Processing. Describe how various people participate in the food system Discuss the advantages and disadvantages of importing/exporting food products</p> <p><b>Describe the process and the resources used in the production of everyday items. (No need for red item)</b></p>	<p><b>Writing to: Describe Purpose:</b> To provides a detailed description of various components of the topic. (Transdisciplinary Connection)</p> <p><b>Language Features/Grammar</b> Identifies and uses (descriptive – color, shape, size, feelings, quantity etc.) adjectives Writes compound sentences by using conjunctions such as ‘and, as, but, or, because’ Begins to identify adverbs and begins to distinguish those that answer ‘how, when, where and why’.</p> <p><b>Contextual Understanding ONGOING</b> <i>Explains why people or ideas are represented in a particular way when composing information texts</i></p>	<p><b>Listening:</b> Uses stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text Extends understanding of oral texts by connecting the ideas in them to their own knowledge and experience</p> <p><b>Speaking:</b> Participates in collaborative conversations with diverse partners about topics Recounts or describes key ideas or details from a text read aloud or information presented orally</p> <p><b>Reading</b> Identifies some simple elements of style, including voice and word choice, and explains, initially with support and direction, how they help readers understand texts Recognizes and reads silent letters and souds(lamb, light).</p> <p><b>Writing</b> Explains the purpose and audience of a small range of text forms</p>	Measurement Continued	<p><b>Number</b> <i>Reads, writes, whole numbers up to or beyond 10,000</i> <i>Orders and compares numbers to 10,000</i> <i>Adds and subtracts within 1000 using concrete models, or drawings, and strategies based on place value, and/or the relationship between addition and subtraction (composing and decomposing)</i></p> <p><b>Pattern &amp; Function</b> <i>Writes numerical expressions to match number stories</i> <i>Uses words and symbols to describe and write rules for functions involving addition and subtraction</i></p>	
WB 2 Apr	33								
WB 9 Apr	34								
WB 16 Apr	35								
WB 23 Apr	36	<p><b>Where we are in place and time</b></p> <p><i>An inquiry into: orientation in place and time; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</i></p> <p><b>Central Idea:</b> We can understand the past by looking at evidence in the present.</p> <p><b>Lines of inquiry:</b> Ways of knowing the past (primary &amp; secondary sources) Interpreting artifacts</p>	<p><b>Research:</b> Formulating questions, Observing</p> <p><b>Thinking:</b> Analysis</p> <p><b>Communication:</b> Viewing</p>	<p><b>Social Studies (Continuity &amp; Change through Time)</b> Analyse various primary and secondary sources as a way to find out about the past</p> <p>Describe how historical artifacts are evidence of past events and can be used to analyze change over time</p>	<p><b>Writing to Describe Continued (Transdisciplinary Connection)</b></p>	<p><b>Listening:</b> Identifies several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p><b>Speaking</b> Asks and answers questions about what a speaker says in order to deepen understanding of a topic or issue</p> <p><b>Reading</b></p>	<p><b>Data Handling (Probability) Conceptual Understanding</b> Some events in daily life are more likely to happen than others. <i>Identifies and describes the chance of an event happening. (impossible, likely, certain, unlikely</i></p>	<p><b>Number Conceptual Understanding</b> The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems <i>Adds and subtracts within 1000 using concrete models, or drawings, and strategies based on place value, and/or the</i></p>	<p>Research historical programs or video clips on Kalemegdan (viewing); the students will take pictures using cameras (video, too) to document the field trip to Kalemegdan. The students will use calculator. The students will use Google Maps to position Kalemegdan globally.</p>
WB 24 Apr	37								
WB 30 Apr	37								
WB 7 May	38								
WB 14 May	39								
WB 21 May	40								
WB 28 May	41								
WB 4 Jun	42								
WB 11 Jun	43								

	<p><b>Concepts:</b> Change, Reflection  <b>Related Concepts:</b> Interpretation  <b>Learner profile:</b> Communicator  <b>Attitudes:</b> Appreciation</p>				<p>Demonstrates understanding of text by retelling the story or restating information from the text, including a few interesting details  Identifies several reading comprehension strategies and uses them before, during and after reading to understand texts missing  Uses picture cues, graphophonic cues, semantic and syntactic cues to construct meaning  <b>Writing</b>  <i>See Genre</i></p>		<p><i>relationship between addition and subtraction (composing and decomposing)</i>  <i>Uses arrays and models to represent word problems involving multiplication and division</i>  <i>Recognizes and knows the symbolic notation for the 4 operations</i>  <b>Fractions - Conceptual Understandings</b>  Fractions are ways of representing whole-part relationships  <i>Models and names simple fraction relationships of equal parts of a whole or region.</i>  <i>Names some equivalent names for <math>\frac{1}{2}</math> (decimal and percentage).</i></p>	<p>3b. Locate, organize, analyze, evaluate, synthesize and ethically    use information from a variety of sources and media.    3c. Evaluate and select information sources and digital tools    based on the appropriateness to specific tasks.    3d. Process data and report results.</p>
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