## HORIZONTAL AND VERTICAL PLANNER 2019-2020

Grade Level: 2

Duration						
	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	Who We Are 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	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	How the world works 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.	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	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 use simple machines to help improve everyday life.	The functioning of a community depends on people's actions.	Celebrations can express the traditions of a culture.	All things on Earth are either solid, liquid or gases and can be classified on the basis of their properties.	Changes in the environment can affect animal growth and survival	Cities create structures and systems to meet the needs of the community
Key concepts:	Function	Function	Form	Form	Responsibility	Perspective or Connection
	Causation	Responsibility,	Connection	Change	Causation	Function
Related concepts:	change  Design, Technology, Forces	Connection  Community, rights, responsibilities	perspective  Traditions, culture, beliefs	Function  Matter, change, properties	Change  Adaptation, survival, change	Form  Structures, systems, community.
Related concepts:	Design, Technology, Forces	Community, rights, responsibilities	Traditions, culture, beliefs	Matter, change, properties	Adaptation, survival, change	Structures, systems, community, organization

Lines of inquiry:	The development of simple machines(Change)  How simple machines work(Function)  Why we use simple machines(Causation)	How a community functions (function)  The rights and responsibilities of community members. (Responsibility)  How the actions of people affect a community.  (Connection/Perspective)	Why people have celebrations. (Perspective)  Similarities and differences between celebrations around the world. (Form)  How traditions are reflected in family celebrations. (connection)	Properties of matter  How matter can change  Why people choose materials for different purposes. (Function) .	Changes in the environment that affect animals. (Change)  Reasons why animals are endangered. (Causation/connection)  Actions people can take to help animals(Responsibility)	What makes a city (Perspective)  Similarities and differences between cities. (Form)  How a city meets the needs of the community. (Connection
Discipline focus: (at least 3 subject focus i.e. math, science, language)	Language Science Math	Social Studies Language Math	Social Studies Language Math	Science Language Math	Science Language Math	Social Studies Math Language
Teacher questions & provocations	What is a simple machine?  How have machines changed?  How do machines work?  Why do people use simple machines?	What makes a community?  What is a community and how does a community work?  What happens if people do not keep to their responsibilities?  How do you be a good citizen?  What are rights and responsibilities?	What is a tradition? Why do people celebrate? What are some similarities among celebrations? What are some differences between celebrations?	What are solids, liquids and gases? How can materials be changed? What are the properties of solids, liquids and gas? How do the properties of matter help decide what they can be used for?	How do changes in the environment occur? How do changes in the environment affect animals? Why do some animals become endangered? What can we do to help animals?	What is a city?  How are cities the same?  How are cities different?  What are the ways cities can give people what they need?
Approaches to Learning (ATLs)	Communication skills Listening Thinking skills Comprehension Application Synthesis Social skills Cooperating	Communication skills Speaking Social skills Accepting responsibility Resolving conflict Self-Management skills Codes of behavior	Communication skills Writing Self-Management skills Organization Time management Research skills Collecting data Social skills Respecting others Thinking skills Dialectical thinking	Thinking skills Acquisition of knowledge Research skills Formulating questions Observing Recording data Interpreting data	Self-Management skills Informed choices Communication skills Presenting Speaking Viewing	Thinking skills Analysis Evaluation Social skills Adopting a variety of group roles Group decision making

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eights, and distances; investigation, numeric repeating patterns units categorical, and display the data using one-trace and identify the two-dimensional faces of three-							pictorial representation			
patterns relate temperature to experiences of to-one correspondence, prepared templates dimensional faces of three-		estimate, measure, and record			standard units					
patterns relate temperature to experiences of to-one correspondence, prepared templates dimensional faces of three-		lengths, heights, and distances;		units						
using a variety of			patterns			to-one correspondence, prepared templates				
		construct, using a variety of		read demonstration digital and	the seasons	of concrete graphs and pictographs (with	dimensional figures, using concrete			
		strategies, tools for measuring					models			
		lengths, heights, and distances in	a hundreds chart			methods				
				I would contract the state to a concern a least	l	1	Identify and describe common			
identify a rule for a repeating pattern hour in everyday settings Data Relationships three-dimensional figures and sort		non-standard units								
lard units and write time to the hour and half-		lengths, heights, and distances in	a hundreds chart			methods	Identify and day			
, , , , , , , , , , , , , , , , , , ,		non-standard units	identify a rule for a repeating pattern			Data Relationships				

	estimate, measure, and describe area, through investigation using non-standard units; estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units  Measurement Relationships compare two or three objects using measurable attributes, and describe the objects using relative terms compare and order objects by their linear measurements, using the same non-standard unit  use the metre as a benchmark for measuring length, and compare the metre with non-standard units describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length	create a repeating pattern involving one attribute  represent a given repeating pattern in a variety of ways  Expressions and Equality create a set in which the number of objects is greater than, less than, or equal to the number of objects in a given set demonstrate examples of equality, through investigation, using a "balance" model determine, through investigation using a "balance" model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality	name the months of the year in order, and read the date on a calendar		read primary data presented in concrete graphs and pictographs, and describe the data using comparative language pose and answer questions about collected data  Probability describe the likelihood that everyday events will occur, using mathematical language	and classify them by their attributes, using concrete materials and pictorial representations describe similarities and differences between an everyday object and a three-dimensional figure locate shapes in the environment that have symmetry and describe the symmetry.  Geometric Relationships compose patterns, pictures, and designs, using common two-dimensional shapes identify and describe shapes within other shapes  build three-dimensional structures using concrete materials, and describe the two-dimensional shapes the structures contain cover outline puzzles with two-dimensional shapes  Location and Movement describe the relative locations of objects or people using positional language describe the relative locations of objects on concrete maps created in the classroom  create symmetrical designs and pictures, using concrete materials, and describe the relative locations of objects on concrete maps created in the classroom
Mathematics - Yearlong	read and print in words whole number demonstrate, using concrete materials relate numbers to the anchors of 5 an identify and describe various coins, us represent money amounts to 20¢, thre estimate the number of objects in a se compose and decompose numbers up	s, the concept of conservation of number id 10 sing coin manipulatives or drawings, and st ough investigation using coin manipulatives	ate their value ; materials	tional names		

demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting; count forward by 1's, 2's, 5's, and 10's to 100, using a variety of tools and strategies count backwards by 1's from 20 and any number less than 20, with and without the use of concrete materials and number lines;

count backwards from 20 by 2's and 5's, using a variety of tools use ordinal numbers to thirty-first in meaningful contexts

Operational Sense
solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and drawings solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental strategies add and subtract money amounts to 10¢, using coin manipulatives and drawings.

Science	Understanding Structures and Mechanisms		Understanding Matter and Energy Developing investigation and	Understanding Life Systems Relating science and technology to	
	Relating science and technology		communication skills	society and the environment	
	to society and the environment		Communication Skins	1.1 analyze the positive and negative	
			2.2 measure temperature and mass,	impacts of human interactions with natural	
	1.1 assess the impact on society		using appropriate instruments	habitats and communities, taking different	
	and the environment of simple			perspectives into account, and evaluate	
	machines that allow movement		2.3 use scientific	ways of minimizing the negative impacts on features of their habitat to meet important	
			inquiry/experimentation skills to investigate changes of state and	needs	
	Developing investigation and		changes in matter	1.2 identify reasons for the depletion or	
	communication skills			extinction of a plant or animal species,	
	2.1 follow established safety		2.4 use scientific	evaluate the impacts on the rest of the	
	procedures during science and		inquiry/experimentation skills to	natural community, and propose possible	
	technology investigations		determine how the physical properties	actions for preventing such depletions or	
	2.2 investigate and describe		of materials make them useful for	extinctions from happening	
	2.2 investigate and describe     different kinds of movement		particular tasks	Understanding basic concepts	
	dinerent kinds of movement		Understanding basic concepts	3.1 demonstrate an understanding of	
	2.3 investigate the structure and		3.1 identify matter as everything that	habitats as areas that provide plants and	
	function of simple machines		has mass and occupies space	animals with the necessities of life	
	·				
	2.4 use technological problem-		<ol><li>3.2 identify properties of solids,</li></ol>	3.3 identify factors that affect the ability of	
	solving skills, and knowledge and		liquids, and gases	plants and animals to survive in a specific	
	skills acquired from previous		2.2 symlain shannes of state in matter	habitat	
	investigations, to design, build, and test a mechanism that includes one		3.3 explain changes of state in matter and give examples of each	3.4 demonstrate an understanding of a	
	or more simple machines		and give examples of each	community as a group of interacting	
	of more simple macrimes		3.4 describe physical changes in	species sharing a common habitat	
	Understanding basic concepts		matter as changes that are reversible		
	3.1 describe different ways in which		, and the second	3.7 describe structural adaptations that	
	objects move		3.5 describe chemical changes in	allow plants and animals to survive in	
	O O identify were in orbitals that		matter as changes that are irreversible	specific habitats	
	3.2 identify ways in which the position of an object can be		3.6 explain how changes of state	3.8 explain why changes in the environment	
	changed		involve the release of heat	have a greater impact on specialized	
	onanged		involve the release of fleat	species than on generalized.	
	3.3 identify the six basic types of		3.7 identify indicators of a chemical	-p	
	simple machines – lever; inclined		change	Understanding basic concepts	
	plane; pulley; wheel and axle,			3.8 identify examples of environmental	
	including gear; screw; and wedge -		3.8 distinguish between a physical	conditions that may threaten plant and	
	and give examples of ways in which each is used in daily life to make		change and a chemical change	animal survival	
	tasks easier		Developing investigation and	3.10 identify positive and negative impacts	
			communication skills	that different kinds of human activity have	
	3.4 describe how each type of		2.2 investigate the properties of liquids	on animals and where they live, form an	
	simple machine allows humans to		and solids	opinion about one of them, and suggest	
	move objects with less force than			ways in which the impact can be minimized	
	otherwise would be needed		2.3 investigate, through	or enhanced	
	2. E identificationale		experimentation, interactions that	Deleting esiance and to be also to	
	3.5 identify simple machines used in devices that move people		occur as a result of mixing and/or dissolving liquids and solids, liquids	Relating science and technology to society and the environment	
	in devices that move people		and liquids and solids, liquids and liquids and solids	1.1 identify personal action that they	
			and inquide and solide and solide	themselves can take to help maintain a	
			2.4 use scientific	healthy environment for living things,	
			inquiry/experimentation skills to	including humans	
			investigate liquids and solids in terms		
			of their capacity for buoyancy		
			2.5 use technological problem-solving		
			skills, and knowledge acquired from		
			previous investigations, to design,		
			build, and test a structure that involves		
			interactions between liquids and solids		

			Understanding basic concepts 3.1 identify objects in the natural and built environment as solids or liquids 3.2 describe the properties of solids and liquids 3.3 describe the characteristics of liquid water and solid water, and identify the conditions that cause changes from one to the other 3.4 identify conditions in which the states of liquids and solids remain constant, and conditions that can cause their states to change	
, and the second	Developing investigation and communication sk 2.6 use appropriate science and technology vocabul 2.7 use a variety of forms to communicate with differ Developing investigation and communication sk 2.1 follow established safety procedures for working	lary in oral and written communication rent audiences and for a variety of purposes ills		
Social Studies	A1.1 descrit person's rol responsibilit different pla different tim A1.2 descrit events in the their roles, responsibilit A1.4 descrit can have or different sitt ways in white people can self  Roles, Res A2.1 formula investigation the interrelate people, and their own roles responsibilit self A2.2 gather on significan places in the have contributed of their roles in the significant places in the have contributed for their roles of their roles in the significant places in the have contributed for their roles of	Past and Present Tradition  A2.1 formulate questions to ginvestigations into some of the and present traditions and celebrations in their own farm the communities to which the belong  A2.2 gather and organize information and resent traditions and celebrations in their own farm the communities to which the belong  A2.2 gather and organize information on some of the part traditions and celebrations in their own farm the community to which they gathered themselves or that been provided to them  A2.3 analyse and construct simple rand organize information relevants to their investigations, using a variet tools.  A2.4 interpret and analyse information relevant to their investigations, using a variet tools.  A2.5 evaluate evidence and conclusions and celebrations in their local community  A2.4 interpret and analyse information relevant to their investigations, using a variet tools.  A2.5 evaluate evidence and conclusions about past and present tradition and celebrations in their local community  A2.6 interpret and analyse intormation relevant to their investigations, using a variet tools.  A2.6 evaluate evidence and conclusions about past and present traditions and celebrations in their local community to which they belong the provided to them  A2.6 evaluate evidence and conclusions about past and present traditions and celebrations in their local community to which they belong the community to which they gathered themselves or that been provided to them  A2.6 evaluate evidence and conclusions about past and present traditions and celebrations in their local community and/or secondary sources that they appear to find present traditions and celebrations in their local community to which they gathered themselves or that been provided to them  A2.6 interpret and analyse into past and present traditions and celebrations in their local communities and the community and/or secondary sources that they gathered themselves or that been provided to them  A2.7 interpret and analyse into past and present traditions and celebratio	guide le past ly and ly ast y and have have have limple ations ns and y of draw vessent their nities le nt their r own	People and the Environment Differing perspective on social and environmental issues  B3.3 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues  Variations and Global Communities B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs Physical features and communities  B3.6 identify basic human needs, and describe some ways in which people in communities around the world meet these needs  B3.8 describe similarities and differences between their community and a community in a different region in the world  Interrelationships within the Community B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist  B1.2 identify some services and service-related occupations in their community and describe how they

		A2.4 interpret and analyse information relevant to their investigations, using a variety of tools  A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self  A2.6 communicate the results of their inquiries, using appropriate vocabulary  Roles, Relationships and Respect A3.1 describe some of their own roles, relationships, and responsibilities  A3.2 identify some of the significant people, places, and things in their life, including their life in the community	A3.5 demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community  A3.6 identify some ways in which heritage is passed on through various community celebrations and events is passed on through various community celebrations and events  A3.7 identify some ways in which heritage is passed on through various family celebrations and practices			meet people's needs, including their own needs  The Elements of the Local Community B3.1 identify some of the natural and built features of their community  B3.2 identify some distinct areas in the local community, and describe some of the characteristics of these areas  B3.3 describe the location of some significant places in their community, using relative location B3.7 identify some of the services in the community for which the government is responsible, and describe key responsibilities of people in the community in relation to those services
						B3.2 identify some distinct areas in
		responsibilities, and identity/sense of	and events is passed on through various community celebrations			the local community, and describe some of the characteristics of these
		Vocabulary				
			practices			Po = : 1 : : : : : : : : : : : : : : : : :
						in the community for which the
						describe key responsibilities of
		and describe their purpose or the role				to those services
		they have				
		A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience				
		A3.4 identify some elements of respectful behavior that they can practice in their everyday life and/or that other people practice				
		A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect				
Social Studies - Yearlong		1			1	<u> </u>
Performing Arts			Performing Arts			
PSPE	-	PSPE		-		
Visual Arts					Visual Arts	Manadada
Mandarin Makaranasa	Makaranaa					Mandarin
Makerspace	Makerspace	1	1		1	L