

## Grade 2 Inquiry Units

2	Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>THEME</b>	An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, communities, and cultures; of our rights and responsibilities; of what it means to be human.	An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.	An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs, and values through language and the arts.	An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	An exploration of human systems and communities; of the world of work, its nature and its value; of employment and their impact.	An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.
<b>CONTENT</b>	<p><b>Title:</b> Who's Who?  <b>Central idea:</b> <i>We are all individuals with similarities and differences</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ What makes us unique</li> <li>▪ The need to communicate</li> <li>▪ Caring for ourselves</li> </ul>	<p><b>Title:</b> Fairy Tales  <b>Central idea:</b> <i>Fairy tales are part of an ancient tradition which are still popular today.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Common elements and symbols of a fairy tale</li> <li>▪ Universal themes and messages</li> <li>▪ Traditional fairy tales from other perspectives</li> </ul>	<p><b>Title:</b> Roses Are Red  <b>Central idea:</b> <i>People use poetry to express themselves.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Different types of poetry</li> <li>▪ The structures of poetry</li> <li>▪ Poetry as a way of expressing feelings</li> <li>▪ Poetry around the world</li> <li>▪ Interpretation of poetry</li> </ul>	<p><b>Title:</b> Creepy Crawlers and Frequent Flyers  <b>Central idea:</b> <i>Arthropods are valued in different ways.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Characteristics of arthropods</li> <li>▪ The life cycle of arthropods</li> <li>▪ Arthropods in the food chain</li> <li>▪ Arthropods in farming</li> </ul>	<p><b>Title:</b> Community Unity  <b>Central idea:</b> <i>Communities are places where people live, work and play.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Ways communities are organized</li> <li>▪ Roles of government in communities</li> <li>▪ Ways members of a community are interdependent</li> </ul>	<p><b>Title:</b> Leaps in Latitude  <b>Central Idea:</b> <i>People's lives are affected by the region in which they live.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Characteristics of natural environments</li> <li>▪ Ways people use natural resources</li> <li>▪ Case study: Australia and Alaska</li> </ul>
<b>STANDARDS</b>	<p><b>Language Arts</b> Standard 1, 2  <b>History</b> Standard 3, 6  <b>Civics</b> Standard 4  <b>Science</b> Standard 3  <b>Health Standards</b></p>	<p><b>Language Arts</b> Standard 1, 2, 4, 6  <b>History</b> Standard 3</p>	<p><b>Language Arts</b> Standards 1, 2, 4, 6</p>	<p><b>Language Arts</b> Standards 1, 2, 5  <b>Science</b> Standard 1, 3, 6  <b>Geography</b> Standard 3</p>	<p><b>Language Arts</b> Standard 1, 2  <b>Science</b> Standard 4  <b>Geography</b> Standard 1, 2, 5, 6  <b>History</b> Standard 3, 5  <b>Civics</b> Standard 1, 2, 3, 4  <b>Economics</b> Standard 1, 3</p>	<p><b>Language Arts</b> Standard 1, 2, 5  <b>Science</b> Standard 4, 5  <b>Geography</b> Standard 1, 2, 3, 4, 5, 6  <b>History</b> Standard 1, 3, 4, 5  <b>Economics</b> Standard 1</p>

<p style="text-align: center;"><b>SPECIALISTS CONTENT</b></p>	<p><b>PE:</b> Cooperative games; importance of exercise; safety &amp; rules; gross motor activities <b>Music:</b> Songs about friendship, peace <b>Art:</b> Self Portraits</p>	<p><b>PE:</b>  <b>Music:</b>  <b>Art:</b></p>	<p><b>PE:</b>  <b>Music:</b>  <b>Art:</b></p>	<p><b>PE:</b>  <b>Music:</b>  <b>Art:</b></p>	<p><b>PE:</b>  <b>Music:</b>  <b>Art:</b></p>	<p><b>PE:</b>  <b>Music:</b>  <b>Art:</b></p>
<p style="text-align: center;"><b>VOCABULARY</b></p>	<p>Individual Alike &amp; different Special &amp; unique Human Development Life cycle Conflict (Resolution) Timeline Reflection Artifact Portfolio Favorite Characteristics</p>				<p>City, Rural, Suburban Community Unite Goods, Services Depend Public and Private Good Government Citizen Business Members Characteristics Community Workers. Jobs Neighborhood Mediation Justice Center Court Contribute Provide</p>	<p>Natural Environment Natural Resources Native Alaskans, People Glacier, Icebergs, Icecap Tundra, Landforms Permafrost, Arctic, Arctic Circle, Region, North Pole, Polar Region Mineral, Blubber, Fur Native Australians Bodies of Water Weather/Climate Adapt, Survive, Camouflage, Affect/Affected, Forest Nomad, Nomadic Characteristics Aborigine Indigenous</p>

<b>FIELD TRIPS &amp; SPEAKERS</b>	Lauren- Discussion of School Rules and behavioral expectations Ruth McGuire-Health Naomi Moddel-Peace Place				Community members to come speak about their jobs Experts to come teach about communities in other parts of the world Boulder Chamber of Commerce Government Officials City Council Members	Holly Mitchell Mimi Ramirez Crestview Australian Native Student Slideshow
<b>ATTITUDE</b>	Tolerance	Creativity Appreciation	Confidence Independence	Curiosity Enthusiasm	Cooperation Respect	Integrity Empathy Commitment
<b>LEARNER PROFILE</b>	Caring Communicators	Thinker	Risk Taker Reflective	Knowledgeable	Open Minded Well Balanced	Principled Inquirer
<b>TRANSD. SKILLS</b>	Introduction of Self-Management Skills	Thinking	Communication	Thinking Research	Social Skills Research	Research
<b>FACETS</b>	Self Knowledge	Explanation	Interpretation	Application (3D Project)	Empathy	Perspective
<b>KEY CONCEPTS</b>	Form Function Connection	Form Connection Reflection	Perspective Reflection	Form Function	Causation Responsibility	Perspective Connection Change