



**GRADE 2 PROJECT TIME LEARNING OUTCOMES AND UNIT GUIDE**

**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.*

Central idea: Cultures influence communities.

Lines of inquiry:  How culture is expressed through the arts  How cultural traditions influence a community  Diversity  How rocks and soils are used

**Earth & Space Science: Soils in the Environment (ES)**

**SS: Interactions and Interdependence of Nations (IN)**

Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment.

Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.

Determine characteristics of a community.  
Create a representation of the diversity of cultural groups in the local community.

**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: How our community has been shaped and changes over time

Lines of inquiry:  Reliance on natural environment  Properties of rocks and soils  Origin of earth materials  Local communities' histories

**Earth & Space Science: What Earth is Made of (EM)**

**Physical Science: Motion & Relative Position (MP)**

**Social Studies: Dynamic Relationships (DR)**

Investigate what our local environment is made from and how it was formed.

Analyze methods of determining the position of objects relative to other objects.  
  
Investigate factors, including friction, which affect the motion of natural and constructed objects, including self.

Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.  
Analyze the influence of the natural environment on the local community.  
Identify physical representations as constructed models of real things.

**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 for the aesthetic.*

Central idea: Humans express their discoveries using their senses.

Lines of inquiry:  Properties and interactions of liquids and solids  Comparing physical properties  Conflict and conflict resolution

**Physical Science: Liquids & Solids (LS)**

**Social Studies: Power and Authority (PA)**

Investigate properties (e.g., color, taste, smell, shape, and texture) of familiar liquids and solids.  
  
Investigate interactions between liquids and solids, and technologies based on those interactions.

Analyze how decisions are made within the local community.

Assess and practise various approaches to resolving conflicting interests within the community.



# SAN JUAN DEL SUR DAY SCHOOL



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### 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.*

Central idea: The earth's materials have a variety of properties that determine their uses.

Lines of inquiry:  Constructed models  Technology  How natural resources are used and reused to build things

Engineering, Technology, & Application of Science (ETS)

Social Studies: Resources and Wealth (RW)

The shape and stability of structures of natural and designed objects are related to their function(s).

Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

### 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: Humans interact with their environments and create communities to meet their needs.

Lines of inquiry:  Producers and consumers of a working community  Animal life cycles  Genetic similarities & differences  Characteristics of communities

Life Systems: Growth & Changes in Animals (AN)

Social Studies: Power and Authority (PA)

Social Studies: Resources and Wealth (RW)

Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles.  
Compare the growth and development of humans with that of familiar animals.

Analyze how decisions are made within the local community.

Describe ways in which the local community meets needs and wants of its members.

### 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: Animals have an interdependent relationship with people and other animals of the world.

Lines of inquiry:  How humans and animals coexist  Positive and negative effects on the environment

Life Systems: Growth & Changes in Animals (AN)

Social Studies: Resources and Wealth (RW)

Assess the interdependence of humans and animals in natural and constructed environments.

Analyze various worldviews regarding the natural environment.