

	Fall		Winter		Spring	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PYP Theme	How We Organize Ourselves	How We Express Ourselves	How the World Works	Where We Are in Place and Time	Sharing the Planet	Who We Are
Central Idea	Rules and laws are designed to organize society.	We gain awareness & appreciation by observing, exploring, and interacting with nature.	Observing the position of the sun, moon, earth, and stars helps us to understand the Earth's natural cycle.	Challenges can present risks and opportunities.	Living in harmony with others is a human responsibility.	Geographic location affects how people live and their culture.
Specified Concepts	Responsibility, Function, Connection	Change, Connection, Responsibility	Causation, Change, Connection	Perspective, Responsibility, Change	Form, Causation, Connection	Function, Causation, Change
Additional Concepts	Structure Roles	Nature Appreciation	Consequences Pattern	Settlement Motives	Economics Personal Budgets	Geography Culture
Lines of Inquiry	- Roles of citizens and lawmakers - Government organization (levels and branches) - Connection between citizens and government	☐ Observing plants and animals ☐ Interacting with plants and animals ☐ Expressing appreciation for nature	- Position of sun and moon in relation to Earth - Seasons around the world - Changes in the night sky	- Reasons for challenges - Challenges can lead a person to change - Challenges can lead a community to change	- Costs and benefits of economic choices - Allocating goods and services - Spending and saving money	- Types of geographic features - How and where we live - Changes over time
Learner Profile Attributes	Inquirers, principled, Thinkers	Communicators, Balanced, Principled	Inquirer, balanced, reflective	Caring, risk-taker, communicator	reflective, balanced, open-minded	Communicator, reflective, risk-taker

Reading	Unit 1- Realistic Fiction - You Are Here Essential Question: How do different places affect us? Focus Standard: RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	Unit 2 Informational Texts - Nature's Wonders Essential Question: What patterns do we see in nature? 2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Unit 3 Literary Texts - Our Traditions Essential Question: What makes a tradition? L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Unit 4 Biographies (Narrative Nonfiction) - Making A Difference Essential Question: Why is it important to connect with other people? ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Unit 5 Informational Texts - Incredible Earth Essential Question: How does the earth change? RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Unit 6: Review Poetry Midnight on the Moon Opinion Writing RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as
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						needed at the high end of the range.
Writing	Personal Narratives ELA GSE Standards: 2W3, 2W5, 2W6, 2W7, 2W8, 2SL1, 2L1A, 2L1B, 2L1C, 2L1D	Personal Narratives/ Informational ELA GSE Standards: 2W3, 2W5, 2W6, 2W7, 2W8, 2SL1, 2SL1E, 2SLIF, 2SL2E	Informational/Explanatory ELA GSE Standards: 2W5-2W8	Opinion ELA GSE Standards: 2W3-2W8	Opinion/ Narrative ELA GSE Standards: 2W1, 2W3, 2W5, 2W8	Informational/ Opinion ELA GSE Standards: 2W1, 2W2, 2W5, 2W7, 2W8
Math	Unit 1: Numbers Within 20: Addition, Subtraction, and Data 2.NR.2	Unit 2: Numbers Within 100: Addition, Subtraction, Time, and Money 2.NR.2 2.MDR.6	Unit 3: Numbers Within 1,000: Place Value, Addition, and Subtraction 2.NR.1	Unit 4: Length: Measurement, Addition and Subtraction, and Line Plots 2.MDR.5	Unit 5: Shapes and Arrays: Partitioning and Tiling Shapes, Arrays, Evens and Odds 2.NR.3 2.PAR.4 2.GSR.7	Review & Intro to Multiplication 2.NR.3 2.PAR.4
Social Studies	Unit 1: Connecting Themes Weeks 1-3 Unit 2: Our Georgia Government Weeks 4-7 SS2CG1-2		Unit 3: Georgia's First People Weeks 12-16 SS2H2 SS2G2 Unit 4: Georgia Becomes a Colony Weeks 19-20 SS2H1-2 SS2G2	Unit 5: Georgians and Civil Rights SS2H1 Weeks 24-27 Economics SS2E1-4 Week 11, 17, 21, 22, 23, 32	Georgia Regions & Landforms SS2G1 Week 18, Weeks 8-10	Unit 6: Georgia Leaders SS2H1 Weeks 28-31
Science	Think Like a Scientist: Scientific Inquiry, Lab Safety	Needs of Living Things (plants and animals) S2L1, S2E3	Energy; Pushes and Pulls S2P2	Properties of Matter S2P1	Technology in our world	Astronomy: Day and Night S2E2 Astronomy: Stars

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