**Programme of Inquiry**

**Grade 2**

**2017 - 2018**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Sharing**  **the planet** | **How we express ourselves** | **Where we are**  **in place and time** | **How we organize ourselves** | **How the world works** | **Who we are** |
| Central Idea | Insects interact with our environment | Tales express different messages | Lifestyles can influence play | Patterns can represent real life situations and solve problems. | People constructed floatation devices to help them explore the world | Personal habits affect our health |
| Lines of Inquiry | * Role of bugs in our environment * Human responsibility * Types of bugs | * How tales began * Expressing ourselves through literature * Tales as an outlet for fantasy | * Impact of geography on games * How games have changed * Traditional games | * Number patterns and relations * Communication through pattern * Using and describing patterns in the world | * What sinks and floats * Effective and non effective watercrafts * Purposes of watercrafts | * Healthy eating * Physical health * Emotional health |
| Key Concepts | Connection, Responsibility Perspective | Form  Function  Perspective | Causation  Change Connection | Form  Function, Connection | Form  Function, Connection | Connection Responsibility  Function |
| Learner Profile | Knowledgeable, Inquirer  Caring | Open-minded Reflective | Knowledgeable Open-minded Risk-taker  Principled | Thinker Communicator Inquirer | Thinkers  Risk-takers Reflective | Balanced  Reflective  Caring |
| Attitudes | Appreciation  Curiosity, Tolerance | Creativity  Respect  Commitment | Appreciation  Integrity  Cooperation | Creativity  Curiosity | Confidence  Creativity  Curiosity  Enthusiasm | Independence  Commitment Empathy |