**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
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| Key Concepts | Connection, Responsibility Perspective | Form FunctionPerspective | CausationChange Connection | Form Function, Connection | FormFunction, Connection | Connection ResponsibilityFunction |
| Learner Profile | Knowledgeable, Inquirer Caring | Open-minded Reflective | Knowledgeable Open-minded Risk-takerPrincipled | Thinker Communicator Inquirer | ThinkersRisk-takers Reflective | BalancedReflectiveCaring |
| Attitudes | AppreciationCuriosity, Tolerance | CreativityRespectCommitment | AppreciationIntegrityCooperation | CreativityCuriosity | ConfidenceCreativityCuriosityEnthusiasm | IndependenceCommitment Empathy |