

Mrs. Meister

Mr. Ronen

Second Grade

Liberty Common School

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UNIT ORGANIZER FOR AUGUST AND SEPTEMBER

CORE KNOWLEDGE TOPICS

NOTE: These topics are taken directly from the Core Knowledge Sequence. To order your own copy of the Sequence, contact the Core Knowledge Foundation at 1-804-977-7550 or e-mail a request to coreknow@coreknowledge.org. You may also want to visit the Core Knowledge web-site at www.coreknowledge.org

THINKING FRAMEWORK CODING SYSTEM:

K – Knowledge

P – Patterns

M- Modeling

C- Creativity

MP- Mapping/Mental Modeling

AMERICAN HISTORY AND GEOGRAPHY

- I. American Government/The Constitution
 - A. American Government is based on the constitution; the highest law of our land (K)
 - B . James Madison: the “father” of the Constitution (K,P)
 - C . Government by consent of the governed (K, P, M)
- II. The War of 1812
 - A. President James and Dolley Madison (K)
 - B . British impressment of American sailors (K)
 - C . Old Ironsides (K)
 - D . British burn the White House (K)
 - E . Fort McHenry, Francis Scott Key, the “Star Spangled Banner” (K)
 - F . Battle of New Orleans, Andrew Jackson (K,P)

LANGUAGE ARTS

- I. Fiction
 - A. The Fisherman and His Wife by Grimm (K,P)
- II. Poetry
 - A. Seashell by Lorca (K,P,C)
- III. Sayings and Phrases
 - A. Turn over a new leaf (K,P)
 - B. Back to the drawing board (K,P)

SCIENCE

- I. Review the steps in the Scientific Method (K,P)
- II. Magnetism
 - A. Magnetism demonstrates that there are forces that we cannot see that act upon objects (K)
 - B. Most magnets contain iron (K,P)
 - C. Lodestones are naturally occurring magnets (K)
 - D. Magnetic poles: north-seeking and south-seeking (K,P)
 - E. Magnetic fields are strongest at the poles (K,P)
 - F. Laws of magnetic attraction; opposites attract, likes repel (K,P)
 - G. The earth behaves as if it were a giant magnet; north and south magnetic poles (K)
 - H. Orienteering; use of a magnetized needle in a compass which will always point to the north (K,P)

SCHOOL DISTRICT STANDARDS

These items are listed by reference number due to their length. For more information on Standards in the Poudre School District, you may access the PSD web-site.

History: 1.1,3.2,5.1,5.2,5.3

Geography: 1.1,1.3,2.1,2.2,2.3

Literature: 1.2,4.1,4.3,6.5

Language Arts: 1.2,1.4,4.5,2.6,3.3,3.4,5.2

Science: 1.1

Mathematics: 1.2,1.3,1.5,3.1,3.2,5.3,6.3

HABITS OF MIND

HISTORY

- Understand the significance of the past to their own lives.
- Perceive past events and issues as they were experienced by the people at the time, to develop historical empathy as opposed to present-mindedness
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- Appreciate the often-tentative nature of judgements about the past.
- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- Appreciate the force of the non-rational, and the accidental in history and human affairs.
- Appreciate the relationship between geography and history and a matrix of time and place, and as context for events.

SCIENCE

- Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
- *Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences.*
- Readily give sums and differences of single digit numbers.
- Explain to other students how they go about solving numerical problems.
- Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
- Draw pictures that correctly portray at least some features of the things being described.
- Ask, "How do you know?" in appropriate situations and attempt reasonable answers.

CHARACTER QUALITIES

History: Respect: Honoring/Compromising ideas during the writing of the Constitution

Integrity: Andrew Jackson/ Battle of New Orleans

Self-Control: the delegates had to control tempers during the writing of the Constitution (they argued a lot!!) :)

Literature: Responsibility: Turn over a new leaf

Responsibility/Integrity: Back to the drawing board

Self-Control: The Fisherman and His Wife