

2ND GRADE UNIT ORGANIZER FOR DECEMBER

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SECTION ONE: CORE KNOWLEDGE CONTENT

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 website at www.coreknowledge.org.

AMERICAN HISTORY AND GEOGRAPHY

- I. American History
 - A. Civil Rights
 - a. Susan B. Anthony, the right to vote
 - b. Eleanor Roosevelt, civil and human rights
 - c. Mary McLeod Bethune, educational rights and opportunities
 - d. Jackie Robinson, the integration of major league baseball
 - e. Rosa Parks, the bus boycott in Montgomery, Alabama
 - f. Martin Luther King, the dream of equal rights for all
 - g. Cesar Chavez, rights of migrant workers

LANGUAGE ARTS

- I. Fiction
 - A. A Christmas Carol by Charles Dickens

- II. Poetry
 - A. The Night Before Christmas by C. Clement Moore
 - B. There Was An Old Man With a Beard by Edward Lear
 - 1. What is a limerick?

- III. Sayings and Phrases
 - A. Don't cry over spilled milk.
 - B. Don't judge a book by its cover.

SCIENCE

- I. The Human Body
 - A. Cells
 - 1. All living things are made up of cells, too small to be seen without a microscope.
 - a. Cells make up tissues.
 - b. Tissues make up organs.
 - c. Organs work in systems.

- IV. Science Biographies
 - A. Anton van Leeuwenhoek
 - B. Daniel Hale Williams

SECTION TWO: THINKING FRAMEWORK

It is not enough to acquire knowledge. The ability to see patterns and analyze facts is necessary to be able to influence and improve the world around us. At Liberty, progressive thinking skills, unique to each discipline, are used to guide young people in applying discernment to knowledge (from the LCS website. In the 2nd grade, most of our lesson planning utilizes the teaching of Knowledge and find Patterns. On occasion, we do some work with Modeling and Creativity. Below you will find the content and skills being taught this month. Each item is labeled, utilizing the key above, to inform you which pieces of the Thinking Framework are being utilized.

KEY:

K: Knowledge

P: Patterns

M: Modeling

C: Creativity

MM: Mapping/Mental Modeling

CONTENT:

AMERICAN HISTORY AND GEOGRAPHY

II. American History

A. Civil Rights

1. Susan B. Anthony, the right to vote: K
2. Eleanor Roosevelt, civil and human rights: K
3. Mary McLeod Bethune, educational rights and opportunities: K, P
4. Jackie Robinson, the integration of major league baseball: K, P
5. Rosa Parks, the bus boycott in Montgomery, Alabama: K
6. Martin Luther King, the dream of equal rights for all: K, P, M
7. Cesar Chavez, rights of migrant workers: K, P

LANGUAGE ARTS

I. Fiction

- A. A Christmas Carol by Charles Dickens: K, P

II. Poetry

- A. The Night Before Christmas by C. Clement Moore: K, P

B. There Was An Old Man With a Beard by Edward Lear

1. What is a limerick?: K, P, M

III. Sayings and Phrases

A. Don't cry over spilled milk.: K, P

B. Keep your fingers crossed. : K, P

C. Practice what you preach. : K, P

SCIENCE

I. The Human Body

A. Cells (K,P,M)

II. All living things are made up of cells, too small to be seen without a microscope.

A. Cells make up tissues. : K, P

B. Tissues make up organs. : K, P

B. Organs work in systems. : K, P

C. Science Biographies

D. Anton van Leuwenhoek: K

E. Daniel Hale Williams: K

SECTION THREE: CHARACTER EDUCATION

At Liberty Common School, we believe the best ways to teach Character Education are through modeling our Foundation Stones and relating our Foundation Stones to the content and skills that we teach.

***This month we have a very heavy focus on all of the Liberty Common School Foundation Stones. As we study each Civil Rights heroes (as well as those heroes chosen by each child) we will look at each of the Foundation Stones with regard to that particular person's accomplishments in this area of study.*

I. Respect

Showing consideration for others and their property; listening to and following instructions of those in authority; honoring others; following the Golden Rule; being courteous and polite.

A. Learning and obeying classroom rules.

B. Scrooge learns to respect the rights of others in A Christmas Carol.

II. Responsibility

Doing what we have said we will do; being accountable for our actions and consequences because we know right from wrong; being dependable and reliable; not making excuses or blaming

Turning in nightly homework.

A. Taking responsibility for one's own work.

III. Citizenship

Using the rights and privileges one has as a member of the community to make that community a better place; being socially responsible; obeying the laws and rules; doing one's part for the common good; respect authority; helping your community by volunteering service.

A. Participating, when asked, in classroom chores.

IV. Cooperation

Listening and paying attention to others, sharing and taking turns, doing a fair share of the work, acknowledging the contributions of others; serving others with patience and a positive attitude; working well with others.

- A. Being a productive member of a group.
- B. Lining up quickly and quietly for the benefit of the class.

V. Self-Control *Being rational - acting out of reason, not anger; knowing the difference between what you have a right to do and what is right to do; being in control of yourself, not letting others influence your decision as to what is right or wrong; being disciplined; having power over what you do.*

- A. Solving our problems with words and good strategies.
- B. Demonstrating good decision making skills.

VI. Integrity *Knowing the difference between right and wrong and having the courage to do what is right, even when it is not easy to do so; living up to the highest ethical standard not compromising one's value; building and guarding your reputation.*

- A. Telling the truth and accepting consequences.
- B. Practice what you preach.

VI. Perseverance *Sticking to a purpose and never giving up on what one has to do; being determined to improve; being committed to justice; not leaving things unfinished; striving for excellence.*

- A. Continuing to try and developing an attitude of ‘I have yet to get this’ as opposed to ‘I don’t get it’.
- B. Learning the value of collecting as much knowledge as possible because it might be useful someday.
- C. Don’t cry over spilled milk.

SECTION FOUR: HABITS OF MIND

The Habits of Mind for History and Science were specifically designed to take students well beyond formal skills of critical thinking, to help them through their own learning to:

I. HISTORY

- A. Understand the significance of the past to their own lives.
- B. Perceive past events and issues as they were experienced by the people at the time, to develop historical empathy as opposed to present-mindedness
- D. 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.
- E. Appreciate the often-tentative nature of judgments about the past.
- F. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- G. Appreciate the force of the non-rational, and the accidental in history and human affairs.
- H. Appreciate the relationship between geography and history and a matrix of time and place, and as context for events.

II. SCIENCE

- A. 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.
- B. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences.
- C. Readily give sums and differences of single digit numbers.
- D. Explain to other students how they go about solving numerical problems.
- E. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
- A. Draw pictures that correctly portray at least some features of the things being described.

- B. Ask, How do you know? in appropriate situations and attempt reasonable answers.

SECTION FIVE: STATE STANDARDS

The Colorado Model Content Standards are standards outline what students should know and be able to do. They integrate knowledge, skills, and perspectives that will remain useful throughout their lives. If you are interested in learning more about the Colorado Model Content Standards, please visit the Colorado Department of Education website:

<http://www.cde.state.co.us/cdeassess/UAS/currentstandards.html>

Standards that are being covered this month are highlighted in **bold print**.

I. History

- A. **Students understand the chronological organization of history and Know how to organize events and people into major eras to identify and explain historical relationships.**
- C. **Students know how to use the processes and resources of historical inquiry.**
- D. **Students understand that societies are diverse and have changed over time.**
- E. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
- F. **Students understand political institution and theories that have developed and changed over time.**
- G. **Students know that religious and philosophical ideas have been powerful forces throughout history.**

II. Geography

- A. **Students know how to use and construct maps, globes, and others geographic tools to locate and derive information about people, places, and environments.**
- C. Students know how the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.
- D. Students understand how physical processes shape Earth's surface patterns and systems.
- E. **Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, and importance of resources.**
- F. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
- G. **Students apply knowledge of people, places, and environments to**

understand the past and present and to plan for the future.

III. Reading and Writing

- A. Students read and understand a variety of materials.**
- B. Students write and speak for a variety of purposes and audiences.**
- C. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling**
- D. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.**
- E. Students read to locate, select, and make use of relevant information from a variety of media reference, and technological sources.**
- F. Students read and recognize literature as a record of human experience.**

IV. Science

- A. Students apply the processes of scientific investigation and design, conduct, and communicate about, and evaluate such investigations**
- B. Physical Science: Students know and understand common properties, forms, and changes in matter and energy.**
- C. Life Science: Students know and understand the characteristics and structure of living thing, the processes of live, and how living things interact with each other and the environment.**

V. Mathematics

- A. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used I solving these problems.**
- B. Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.**
- C. Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the**

reasoning used in solving these problems.

- D. Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.**
- E. Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.**
- F. Students link concepts and procedures as they develop and use computations techniques including estimation, mental arithmetic, paper-and pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.**