

2ND GRADE UNIT ORGANIZER FOR SEPTEMBER

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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 Government: The Constitution
 - A. American government is based on the Constitution, the highest law of our land.
 - B. James Madison, the “Father of the Constitution”
 - C. Government by consent of the governed, “We the People”
- II. The War of 1812
 - A. President James Madison and Dolley Madison
 - B. British impressments of American sailors
 - C. Old Ironsides
 - D. British burn the White House
 - E. Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner
 - F. Battle of New Orleans, Andrew Jackson

LANGUAGE ARTS

I. Fiction

A. The Fisherman and His Wife: K, P

II. Sayings and Phrases

A. Better Late Than Never: K, P

B. Get Up on the Wrong Side of the Bed: K, P

SCIENCE

I. Magnetism

A. Magnetism demonstrates that there are forces we cannot see that act upon objects

B. Most magnets contain iron

C. Lodestones: naturally occurring magnets

D. Magnetic poles: north-seeking and south-seeking poles

E. Magnetic field (strongest at the poles)

F. Law of magnetic attraction: unlike poles attract, like poles repel

G. The earth behaves as if it were a huge magnet

H. Orienteering: use of a magnetized needle in a compass, which will always point to the north

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:

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- A. American government is based on the Constitution, the highest law of our land: K, P, M
- B. James Madison, the “Father of the Constitution”: K
- C. Government by consent of the governed, “We the People”: K, P, M

II. The War of 1812

- A. President James Madison and Dolley Madison: K
- B. British impressments of American sailors: K, P, M
- C. Old Ironsides: K
- D. British burn the White House: K
- E. Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”: K, P, M
- F. Battle of New Orleans, Andrew Jackson: K

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- A. Magnetism demonstrates that there are forces we cannot see that act upon objects: K
- B. Most magnets contain iron: K
- C. Lodestones: naturally occurring magnets: K, P
- D. Magnetic poles: north-seeking and south-seeking poles
- E. Magnetic field (strongest at the poles): K, P
- F. Law of magnetic attraction: unlike poles attract, like poles repel: K, P, M
- G. The earth behaves as if it were a huge magnet: K, P
- H. Orienteering: use of a magnetized needle in a compass, which will always point to the north: K, P, M

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.

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. Acknowledging the Constitution as the highest law in our land.
- C. Showing respect for the flag and showing respect during the National Anthem.

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

- A. Turning in nightly homework.
- B. Taking responsibility for one's own work.
- C. Understanding the responsibility our Founding Fathers had for writing the Constitution.
- D. Casey Jones showed responsibility for always keeping his train on time.

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.
- B. Understanding that our Constitution is based on the participation of those who are being governed.
- C. James Madison as Father of the Constitution
- D. Origins and customs related to the Star Spangled Banner

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.

C. The true meaning of 'compromise' through the writing of the Constitution

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.

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. Fort McHenry and the writing of the Star-Spangled Banner
- D. Easier said than done.
- E. Where there's a will, there's a way.

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
- F. 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.

- G. Appreciate the often-tentative nature of judgments about the past.
- H. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- I. Appreciate the force of the non-rational, and the accidental in history and human affairs.
- J. 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.**
- B. Students know how the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.**
- C. Students understand how physical processes shape Earth's surface patterns and systems.**
- D. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, and importance of resources.**
- E. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.**
- F. 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**
- E. **Physical Science: Students know and understand common properties, forms, and changes in matter and energy.**
- F. **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 I 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.