How we share the planet

An inquiry into rights & responsibilities; the struggle to share finite resources with other living things; ***communities & the relationships within & between them***; access to equal opportunities; peace & conflict resolution.	
Central Idea: Communities work with each other to keep balance.	
Lines of inquiry: 1. the different types of communities and their dependence on each other. 2. the impact of technology on our natural environment. 3. communities use and share resources.	**Key concepts:** connection, responsibility, perspective. **Related concepts:** interdependence (SS), environment (S), community (S).

Week #1 April 24-28 SS-Introduce planner by reading "The Umbrella" by Jan Brett –How is the umbrella like a planet? Introduce lines of inquiry Earth Day activity-hands around the tree-kids write about ?	SS-Create butterflies out of tissue paper-read article/book on loss of butterfly habitats -SS.2.08A Identify ways in which people have modified the physical environment such as as building roads, clearing land for urban development & agricultural use & drilling for oil.	Science Class—Plant milkweeds and nectar plants in the garden.	Lab: Anoles	SS Class: Make kites-read article on wind energy -SS.2.08C Identify ways people can conserve & replenish natural resources.

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Week #2 May 1-5	Science Class—crickets, Isopods and earthworms in the classroom—how do we know the earthworms are alive in the terrarium?	Lab-Anoles	SS-Conservation	
Week #3 May 8-12	Science Class: Evaporation	Lab-Aquariums SS-Suburban, Urban & Rural communities	SS-Reuse plastic plastic bottles for mother's day	
Week #4 May 15-19	Science Class: Fish behavior—add tunnel	Lab Condensation	SS-Recycling/Reusing Projects-Have students create a new way to reuse trash	
Week #5 May 22-26	Turn in aquariums SS-The Little House	Science Class: Evaporation results; water cycle	Lab: Food Chain Game	

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Objectives:

- -SS.2.20A Use a problem solving process to identify a problem, gather information, list & consider options, consider advantages & disadvantages, choose & implement a solution, & evaluate the effectiveness of the solution.
-SS.2.17B Explain how science & technology change the ways in which people meet basic needs.
-SS.2.08C Identify ways people can conserve & replenish natural resources.
-SS.2.08B Identify positive & negative consequences of human modifications of the physical environment such as the use of irrigation to improve crop yields.
-SS.2.07D Identify the characteristics of different communities, including urban, suburban & rural & how they affect activities & settlement patterns.
-SS.2.08A Identify ways in which people have modified the physical environment such as as building roads, clearing land for urban development & agricultural use & drilling for oil.
-SCI2.3A Identify & explain a problem in his/her own words & propose a task & solution for the problem such as lack of water in a habitat.
-SCI.2.1C Identify & demonstrate how to use, conserve & dispose of natural resources & materials such as conserving water & reuse or recycling of paper, plastic & metal.
-SCI.2.9C Compare & give examples of the ways living organisms depend on each other & on their environment such as food chains within a garden, park, beach, lake & wooded area.
-SCI.2.10A Observe, record & compare how the physical characteristics & behaviors of animals help them meet their basic needs such as fins help fish move & balance in the water.

MATH.2.6A Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.
MATH.2.6B Model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets

MATH.2.9F Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit.

MATH.2.4C Solve **one-step** and **multi-step** word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.
MATH.2.4D Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.
MATH.2.7C Represent and **solve addition** and **subtraction word problems** where unknowns may be any one of the terms in the problem.

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MATH.2.10C Write and solve **one-step** word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one

MATH.2.11A Calculate how money saved can accumulate into a larger amount over time.
MATH.2.11B Explain that saving is an alternative to spending.
MATH.2.11C Distinguish between a deposit and a withdrawal.
MATH.2.11D Identify examples of borrowing and distinguish between responsible and irresponsible borrowing.
MATH.2.11E Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions.
MATH.2.11F Differentiate between producers and consumers and calculate the cost to produce a simple item.

Genres: Informational text- Persuasive

Comprehension
Skills
ELA.2.3A Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.
ELA.2.3B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
ELA.2.16A Recognize the different purposes of media (e.g., informational, entertainment).
ELA.2.16B Describe techniques used to create media messages (e.g., sound, graphics).
ELA.2.16C Identify various written conventions for using digital media (e.g., e-mail, website, video game).
Additional emphasis on:
ELA.2.Fig19D Make inferences about text using textual evidence to support understanding.
ELA.2.Fig19E Retell important events in stories in logical order.
Writing
Written Conventions
ELA.2.21A.vii Understand and use time-order transition words in the context of reading, writing, and speaking.
ELA.2.22B.iii Use capitalization for the salutation and closing of a letter.
Composition: Letter
ELA.2.19B Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).
ELA.2.20A Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

Genres: Drama

Comprehension
Skills
ELA.2.3B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
ELA.2.6A Identify moral lessons as themes in well-known fables, legends, myths, stories (or other genres).
ELA.2.8A Identify the elements of dialogue and use them in informal plays.

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ELA.2.9B Describe main characters in works of fiction, including their traits, motivations, and feelings.
Additional emphasis on:
ELA.2.Fig19D Make inferences about text using textual evidence to support understanding.
ELA.2.Fig19E Retell important events in stories in logical order.
Writing
Written Conventions
ELA.2.21A.iv Understand and use adverbs (e.g., time: before, next; manner: carefully, beautifully) in the context of reading, writing, and speaking.
ELA.2.21A.v Understand and use prepositions and prepositional phrases in the context of reading, writing, and speaking.
Composition: Fictional story
ELA 2.18A Write brief stories that include a beginning, middle, and end.
Research
ELA.2.27A Create a visual display or dramatization to convey the results of the research (with adult assistance).