

Grade 2 Science and Technology–Understanding Earth and Space Systems: Air and Water in the Environment Unit Curriculum and Assessment Plan

Unit/Strand: Air and Water in the Environment		Focus for Learning:
<p>Fundamental Concepts</p> <p>Change and Continuity</p> <p>Sustainability and Stewardship</p>	<p>Big Ideas</p> <p>Air and water are a major part of the environment (<i>Overall Expectations 1, 2, & 3</i>)</p> <p>Living things need air and water to survive. (<i>Overall expectations 1 and 3</i>)</p> <p>Changes to air and water affect living things and the environment (<i>Overall expectations 1 and 3</i>)</p> <p>Our actions affect the quality of air and water, and its ability to sustain life. (<i>Overall Expectations 1, 2, & 3</i>)</p>	<p>Title/Description of Culminating Activity:</p> <p>Students will work together to investigate and record the ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things.</p> <p>Essential Skills:</p> <ul style="list-style-type: none"> • Non fiction writing • Identification skills/Classification skills • Physical Participation • Group Work
Enabling and/or Assessment Tasks		
<p>Learning Habits:</p> <p>Group Work</p> <p>Problem Solving</p> <p>Cooperation</p>	<p>Title: Sorting and Searching</p> <p>Diagnostic/Formative: D/F</p> <p>Write/Say/Do: W/S/D</p>	<p>Curriculum Outcomes/Standards:</p> <p>DEMONSTRATING</p> <ul style="list-style-type: none"> • 1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., <i>the point of view of parents, children, other community members</i>), and plan a course of action to help keep the air and water in the local community clean
<p>Learning Habits:</p> <p>Independent Work</p> <p>Problem Solving</p> <p>Cooperation</p>	<p>Title: Recording Findings</p> <p>Diagnostic/Formative: F/D</p> <p>Write/Say/Do: W/S/D</p>	<p>Curriculum Outcomes/Standards:</p> <p>DEMONSTRATING</p> <ul style="list-style-type: none"> • 2.7 use a variety of forms (e.g., <i>oral, written, graphic, multimedia</i>) to communicate with different audiences and for a variety of purposes (e.g., <i>create posters or media ads that encourage care and concern for water and air in the community</i>)
<p>Learning Habits:</p> <p>Group Work</p> <p>Problem Solving</p> <p>Cooperation</p>	<p>Title: Understanding Properties of Air & Water</p> <p>Diagnostic/Formative: D/F</p> <p>Write/Say/Do:S/D</p>	<p>Curriculum Outcomes/Standards:</p> <p>DEMONSTRATING</p> <ul style="list-style-type: none"> • 3.1 identify air as a gaseous substance that surrounds us and whose movement we feel as wind • 3.2 identify water as a clear, colourless, odourless, tasteless liquid that exists in three states and that is necessary for the life of most animals and plants • 3.4 identify sources of water in the natural and built environment (e.g., <i>natural:oceans, lakes, ponds, streams, springs, water tables; human made: wells, sewers, water supply systems, reservoirs, water towers</i>)
<p>Learning Habits:</p> <p>Initiative</p> <p>Cooperation</p>	<p>Title: RAFT</p> <p>Diagnostic/Formative: D/F</p> <p>Write/Say/Do: W/S/D</p>	<p>Curriculum Outcomes/Standards:</p> <p>COMPARING/CONNECTING/PRESENTING</p> <ul style="list-style-type: none"> • 2.7 use a variety of forms (e.g., <i>oral, written, graphic, multimedia</i>) to communicate with different audiences and for a variety of purposes (e.g., <i>create posters or media ads that encourage care and concern for water and air in the community</i>)

