



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 46 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration					
1	TLW will acquire a basic familiarity with Australia. (D) *not from WA State Standards	1 day (Feb. 7-11)	Australia Expedition Building Background Knowledge: Give each group of 4 or 5 a book about Australia. Allow students to have 5 minutes looking at each book. Rotate the books to different groups. Use the following books: On a large poster make a learning web together as a class. Ask the following questions: What were all 4 books about? Australia What were some different things that you saw? Animals, People, Plants, Water, Buildings, Habitats, etc. What kind of animals did you see? People? Plants? Is Australia an Island? Finish Learning Web. Hang learning webs in the classroom for kids to see throughout the expedition.		Participation/Group Work to create a learning web.	BI: God is in all parts of the world. What are some different ways that people worship in different parts of the world.					
2											
3											
4											
7											
8											
								1 day (Feb. 7-11)	Intro Flag and National Anthem of Australia: Watch a youtube video of the national anthem? Discuss what language they speak in Australia. Show students what the flag looks like Have them complete a color by number of the flag. Australians all let us rejoice, <input type="checkbox"/> For we are young and		



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 8 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D=Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
			free; <input type="checkbox"/> We've golden soil and wealth for toil. <input type="checkbox"/> Our home is gift by sea; <input type="checkbox"/> Our land abounds in nature's gifts; <input type="checkbox"/> Of beauty rich and rare; <input type="checkbox"/> In history's page, let every stage <input type="checkbox"/> Advance Australia Fair. In joyful strains then let us sing. <input type="checkbox"/> Advance Australia Fair. Beneath our radiant Southern Cross <input type="checkbox"/> We'll toil with hearts and hands; <input type="checkbox"/> To make this Commonwealth of ours <input type="checkbox"/> Renowned of all the lands; <input type="checkbox"/> For those who've come across the seas <input type="checkbox"/> We've boundless plains to share; <input type="checkbox"/> With courage let us all combine <input type="checkbox"/> To Advance Australia Fair.			
2 3 7	TLW identify Australia by shape and location and compare the size of Australia to the size of the RD. (E) *not from WA State Standards TLW Understand and apply basic mapping elements such as symbols, compass rose, labels, and a key to read and construct maps that display information about neighborhoods or local communities. (D)	1 day (Feb. 7-11)	Australia Geography Skills Have students locate Australia on the globe Then have them locate RD on the globe. Discuss the similarities and differences. Are they in the same hemisphere (touch on N and S hemisphere) Australia is both a continent and a country. The RD is only a country, not a continent. Are they both islands? What ocean touches the coastline of Australia and what ocean touches the coastline of RD? Using a World map compare the size of Australia and the RD Give kids a large piece of white cardstock and have them fold it in half to make a folder. Staple half sheets of paper to make pockets on each side. Allow students time to decorate their folder. Collect the folders			



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 46 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
2	TLW use map skills to identify states, capitals and territories of Australia. (D) *not from WA State Standards	1 day (Feb. 14- Feb. 18)	Australia Geography Skills Pass out Australia Folders Intro lesson by giving students an outline map of Australia and Surrounding Countries. Ask students to write their name at the top Draw this same map on the board. Ask kids to label N, S, E, W on their map. Label the following countries on the board and have kids transfer this information to their own map. <ul style="list-style-type: none"> a. Countries <ul style="list-style-type: none"> i. Australia ii. Indonesia iii. New Guinea iv. New Zealand b. Water <ul style="list-style-type: none"> i. Indian Ocean ii. Pacific Ocean Color code the bodies of water and different countries. Discuss how Australia's location effects its seasons. Summer starts in December and winter begins in June. Have students place the map in their Australia folders. Collect the folders		Students will complete a map with countries and bodies of water identified.	
3						
6						
8	3.1.1 TLW Understand and apply basic mapping elements such as symbols, compass rose, labels, and a key to read and construct maps that display information about neighborhoods or local communities. (D)					



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 8 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.
 TLW become familiar with different landforms and rivers in Australia.
 TLW explain how those in Australia lived in the past and how they live in the future.
 TLW be an expert on a specific Australian animal.
 TLW work together to create costumes and a zoo on campus.
 TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D=Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
2 3 6 8	<p>TLW use map skills to identify states, capitals and territories of Australia. (D) *not from WA State Standards</p> <p>3.1.1 TLW Understand and apply basic mapping elements such as symbols, compass rose, labels, and a key to read and construct maps that display information about neighborhoods or local communities. (D)</p>	2 days (Feb. 14- Feb. 18)	<p>Surrounding Countries near Australia: Draw Australia and Surrounding Countries on the board. Play “Where am I?” Place an X somewhere on the map and ask the students “Where am I?” Have the students tell you where the object has been placed. This will help to review surrounding countries and bodies of water. Divide the class into teams and keep score. This will help to encourage more participation.</p> <p>States, Capitals and Territories: Pass out the map of Australia Ask students to write their name at the top Draw the map on the board. Label the states and capitals and have kids transfer that information to their map. States and Capitals Queensland—Brisbane New South Wales—Sydney Victoria—Melbourne Tasmania—Hobart South Australia—Adelaide Western Australia—Perth Territories and capitals Northern Territory—Darwin Australian Capital Territory—Canberra Discuss what state, capital and territory mean.</p>		Quiz - Students will label the states and capitals of Australia on a map.	



Grade: 2nd Subject: Social Studies/Science/Art Unit: Australian Animal Expedition Time: 46 days

Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
2 3 6 8	TLW Understand and apply basic mapping elements such as symbols, compass rose, labels, and a key to read and construct maps that display information about neighborhoods or local communities. (D)	3 days (Feb. 21- Feb. 25)	State-Capital-Territory - Color code each state a different color Have kids draw a map key that corresponds with the states Put the maps back in their folders. Collect folder.		See SS Curriculum Guide	
2 3 7 8	Understands that people in communities affect the environment as they meet their needs and wants. (E)	5 days (Feb. 28- March 4)	Aborigines: See Social Studies CurriculumGuide/Unit Geography Standard: 3.2.1		See SS Curriculum Guide	



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 8 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D=Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
2 3 6 7 8	<p>4.1.1 TLW understand and create timelines for events in a community to show how the present is connected to the past. (E)</p> <p>4.2.1 TLW understand individuals who have shaped history in the local community. (E)</p> <p>1.2.1 TLW understand the basic organization of government in the community.</p> <p>TLW become familiar with animals living in Australia through books and pictures. (D) *not from WA State Standards</p>	<p>10 days (May 2-27)</p> <p>1 day (March 7- March 11)</p>	<p>History of Australia Now and Then: See Social Studies Curriculum Guide/Unit History Standards: 4.1.1, 4.2.1, 1.2.1 (Subject Focus: Spanish – 4.2.1, 1.2.1 Communicate with Spanish Teacher)</p> <p>Australian Animals: Expedition: Intro readings/books on Animals. 1.introduce each animal that we will become experts on-18 animals (see exp. notebook) 2.Read Australian wildlife book 3.Color worksheet of Australian Animals where kids have to label the animals.</p>	<p>See SS Curriculum Guide</p> <p>Participation</p>	<p>Quiz – Students will have pictures of animals and they will have to cut them out and put them on an animal kingdom chart in the correct kingdom.</p>	
2 3 4 7	<p>TLW categorize animals into animal kingdoms. (E) *not from WA State Standards</p>	<p>1 day (March 7- 11)</p>	<p>Expedition: Different Types of Animals! What type of animal is my animal? Amphibians, Birds, Insects, Mammals, Fish, Reptiles, etc. 1.Put kids in groups of 3. Have them read about an animal group and then write 4 characteristics about their animal group. 2.Have kids share with the group and add info to the chart. 3.Pass out an animal to each kid and have them come up and tape it under the correct</p>			



Grade: 2nd Subject: Social Studies/Science/Art Unit: Australian Animal Expedition Time: 46 days
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
3 4 6 7	TLW become an expert on an Australian Animal. They will identify scientific name, geographic range, physical description, habitat, diet and interesting facts of each animal. (E) *not from WA State Standards	10 days (March 7- March 31)	animal group Animals: Each student will become an expert on one Australian Animal. Scavenger Hunt: Give each student a clue as to what their animal will be and where they could find it on campus. Have a picture of the animal and when the student brings it back they will add it to the map (have an outline of Australia drawn on butcher paper.) Each day there will be two animals that we will discover more about. To engage students I focus each day around that animal. If it is Koala and Wombat day whoever has those animals is the teacher helper, line leader, etc. Each student will have an Australian Animal Field Guide book. They will use their book to fill in the facts about each animal. Each day you will cover two animals. Blue Whale: Watch video of each animal. http://www.youtube.com/watch?v=m1mywC	Animal Field Guide Books with blanks for students to fill in information about the animals. (This is located on the server.) Animal Info Cards: make cards for each animal	Students will be responsible for filling in animal information in their Field Guide – Participation Grade.	



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 8 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.
 TLW become familiar with different landforms and rivers in Australia.
 TLW explain how those in Australia lived in the past and how they live in the future.
 TLW be an expert on a specific Australian animal.
 TLW work together to create costumes and a zoo on campus.
 TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
			<p>TYoBw -blue whale</p> <p>Kangaroo: http://www.youtube.com/watch?v=KJK-XxddF8s -kangaroo Have students add information to their field guide.</p> <p>Platypus:</p> <p>Koala: Have info on cards and have kids read them and then come up and put them where they belong in the field guide template on the board.</p>			
			<p>Wombat: Have info on cards and have kids read them and then come up and put them where they belong in the field guide template on the board.</p> <p>Slatwater Crocodile: Tell a story about the Saltwater Crocodile and have kids fill in the facts! (In your story include all information needed to complete the Animal Field Guide.) Students will stop you in the story if they hear something they need to add to their field guide.</p>			



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 46 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
			<p>Wallaby: Tell a story about the Wallaby have kids fill in the facts! (In your story include all information needed to complete the Animal Field Guide.) Students will stop you in the story if they hear something they need to add to their field guide.</p> <p>Dingo: Give the facts of the dingo using a slideshow with pictures. Have kids read what the slide says and then come up with what should be written in the book. Write the facts in the Field Guide.</p> <p>Sea Lions: Video (youtube) pause during the video where they can stop and record the facts in their books. http://www.youtube.com/watch?v=L59AZYvrmwg - Excellent Video with all the information needed!</p>			



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 8 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.
 TLW become familiar with different landforms and rivers in Australia.
 TLW explain how those in Australia lived in the past and how they live in the future.
 TLW be an expert on a specific Australian animal.
 TLW work together to create costumes and a zoo on campus.
 TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
			<p>Sugar Glider: Different photos of the animal where we can dissect it's description and habitat. Have kids look in the picture for the information and record in their book. Lead this as a group exercise.</p> <p>Emu: Give the facts of the emu using a slideshow with pictures. Have kids read what the slide says and then come up with what should be written in the book. Add information to Field Guide.</p> <p>Tasmanian Devil: Give the facts of the Tasmanian devil using a slideshow with pictures. Have kids read what the slide says and then come up with what should be written in the book. Add information to Field Guide.</p> <p>Eastern Snake Necked Turtle Slideshow – with facts on mini computers. Go through slide and talk about the facts and have them write in their books.</p> <p>Possum: BBK Style – give each group the pictures and information document and assign the group a different piece of information they have to</p>			



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 46 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
			find out about the animal (diet, description, habitat, etc.) Frill Necked Lizard: Video (youtube) pause during the video where they can stop and record the facts in their books. Also use index cards if needed.			



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 8 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.
 TLW become familiar with different landforms and rivers in Australia.
 TLW explain how those in Australia lived in the past and how they live in the future.
 TLW be an expert on a specific Australian animal.
 TLW work together to create costumes and a zoo on campus.
 TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
2 3 4 5 6 7 8	<p>TLW explore what a zoo is and why we have zoos. (E) *not from WA State Standards</p> <p>TLW identify the specific habitat their Australian animal would need to live in the zoo. (E) *not from WA State Standards</p>	<p>10 days</p> <p>(Week of March 28- April 1)</p> <p>(March 21-</p>	<p>Expedition: For our presentation on expedition night, what do you think we can do with all of the information we have on Australian animals? ZOO-You are going to be the guide at the zoo. What is a zoo? write responses on the board. what questions do you have about the zoo? what do you think we will see at the zoo?</p> <p>Trip to the zoo in Santo Domingo</p> <p>If your animal was in the zoo what would your animal need? Have each kid write large with a marker on a sheet of white paper what their animal would need if it lived in the zoo. Then have kids come up and explain to the class and add their info to the chart. Make a chart on butcher paper that lists each animal. Under the animals name list what the animal would need in it's area in the zoo. How can we set up a zoo in the garden at Doulos? Have a map of the garden drawn and copies for each kid to look at. Where would each animal be? Let's assign a spot for each animal.</p> <p>Read "Rumble in the Jungle"</p>		<p>Students will help design a costume of their Australian animal.</p> <p>Students will use grid drawings and many drafts to complete a detailed drawing of their animal.</p> <p>Students will write a poem about their Australian Animal.</p>	



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 46 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
		24)	Intro poems. Students will write a poem about their animal. (Students will work on these poems during English) Final Projects: Kids will turn into animals and create a zoo on campus, Poem, Field Guide Detailed Drawing/Costume Design – Communicate with Art teacher. Costume			



Grade: 2nd **Subject: Social Studies/Science/Art** **Unit: Australian Animal Expedition** **Time: 8 days**
Instructional Goals: TLW be able to locate Australia and the surrounding oceans and countries on a map.

TLW become familiar with different landforms and rivers in Australia.

TLW explain how those in Australia lived in the past and how they live in the future.

TLW be an expert on a specific Australian animal.

TLW work together to create costumes and a zoo on campus.

TLW serve others by teaching them about animals.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration