

Teacher Jopling and Murphy - TERM 1 OVERVIEW

GRADE 2

2018-2019



British Columbia's curriculum has been redesigned to respond to the demanding world our students are entering. This transformation in curriculum will help support engaging learning environments and personalized learning. At the heart of the redesigned curriculum are core competencies, essential learning and literacy and numeracy foundations.



HOME SUPPORT: Please continue to...	<ul style="list-style-type: none"> • Check and sign student agenda each day <ul style="list-style-type: none"> • Read with child on a daily basis • Practice grade 2 sight words • Connect what your child learns to everyday life.
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SUBJECT AREA	BIG IDEA: What will students UNDERSTAND long after this unit is over?	CURRICULAR COMPETENCIES: What will the students DO and how will they APPLY their learning?	CONTENT: What will the students KNOW , learn and be assessed on?
LANGUAGE ARTS	<ul style="list-style-type: none"> • Playing with language helps us discover how language works. • Language and story can be a source of creativity and joy. 	<ul style="list-style-type: none"> • Read fluently at grade level • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Demonstrate awareness of the role that story plays in 	<ul style="list-style-type: none"> • Story/text <ul style="list-style-type: none"> ○ literary elements and devices ○ vocabulary associated with texts • Strategies and processes <ul style="list-style-type: none"> ○ reading strategies ○ oral language strategies ○ metacognitive strategies ○ writing processes • Language features, structures, and conventions <ul style="list-style-type: none"> ○ features of oral language

		<p>personal, family, and community identity</p> <ul style="list-style-type: none"> • Use personal experience and knowledge to connect to stories and other texts to make meaning • Exchange ideas and perspectives to build shared understanding • Create stories and other texts to deepen awareness of self, family, and community • Plan and create a variety of communication forms for different purposes and audiences • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation 	<ul style="list-style-type: none"> ○ word patterns, word families ○ letter formation ○ sentence structure ○ conventions
<p>MATH</p>	<ul style="list-style-type: none"> • Numbers to 100 represent quantities that can be decomposed into 10s and 1s. • The regular change in increasing patterns can be identified and used to make generalizations. • Objects and shapes have attributes that can be described, measured, and compared 	<ul style="list-style-type: none"> • Use reasoning to explore and make connections • Estimate reasonably • Use technology to explore mathematics • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Communicate mathematical thinking in many ways 	<ul style="list-style-type: none"> • number concepts to 100 • benchmarks of 25, 50, and 100 and personal referents • repeating and increasing patterns • direct linear measurement, introducing standard metric units • multiple attributes of 2D shapes and 3D objects

		<ul style="list-style-type: none"> • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial, and symbolic forms • Reflect on mathematical thinking 	
SCIENCE	<ul style="list-style-type: none"> • Materials can be changed through physical and chemical processes. 	<ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events • Make and record observations • Safely manipulate materials to test ideas and predictions • Make and record simple measurements using informal or non-standard methods • Compare observations with predictions through discussion • Identify simple patterns and connections 	<ul style="list-style-type: none"> • physical ways of changing materials • chemical ways of changing materials

		<ul style="list-style-type: none"> • Compare observations with those of others • Take part in caring for self, family, classroom and school through personal approaches • Generate and introduce new or refined ideas when problem solving • Communicate observations and ideas using oral or written language, drawing, or role-play 	
SOCIAL STUDIES	<ul style="list-style-type: none"> • Individuals have rights and responsibilities as global citizens. 	<ul style="list-style-type: none"> • Recognize the causes and consequences of events, decisions, or developments(cause and consequence) • Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment) 	<ul style="list-style-type: none"> • rights and responsibilities of individuals regionally and globally • roles and responsibilities of regional governments
PHYSICAL AND HEALTH EDUCATION	<ul style="list-style-type: none"> • Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. • Learning how to participate and move our bodies in different physical activities helps us develop physical literacy • Our physical, emotional, and mental health are interconnected. 	<ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Apply methods of monitoring exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and explain factors that contribute to positive 	<ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • ways to monitor physical exertion levels • effects of physical activity on the body • managing and expressing emotions • factors that influence self-identity

		<p>experiences in different physical activities</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Develop and demonstrate respectful behaviour when participating in activities with others • Identify and describe characteristics of positive relationships • Identify and apply strategies that promote mental well-being • Identify and describe feelings and worries, and strategies for dealing with them • Identify personal skills, interests, and preferences and describe how they influence self-identity 	
<p>ARTS EDUCATION</p>	<ul style="list-style-type: none"> • Creative expression develops our unique identity and voice. • People connect to the hearts and minds of others in a variety of places and times through the arts. 	<ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques • Develop processes and technical skills in a variety of art 	<ul style="list-style-type: none"> • elements in the arts, including but not limited to: <ul style="list-style-type: none"> ○ visual arts: elements of design: line, shape, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast • processes, materials, technologies, tools, and techniques to support arts activities

		<p>forms to refine artistic abilities</p> <ul style="list-style-type: none"> • Reflect on creative processes and make connections to other experiences • Interpret symbolism and how it can be used to express meaning through the arts • Express feelings, ideas, stories, observations, and experiences through creative works • Experience, document and share creative works in a variety of ways • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	<ul style="list-style-type: none"> • symbolism as a means of expressing specific meaning • personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES</p>	<ul style="list-style-type: none"> • Designs grow out of natural curiosity. • Skills can be developed through play. • Technologies are tools that extend human capabilities. 	<ul style="list-style-type: none"> • Ideating <ul style="list-style-type: none"> ○ Identify needs and opportunities for designing, through exploration ○ Generate ideas from their experiences and interests ○ Add to others' ideas ○ Choose an idea to pursue. • Making <ul style="list-style-type: none"> ○ Choose tools and materials ○ Make a product use 	

		<p>ng known procedures or through modelling of others</p> <ul style="list-style-type: none"> ○ Use trial and error to make changes, solve problems, or incorporate new ideas from self or others ● Sharing <ul style="list-style-type: none"> ○ Decide on how and with whom to share their product ● Use materials, tools, and technologies in a safe manner in both physical and digital environments ● Develop their skills and add new ones through play and collaborative work ● Explore the use of simple, available tools and technologies to extend their capabilities 	
<p>CAREER EDUCATION</p>	<ul style="list-style-type: none"> ● Confidence develops through the process of self-discovery. ● Everything we learn helps us to develop skills. 	<ul style="list-style-type: none"> ● Identify and appreciate their personal attributes, skills, interests, and accomplishments ● Share ideas, information, personal feelings, and knowledge with others ● Set and achieve realistic learning goals for themselves 	<ul style="list-style-type: none"> ● Personal Development: <ul style="list-style-type: none"> ○ risk taking and its role in self-exploration ● Connections to Community: <ul style="list-style-type: none"> ○ roles and responsibilities at home, at school, and in

			the local community
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<p>FIRST PEOPLES LEARNING PRINCIPLES</p> 	<p>Aboriginal culture and perspectives have been integrated throughout all areas of learning this term. The principles focused on this TERM are:</p> <ul style="list-style-type: none"> ❖ Learning involves recognizing the consequences of one's actions ❖ Learning requires exploration of one's identity ❖ Learning involves patience and time
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CORE COMPETENCIES		<ul style="list-style-type: none"> • These are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning • This term the students will focus on the "I can" statements as follows: 	
The attribute of being...	The act of "doing" in any area of learning		
LEARNER	SOCIAL RESPONSIBILITY		❖ I can share my feelings, be responsible for my choices, and solve problems.
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		❖ I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		❖ I can work with others to create a good classroom community.
INNOVATOR	CRITICAL THINKING		❖ I can use evidence to make simple judgements.
	COMMUNICATION		❖ I can talk and listen to people and provide a thoughtful response.
COLLABORATOR	CREATIVE THINKING		❖ I can get new ideas, build on or combine other people's ideas to create new things.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		❖ I can be proud of who I am.

**The main focus for Term 1 will be Communication