

Teacher Jopling and Murphy - TERM 2 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
---	---

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"> • Everyone has a unique story to share. • Through listening and speaking, we connect with others and share our world. 	<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 • literary elements and devices • vocabulary associated with texts • Strategies and processes • reading strategies • oral language strategies • metacognitive strategies • writing processes • Language features, structures, and conventions • features of oral language • word patterns, word families • letter formation • sentence structure

		<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 • Recognize the structure and elements of story • 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 • Explore oral storytelling processes 	<ul style="list-style-type: none"> • conventions
<p>MATH</p>	<ul style="list-style-type: none"> • Numbers to 100 represent quantities that can be decomposed into 10s and 1s. • Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. 	<ul style="list-style-type: none"> • Use reasoning to explore and make connections • Develop mental math strategies and abilities to make sense of quantities • Use technology to explore mathematics • Model mathematics in contextualized experiences • Develop, demonstrate, and 	<ul style="list-style-type: none"> • number concepts to 100 • benchmarks of 25, 50, and 100 and personal referents • addition and subtraction facts to 20 (introduction of computational strategies) • addition and subtraction to 100 • change in quantity, using pictorial and

		<p>apply mathematical understanding through play, inquiry, and problem solving</p> <ul style="list-style-type: none"> • Visualize to explore mathematical concepts • Develop and use multiple strategies to engage in problem solving • Communicate mathematical thinking in many ways • 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 	<p>symbolic representation</p>
<p>SCIENCE</p>	<ul style="list-style-type: none"> • Forces influence the motion of an object • 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 	<ul style="list-style-type: none"> • physical ways of changing materials • chemical ways of changing materials • types of forces

		<ul style="list-style-type: none"> • Safely manipulate materials to test ideas and predictions • Compare observations with predictions through discussion • Compare observations with those of others • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving • Communicate observations and ideas using oral or written language, drawing, or role-play • Express and reflect on personal experiences of place 	
SOCIAL STUDIES	<ul style="list-style-type: none"> • Canada is made up of many diverse regions and communities. 	<ul style="list-style-type: none"> • Explain why people, events, or places are significant to various individuals and groups (significance) • Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change) • Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) 	<ul style="list-style-type: none"> • diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture • diverse features of the environment in other parts of Canada and the world
	<ul style="list-style-type: none"> • Daily participation in physical activity at 	<ul style="list-style-type: none"> • Develop and demonstrate a 	<ul style="list-style-type: none"> • how to participate in different types of

<p>PHYSICAL AND HEALTH EDUCATION</p>	<p>moderate to vigorous intensity levels benefits all aspects of our well-being.</p> <ul style="list-style-type: none"> • Adopting healthy personal practices and safety strategies protects ourselves and others. 	<p>variety of fundamental movement skills in a variety of physical activities and environments</p> <ul style="list-style-type: none"> • Develop and demonstrate safety, fair play, and leadership in physical activities • Participate daily in physical activity at moderate to vigorous intensity levels • Identify and describe opportunities to be physically active at school, at home, and in the community • Explore strategies for making healthy eating choices • Explore and describe components of healthy living • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations 	<p>physical activities, including individual and dual activities, rhythmic activities, and games</p> <ul style="list-style-type: none"> • effects of physical activity on the body • practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention
<p>ARTS EDUCATION</p>	<ul style="list-style-type: none"> • Dance, drama, music, and visual arts are each unique languages for creating and communicating. 	<ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts • Explore personal experience, community, and culture through arts activities • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, 	<ul style="list-style-type: none"> • elements in the arts, including but not limited to: <ul style="list-style-type: none"> ○ dance: body, space, dynamics, time, relationships, form ○ drama: character, time, place, plot, tension • processes, materials, technologies, tools, and

		<p>materials, movements, technologies, tools, and techniques</p> <ul style="list-style-type: none"> • Develop processes and technical skills in a variety of art forms to refine artistic abilities • Reflect on creative processes and make connections to other experiences • Express feelings, ideas, stories, observations, and experiences through creative works • Describe and respond to works of art • Experience, document and share creative works in a variety of ways • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	<p>techniques to support arts activities</p> <ul style="list-style-type: none"> • a variety of dramatic forms • traditional and contemporary Aboriginal arts and arts-making processes • a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places • 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. 	

		<ul style="list-style-type: none"> • Making <ul style="list-style-type: none"> ○ Choose tools and materials ○ Make a product using known procedures or through modelling of others ○ 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"> • Effective collaboration relies on clear, respectful communication. • Learning is a lifelong enterprise. 	<ul style="list-style-type: none"> • Work respectfully and constructively with others to achieve common goals • Recognize the importance of 	<ul style="list-style-type: none"> • Personal Development: <ul style="list-style-type: none"> ○ goal-setting strategies

		learning in their lives and future careers <ul style="list-style-type: none"> • Demonstrate effective work habits and organizational skills appropriate to their level of development 	
--	--	--	--

FIRST PEOPLES LEARNING PRINCIPLES 	Aboriginal culture and perspectives have been integrated throughout all areas of learning this term. The principles focused on this TERM are: <ul style="list-style-type: none"> ❖ Learning is embedded in memory, history, and story ❖ Learning is holistic reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place) ❖ Learning ultimately supports the well-being of the self the family, the community, the land, the spirits, and the ancestors
---	---

CORE COMPETENCIES			
The attribute of being...	The act of "doing" in any area of learning		
LEARNER	SOCIAL RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can share my feelings, be responsible for my choices, and solve problems.
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can work with others to create a good classroom community.
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> ❖ I can use evidence to make simple judgements.
	COMMUNICATION		<ul style="list-style-type: none"> ❖ I can talk and listen to people and provide a thoughtful response.
COLLABORATOR	CREATIVE THINKING		<ul style="list-style-type: none"> ❖ 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 2 will be Critical Thinking

