



Mme Desjardins - TERM 2 OVERVIEW
 GRADE 2 FI
 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 • Read with child on a daily basis & complete the reading log <ul style="list-style-type: none"> • Practice "Dictée quiz" on a daily basis <ul style="list-style-type: none"> • Practice math facts • 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"> ❖ Language and story can be a source of creativity and joy. ❖ Through listening and speaking, we connect with others and share our world. ❖ Stories and other texts connect us to ourselves, our families, and our communities. ❖ Fluency in a language facilitates our interactions with others. ❖ Awareness of other cultures helps us discover our own culture and build our own identity. 	<ul style="list-style-type: none"> *read a text with fluency and intonation * use personal experiences and stories to make meaning and express ideas *exchange ideas and perspectives *offer ideas, ask questions, share opinions * recognize the structure and elements of story *create a variety of personal writings using correct spelling, grammar and punctuation 	<p><u>Reading Strategies</u></p> <ul style="list-style-type: none"> -visualizing -questioning -predicting -connecting - identifying the elements of stories (who, what, when, where, how) -phonemic and phonological awareness <p><u>Oral language</u></p> <ul style="list-style-type: none"> -focussing on speaker - good listening posture - taking turns - staying on topic <p><u>Story/Text</u></p> <ul style="list-style-type: none"> -using the elements of story (character, plot, setting, conflict, and theme) - using proper capitalization and period -concepts of print
MATH	<ul style="list-style-type: none"> ❖ Number represents and describes quantity ❖ Developing computational fluency comes from a strong sense of number 	<p><u>Reasoning and Analyzing</u></p> <ul style="list-style-type: none"> *Use reasoning to explore and make connections *<u>Developing</u> mental math strategies and abilities to make sense of quantities <p><u>Understanding and Solving</u></p> <ul style="list-style-type: none"> *Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving 	<p><u>Addition and Subtraction to 100</u></p> <ul style="list-style-type: none"> -addition with numbers up to 100 -subtraction with numbers up to 100 -use mental math strategies for addition & subtraction (e.g., making 10, decomposing, identifying doubles, and adding on to find the difference)

<p>MATH</p>	<ul style="list-style-type: none"> ❖ Analysing, comparing and interpreting data ❖ Objects and shapes have attributes that can be described, measured, and compared. 	<p><u>Communicating and Representing</u> *Represent mathematical ideas in concrete, pictorial, and symbolic forms *Use mathematical vocabulary and language to contribute to mathematical discussions <u>Connecting and Reflecting</u> *Reflect on mathematical thinking</p>	<p><u>Pictorial Representation of Concrete Graphs</u> -collect data to create a concrete graph -represent a graph, using pictorial representation through grid, stamps, or drawings -understand the one-to-one correspondence in graph</p> <p><u>2D shapes & 3D objects</u> -sorting 2D shapes and 3D objects, using two attributes, and explaining the sorting rule -describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles -identifying 2D shapes as part of 3D objects -using traditional northwest coast - First Peoples shapes (ovals, U, split U, and local art shapes) reflected in the natural environment</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 	<p><u>Questioning and Predicting</u> *Demonstrate curiosity and a sense of wonder about the world. *Make simple predictions about familiar objects and events. <u>Planning and Conducting</u> *Make and record observations. *Safely manipulate materials to test ideas and predictions <u>Processing and Analyzing Data and Information</u> *<u>Experience and interpret the local environment.</u> *Compare observations with predictions through discussion <u>Evaluating</u> *Consider some environmental consequences of their actions. <u>Applying and Innovating</u> *Transfer and apply learning to new situations <u>Communicating</u> *Express and reflect on personal experiences of places</p>	<p><u>Types of forces:</u> -contact forces and at-a-distance forces: -different types of magnets -static electricity balanced and unbalanced forces: -the way different objects fall depending on their shape (air resistance) the way objects move over/in different materials (water, air, ice, snow) -the motion caused by different strengths of forces</p> <p><u>Physical & Chemical ways of changing material:</u> -warming, cooling, cutting, bending, stirring, mixing</p>
<p>SOCIAL STUDIES</p>	<ul style="list-style-type: none"> ❖ Individuals have rights and responsibilities as global citizens. ❖ Canada is made up of many diverse regions and communities. 	<p>*Recognize the causes and consequences of events, decisions, or developments *Ask questions, make inferences, and draw conclusions</p>	<p>-rights and responsibilities of individuals regionally and globally -identify how my actions affect the environment -identify my rights - explain how people's needs and wants are met in communities</p>

<p>SOCIAL STUDIES</p>		<p>*Explain why people's beliefs, values, world views, experiences, and roles give them different perspectives on people, places, or events *Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>	<p>-identify & compare diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture Examples: -daily life in different communities (e.g., work, housing, use of the land, education, access to public services and utilities, transportation) -key cultural aspects (e.g., language, traditions, arts, food) -cultural diversity within your community</p>
<p>PHYSICAL AND HEALTH EDUCATION</p>	<ul style="list-style-type: none"> ❖ Learning how to participate and move our bodies in different physical activities helps us develop physical literacy. ❖ Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships ❖ Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. 	<p>*develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments *develop and demonstrate safety, fair play, and leadership in physical activities *develop and demonstrate respectful behaviour when participating in activities with others *identify and apply strategies that promote mental-well being *identify and describe feelings and worries, and strategies for dealing with them</p>	<p>-proper technique for fundamental movement skills, including non-locomotors, locomotors, and manipulative skills -how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games -practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention -managing and expressing emotions -how to throw and catch a ball -how to change pace and direction during movement games -making quick decisions during movement games -how to dribble and pass a ball, -how to shoot a hockey ball</p>
<p>ARTS EDUCATION</p>	<ul style="list-style-type: none"> ❖ Dance, drama, music and visual arts are each unique languages for creating and communicating. ❖ Creative expression develops our unique identity and voice. 	<p>*explore elements, process, materials, movements, technologies, tools, and techniques of the arts *observe and share how artists use processes, materials, technologies, tools and techniques *describe and respond to works of art</p>	<p>-a variety of dramatic forms & dance: body, space, dynamics, time, relationships, form -technologies, tools and techniques to support art activities -a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places (contemporary Aboriginal arts)</p>
<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES</p>	<ul style="list-style-type: none"> ❖ Technologies are tools that extend human capabilities ❖ Effective collaboration relies on clear, respectful communication. 	<p>*explore the use simple, available tools and technologies to extend their capabilities</p>	<p>-students will participate in cross-curricular activities to develop mindsets and skills in design thinking and making</p>

CAREER EDUCATION	<ul style="list-style-type: none"> ❖ Strong communities are the result of being connected to family and community and working together toward common goals ❖ Confidence develops through the process of self-discovery ❖ Personal Development 	<ul style="list-style-type: none"> *appreciate their personal attributes, skills and accomplishments *recognize the importance of positive relationships *share ideas, information and personal feelings with others 	<ul style="list-style-type: none"> -set personal goals -identify steps and sources of support at home, at school, in the community -to be able to take risks (speaking in front of others, making a new friend, trying a new activity)
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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		<ul style="list-style-type: none"> ❖ I can be respectful to myself, and to others. ❖ 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 share my ideas and accomplishments. ❖ I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can work with others to achieve a short-term concrete goal.
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> ❖ I can use evidence to make simple judgements. ❖ I can explore with a purpose in mind and explain my thinking.
	COMMUNICATION		<ul style="list-style-type: none"> ❖ I can talk and listen to people I know, and respond in complete sentences.
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		<ul style="list-style-type: none"> ❖ I can be proud of who I am. ❖ I can identify all the aspects of my "whole self" that contribute to making me an individual.

FIRST PEOPLES LEARNING PRINCIPLES 	<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 recognizes the role of indigenous knowledge ❖ Learning involves patience and time
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