

Mme. Roy - TERM 2 OVERVIEW

GRADE 2 French Immersion

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 math facts of number concepts to 100 • Review and practice Grade 2 sight words daily
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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"> ❖ Readers must not only decode words, but also understand the meaning of a text ❖ Communicating in French fosters a sense of belonging to the Francophone community. ❖ Texts follow specific structures, depending on their type. ❖ Fluency in a language facilitates our interactions with others. 	<ul style="list-style-type: none"> - Identify, in Francophone and Aboriginal texts, elements, that are present in one's own culture. - Deconstruct a sentence into word groups to enhance comprehension - Grasp the overall meaning of a text in order to be able to retell it in one's own words - Identify the elements of a story - Organize information thematically - Identify elements of a story in order to associate it with genres under study - Speak about oneself and one's daily life - Interact with others in a respectful manner, adapting behaviour to the interlocutor - Reproduce simple sentence structure in oral self-expression 	<ul style="list-style-type: none"> - Communication Strategies - Active listening - Active reading - Turn-taking in conversation - Structures of narrative texts - The gender of nouns - Adjectives - Text organization - Phonemic and phonological awareness - Reading strategies - Language elements
MATH	<ul style="list-style-type: none"> ❖ Numbers to 100 represent quantities that can be decomposed into 10's and 1's. ❖ Development of computational fluency in addition and subtraction with number to 100 requires 	<ul style="list-style-type: none"> - Estimate reasonably - Develop mental math strategies and abilities to make sense of quantities. - Use technology to explore mathematics. - Develop, demonstrate, and apply mathematical 	<ul style="list-style-type: none"> - Number concepts to 100 - Benchmarks of 25, 50, and 100 and personal referents - Addition and subtraction to 100 - Repeating and increasing patterns

	<p>an understanding of place value</p> <ul style="list-style-type: none"> ❖ The regular change in increasing patterns can be identified and used to make generalizations. 	<p>understanding through play, inquiry, and problem solving</p> <ul style="list-style-type: none"> - Develop and use multiple strategies to engage in problem solving - Communicate mathematical thinking in many ways - Explain and justify mathematical ideas and decisions - Reflect on mathematical thinking - Connect mathematical concepts to each other and to other areas and personal interests 	
SCIENCE	<ul style="list-style-type: none"> ❖ Materials can be changed through physical and chemical processes ❖ Living things have life cycles adapted to their environment. 	<ul style="list-style-type: none"> - Demonstrate curiosity and a sense of wonder about the world - Make simple predictions about familiar objects and events - Make and record observations - Safely manipulate materials to test ideas and predictions - Compare observations with those of others - Ask questions about familiar objects and events - Experience and interpret the local environment - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge 	<ul style="list-style-type: none"> - Physical ways of changing materials - Chemical ways of changing materials - First peoples use of their knowledge of life cycles - Metamorphic and non-metamorphic life cycles of different organisms
SOCIAL STUDIES	<ul style="list-style-type: none"> ❖ Local actions have global consequences, and global actions have local consequences. 	<ul style="list-style-type: none"> - Explain why people, events, or places are significant to various individuals and groups - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions - Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events - Make value judgments about events decisions, or actions, and suggest lessons that can be learned (ethical judgment) 	<ul style="list-style-type: none"> - How people's needs and wants are met in communities - Relationships between people and the environment in other parts of Canada and the world - Rights and responsibilities of individuals regionally and globally
PHYSICAL AND HEALTH EDUCATION	<ul style="list-style-type: none"> ❖ 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 	<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 respectful behaviour when 	<ul style="list-style-type: none"> - Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills - How to participate in different types of physical activities, including individual and dual

	<ul style="list-style-type: none"> ❖ 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 	<p>participating in activities with others</p> <ul style="list-style-type: none"> - Identify and apply strategies that promote mental well-being - Identify and describe feelings and worries, and strategies for dealing with them 	<p>activities, rhythmic activities, and games</p> <ul style="list-style-type: none"> - Effects of physical activity on the body - Managing and expressing emotions
ARTS EDUCATION	<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 ❖ Engagement through the arts creates opportunities for risk taking 	<ul style="list-style-type: none"> - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play - Explore personal experience, community, and culture through arts activities - 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 	<ul style="list-style-type: none"> - Processes, materials, movements, technologies, tools and techniques to support art activities - A variety of dramatic forms - A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places
APPLIED DESIGN, SKILLS AND TECHNOLOGIES	<ul style="list-style-type: none"> ❖ Skills can be developed through play. ❖ Designs grow out of natural curiosity. 	<ul style="list-style-type: none"> - Identify needs and opportunities for designing, through exploration -Generate ideas from their experiences and interests - Make 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 - Use personal preferences to evaluate the success of their design solutions 	<p>Students are expected to use the learning standards for the Curricular Competencies in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.</p>

<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 recognizes the role of indigenous knowledge ❖ Learning involves patience and time
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<p>CORE COMPETENCIES</p>	<ul style="list-style-type: none"> • These are sets of intellectual, personal and social and emotional proficiencies that all students
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The attribute of being...	The act of "doing" in any area of learning	<p>need to develop in order to engage in deeper learning</p> <ul style="list-style-type: none"> • This term the students will focus on the "I can" statements as follows: 	
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.

