

Ms. Harper - 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 • Encourage reading on a daily basis (home reading) <ul style="list-style-type: none"> • Practice math facts to increase fluency • Connect what your child learns to everyday life <ul style="list-style-type: none"> • Practice weekly spelling words
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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. - Stories and other texts help us learn about ourselves, our families, and our communities. 	<ul style="list-style-type: none"> - Use sources of information and prior knowledge to make meaning - Use developmentally appropriate reading, listening, and viewing strategies to make meaning - Use personal experience and knowledge to connect to <i>text</i> and make meaning - Create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community - Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation 	<p>Stories: vocabulary associated with texts</p> <p>Strategies: reading strategies (predicting, rereading, retelling), oral language strategies (taking turns, asking questions, expressing opinion), metacognitive strategies (reflecting, questioning, goal setting)</p> <p>Language, Structure, Conventions: word patterns, word families, letter formation, sentence structure, conventions</p>
MATH	<ul style="list-style-type: none"> - Numbers to 100 represent quantities that can be decomposed into 10s and 1s. 	<ul style="list-style-type: none"> - Use reasoning to explore and make connections - Estimate reasonably 	<ul style="list-style-type: none"> - number concepts to 100 - repeating and increasing patterns

	<ul style="list-style-type: none"> - Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. - The regular change in increasing patterns can be identified and used to make generalizations. - Concrete items can be represented, compared, and interpreted pictorially in graphs. 	<ul style="list-style-type: none"> - Use technology to explore mathematics - Develop mental math strategies and abilities to make sense of quantities - Communicate mathematical thinking in many ways - Explain & justify mathematical ideas & decisions - Represent mathematical ideas in concrete, pictorial, and symbolic forms - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving 	<ul style="list-style-type: none"> - change in quantity, using pictorial and symbolic representation - symbolic representation of equality and inequality - pictorial representation of concrete graphs, using one-to-one correspondence
SCIENCE	<ul style="list-style-type: none"> - Forces influence the motion of an object. 	<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 and record observations - Take part in caring for self, family, classroom and school through personal approaches - Sort and classify data and information using drawings, pictographs and provided tables - Compare observations with predictions through discussion - Identify simple patterns and connections - Compare observations with those of others 	<ul style="list-style-type: none"> - types of forces
SOCIAL STUDIES	<ul style="list-style-type: none"> - Individuals have rights and responsibilities as global citizens. 	<ul style="list-style-type: none"> - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> - diverse characteristics of communities and cultures in Canada and around the world, including at least one

	<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 - Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events 	<p>Canadian First Peoples community and culture</p> <ul style="list-style-type: none"> - how people's needs and wants are met in communities - 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. - Movement skills and strategies help us learn how to participate in different types of physical activity. 	<ul style="list-style-type: none"> - Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments - Apply a variety of movement concepts and strategies in different physical activities - 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 experiences in different physical activities 	<ul style="list-style-type: none"> - proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills - movement concepts and strategies - ways to monitor physical exertion levels - different types of physical activities, including individual and dual activities, rhythmic activities, and games
ARTS EDUCATION	<ul style="list-style-type: none"> - Dance, drama, music, and visual arts are each unique languages for creating and communicating. - 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 personal experience, community, and culture through arts activities - Express feelings, ideas, stories, observations, and experiences through creative works - Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques 	<ul style="list-style-type: none"> - elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast - processes, materials, technologies, tools, and techniques to support arts activities - symbolism as a means of expressing specific meaning - traditional and contemporary Aboriginal

			<p>arts and arts-making processes</p> <p>- a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places</p>
<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES</p>	<p>- Designs grow out of natural curiosity.</p>	<p>- Identify needs and opportunities for designing, through exploration</p> <p>- Add to others' ideas</p> <p>- Use trial and error to make changes, solve problems, or incorporate new ideas from self or others</p> <p>- Reflect on their ability to work effectively both as individuals and collaboratively in a group</p> <p>- Develop their skills and add new ones through play and collaborative work</p>	<p>- Students will participate in cross-curricular activities to develop mindsets and skills in design thinking and making</p>
<p>CAREER EDUCATION</p>	<p>- Confidence develops through the process of self-discovery.</p> <p>- Strong communities are the result of being connected to family and community and working together toward common goals.</p> <p>- Communities include many different roles requiring many different skills.</p>	<p>- Identify and appreciate their personal attributes, skills, interests, and accomplishments</p> <p>- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities</p> <p>- Demonstrate effective work habits and organizational skills appropriate to their level of development</p>	<p>- Goal setting strategies</p> <p>- Cultural & Social awareness</p> <p>- roles and responsibilities at home, at school, and in the local community</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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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.