

Ms. Harper, Miss Krilow
 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 • 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. - Playing with language helps us discover how language works. - Everyone has a unique story to share. 	<ul style="list-style-type: none"> - Use sources of information and prior knowledge to make meaning - Recognize how different texts reflect different purposes - Explain the role that story plays in personal, family, and community identity - Recognize the structure and elements of story - Exchange ideas and perspectives to build shared understanding 	<p>Stories: elements of story (character, plot, setting, structure), literary elements and devices</p> <p>Strategies: reading strategies (main ideas, details), oral language strategies (focusing on speaker, asking questions, expressing opinion), metacognitive strategies (reflecting, questioning, goal setting, self-evaluating), writing processes (revising, editing, considering audience)</p> <p>Language, Structure, Conventions: legible</p>

		<ul style="list-style-type: none"> - Develop and apply expanding word knowledge - Create stories and other texts to deepen awareness of self, family, and community 	<p>handwriting, sentence structure, conventions</p>
MATH	<ul style="list-style-type: none"> - Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. - Numbers to 100 represent quantities that can be decomposed into 10s and 1s. - Objects and shapes have attributes that can be described, measured, and compared. 	<ul style="list-style-type: none"> - Model mathematics in contextualized experiences - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving - Visualize to explore mathematical concepts - Develop and use multiple strategies to engage in problem solving - Connect mathematical concepts to each other and to other areas and personal interests - Reflect on mathematical thinking - Communicate mathematical thinking in many ways - Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts - Explain & justify mathematical ideas & decisions - Represent mathematical ideas in concrete, pictorial, and symbolic form 	<ul style="list-style-type: none"> - Addition and Subtraction to 100 - Addition and Subtraction facts to 20 - One step addition and subtraction equations with an unknown number - Likelihood of familiar life events, using comparative language - Benchmarks of 25, 50, and 100 and personal referents - Financial literacy — coin combinations to 100 cents, and spending and saving
SCIENCE	<ul style="list-style-type: none"> - Materials can be changed through physical and chemical processes. - Water is essential to all living things, and it cycles through the environment. 	<ul style="list-style-type: none"> - Observe objects and events in familiar contexts - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge - Sort and classify data and information using drawings, pictographs and provided tables 	<ul style="list-style-type: none"> - Chemical ways of changing materials - Physical ways of changing materials - Water sources including local watersheds - Water conservation, the water cycle, connections to other systems - Local First People's knowledge of water:

		<ul style="list-style-type: none"> - Compare observations with predictions through discussion - Make and record observations - Compare observations with those of others - Express and reflect on personal experiences of place 	
<p>SOCIAL STUDIES</p>	<ul style="list-style-type: none"> - Local actions have global consequences, and global actions have local consequences. - Canada is made up of many diverse regions and communities. 	<ul style="list-style-type: none"> - Sequence objects, images, or events, and explain why some aspects change and others stay the same - Ask questions, make inferences, and draw conclusions about the content and features of different types of sources - Recognize the causes and consequences of events, decisions, or developments 	<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 - Relationships between people and the environment in different communities - Diverse features of the environment in other parts of Canada and the world
<p>PHYSICAL AND HEALTH EDUCATION</p>	<ul style="list-style-type: none"> - Adopting healthy personal practices and safety strategies protects ourselves and others. - Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships. - Our physical, emotional, and mental health are interconnected. - Movement skills and strategies help us learn 	<ul style="list-style-type: none"> - Develop and apply 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 	<ul style="list-style-type: none"> - 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, sleep, and illness prevention

	<p>how to participate in different types of physical activity.</p> <ul style="list-style-type: none"> - Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. 	<ul style="list-style-type: none"> - Identify and explain factors that contribute to positive experiences in different physical activities - Explore and describe strategies for making healthy eating choices in a variety of settings - Explore and describe strategies for pursuing personal healthy-living goals - Participate daily in physical activity at moderate to vigorous intensity levels - Identify and describe opportunities for potential challenges to being physically active at school, at home, and in the community - Describe and apply strategies for developing and maintaining positive relationships - Identify and apply strategies that promote mental well-being 	<ul style="list-style-type: none"> - proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills - movement concepts and strategies
<p>ARTS EDUCATION</p>	<ul style="list-style-type: none"> - Dance, drama, music, and visual arts are each unique languages for creating and communicating. - Inquiry through the arts creates opportunities for risk taking. - Creative expression develops our unique identity and voice. 	<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 identity, place, culture, and belonging through arts experiences - Explore relationships among cultures, communities, and the arts - Reflect on creative processes and make 	<ul style="list-style-type: none"> - Dance: body, space, dynamics, time, relationships, form - Music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form texture - Visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast, emphasis - Processes, materials, technologies, tools, and

		<p>connections to personal experiences</p> <ul style="list-style-type: none"> - Express feelings, ideas, and experiences in creative ways - Describe and respond to visual and performing art pieces and provide constructive feedback - Experience, document, and share creative works in a variety of ways 	<p>techniques to support arts activities</p> <ul style="list-style-type: none"> - Symbolism as ways of creating and representing meaning 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 - Notation to represent sounds, ideas, and movement
<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES</p>	<ul style="list-style-type: none"> - Technologies are tools that extend human capabilities - Designs grow out of natural curiosity. 	<ul style="list-style-type: none"> - Decide on how and with whom to share their product - Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment - Use personal preferences to evaluate the success of their design solutions - Make a product using known procedures or through modelling of others 	<ul style="list-style-type: none"> - Students will participate in cross-curricular activities to develop mindsets and skills in design thinking and making
<p>CAREER EDUCATION</p>	<ul style="list-style-type: none"> - Everything we learn helps us to develop skills. - Learning is a lifelong enterprise. - Effective collaboration relies on clear, respectful communication. 	<ul style="list-style-type: none"> - Recognize the importance of positive relationships in their lives - Share ideas, information, personal feelings, and knowledge with others - Work respectfully and constructively with 	<ul style="list-style-type: none"> - Cultural and social awareness - Risk taking and its role in self-exploration

		<p>others to achieve common goals</p> <ul style="list-style-type: none"> - Demonstrate effective work habits and organizational skills appropriate to their level of development 	

<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		❖ I can talk and listen to people I know, and respond in complete sentences.
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. ❖ I can identify all the aspects of my 'whole self' that contribute to making me an individual.

