



Language Arts – Grade 2

Term 1
Ms. Lebbon



Big Ideas

Language and story can be a source of creativity and joy.

Stories and other texts connect us to ourselves, our families, and our communities.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and Connect

- 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 personal, family, and community identity.
- Use personal experience and knowledge to connect to stories and other texts to make meaning.
- Recognize the structures and elements of story.
- Show awareness of how story in First Peoples' cultures connects people to family and community.

Create and Communicate

- 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.

Content Learning Standards

Students will be expected to know the following "I Can" statements:

Reading

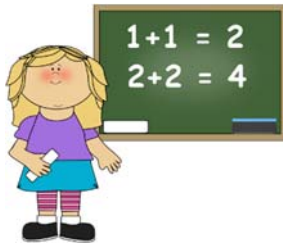
- I can read at grade level (PM Benchmark level 17-19)
- I can understand the following vocabulary to talk about texts: book, page, chapter, author, title, illustrator, web page, website, headings, table of contents, pictures, and diagrams
- I can use reading strategies to help me decode words (e.g. blends, word families, vowel sounds, word chunking, and visual clues)
- I can identify many sight words
- I can identify word patterns and word families
- I can read fluently
- I can self-correct my reading errors

Writing

- I can print neatly with the appropriate letter formation
- I can print sentences using proper spacing between words
- I can write simple sentences with some details
- I can organize my writing with a beginning, middle, and end
- I can use my knowledge of letter sounds to sound out words to spell
- I can begin sentences, names, and the pronoun "I" with an uppercase letter
- I can complete my sentences with a period, question mark, or exclamation mark
- I can spell some high frequency words
- I can use some strategies to help me monitor my writing (e.g. does it look right?)

Oral Language

- I can take turns speaking
- I can ask questions to clarify
- I can speak with the appropriate tone, volume, inflection, and pace
- I can express simple opinions
- I can participate in classroom discussions



Math – Grade 2

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Big Ideas



Numbers to 100 represent quantities that can be decomposed into 10's and 1's.

The regular change in increasing patterns can be identified and used to make generalizations.

Curricular Competencies

Students are expected to be able to do the following:

Reasoning and Analyzing

- Use reasoning to explore and make connections
- Estimate reasonably
- Develop mental-math strategies and abilities to make sense of quantities
- Use technology to explore mathematics
- Model mathematics in contextualized experiences

Understanding and Solving

- 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
- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and Representing

- 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

Connecting and Reflecting

- Reflect on mathematical thinking
- Connect mathematical concepts to each other and to other areas and personal interests
- Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts

Content Learning Standards

Students will be expected to know the following "I Can" statements:

Repeating and Increasing Patterns

- I can explore more complex repeating patterns
- I can identify the core of a repeating pattern
- I can increase patterns using manipulatives, sounds, actions, and numbers to 100
- I can identify patterns the First Peoples used in weaving and in clothing

Number Concepts to 100

- I can skip count by 2s, 5s, and 10s, using different starting points
- I can skip count forwards and backwards by 2s, 5s, and 10s
- I can compare and order numbers to 100
- I can identify benchmarks of 25, 50, and 100
- I can understand the relationship between digit places and their value to 99 (e.g. the digit 4 in 49 has the value of 40)
- I can decompose two-digit numbers into 10s and 1s
- I can distinguish between odd and even numbers



Social Studies – Grade 2

Term 1
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Big Ideas



Individuals have rights and responsibilities as global citizens.

Curricular Competencies

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain why people, events, or places are significant to various individuals and groups
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
- Sequence objects, images, and events, or explain why some aspects change and what has stayed the same
- Recognize causes and consequences of an event, decisions, and development
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events
- Make value judgements about events, decisions, or action, and suggest lessons that can be learned

Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can identify how my actions affect the environment (e.g. reduce, reuse, and recycle)
- I can identify my human rights
- I can explain connections between my community throughout Canada and around the world
- I can identify examples of leaders in my community (e.g. mayor, councilors, and Elders)
- I can identify services in my community (e.g. policing, firefighting, transportation)
- I can demonstrate how I can be responsible to help others in my community



Science – Grade 2

Term 1
Ms. Lebbon

Big Ideas



Living things have life cycles adapted to their environment.

Water is essential to all living things, and it cycles through the environment.

Curricular Competencies

Students are expected to be able to do the following:

Questioning and Predicting

- 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

Planning and Conducting

- Make and record observations
- Safely manipulate materials to test ideas and predictions
- Make and record simple measurements using informal and non-standard methods

Processing and Analyzing Data and Information

- Experience and interpret the local environment
- Sort and classify data and information using drawings, pictographs, and provided tables
- Compare observations with predictions through discussion
- Identify simple patterns and connections

Evaluating

- Compare observations with those of others
- Consider some environmental consequences of their actions

Applying and Innovating

- Take part in caring for self, family, classroom, and school through personal approaches
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

Communication

- Communicate observations and ideas using oral or written language, drawing, or role-play
- Express and reflect on personal experiences of place

Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can identify metamorphic life cycles (e.g. caterpillar to butterfly) and non-metamorphic life cycles (e.g. same body structure through life but size changes, like humans)
- I can identify similarities and differences between offspring and parent
- I can identify different types of water sources (e.g. oceans, lakes, rivers)
- I can explain how the First Peoples gathered food in response to season and animal migration



Physical and Health Education – Grade 2

Term 1
Ms. Lebbon



Big Ideas

Daily participation in physical activity at a moderate to vigorous 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.

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.

Curricular Competencies

Students are expected to be able to do the following:

Physical Literacy

- 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 safety, fair play, and leadership in physical activities
- Identify and explain factors that contribute to positive experiences in different physical activities

Healthy and Active Living

- 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
- Describe ways to access information on and support services for a variety of health topics
- Explore and describe components of healthy living

Social and Community Health

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Develop and demonstrate respectful behaviour when participating in activities with others
- Identify and describe characteristics of positive relationships
- Explain how participation in outdoor activities support connections with the community and environment

Mental Well-Being

- Identify and apply strategies that promote mental well-being
- Identify and describe feelings and worries, and strategies for dealing with them
- Identify personal skills, interests, and preferences and describe how they influence self-identity

Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can participate in different types of physical activity (individual, dual, and game activities)
- I can regularly meet the Daily Physical Activity requirement
- I can move safely in different environments
- I can play fairly in physical activities
- I can perform movement skills on the spot (e.g. balancing, bending, twisting, and lifting)
- I can perform movements while travelling (e.g. jumping, running, skipping)
- I can control the movement of an object (e.g. catch and throw an object)
- I can monitor my physical exertion levels on a 5 point scale (1=cold, 5=very hot)
- I can identify the effects of different activities on the body (e.g. increased breathing, sweating, elevated heart rate)
- I can identify practices that promote healthy and well-being (e.g. getting 60-90 minutes of moderate to vigorous physical activity each day, making healthy eating choices, preventing illness by washing hands)



Arts Education– Grade 2

Term 1
Ms. Lebbon

Big Ideas



Creative expression develops our unique identity and voice.

Inquiry through the arts creates opportunities for risk taking.

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.

Curricular Competencies

Students are expected to be able to do the following:

Exploring and Creating

- Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts
- 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

Reasoning and Reflecting

- Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
- 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

Communicating and Documenting

- Interpret symbolism and how they can be used to express meaning through the arts
- Express feelings, ideas, stories, observations, and experiences through the creative works
- Describe and respond to works of art
- Experience, document, perform, and share creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can create artistic works using line, shape, texture, colour, and form
- I can use processes, materials, and technologies to create different artistic works
- I can describe my responses and make connections to art works
- I can use symbolism as a means of expressing how I feel (e.g. choice of colour, tempo of a song)
- I can participate in music class exploring beat, rhythm, tempo, pitch, dynamics, form, and texture



Career Education – Grade 2

Term 1
Ms. Lebbon

Big Ideas



Confidence develops through the process of self-discovery.

Strong communities are the result of being connected to family and community and working together toward common goals.

Effective collaboration relies on clear, respectful communication.

Everything we learn helps us to develop skills.

Communities include many different roles requiring many different skills.

Learning is a lifelong enterprise.

Curricular Competencies

Students are expected to be able to do the following:

- Identify and appreciate their personal attributes, skills, interests, and accomplishments
- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others
- Work respectfully and constructively with others to achieve common goals
- Recognize the importance of learning in their lives and future careers
- Set and achieve realistic learning goals for themselves
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
- Demonstrate effective work habits and organizational skills appropriate to their level of development
- Recognize the basic skills required in a variety of jobs in the community

Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can take risks and try a new activity
- I can try and make a new friend
- I can put up my hand and volunteer to ask or answer a question
- I can speak clearly in front of others
- I can talk about my own roles, rights, and responsibilities at home, at school, and in the community
- I can explain that we all come from different cultural backgrounds

TERM 3

I CAN IDENTIFY JOBS IN THE LOCAL COMMUNITY.