**Language Arts – Grade 2**

**Term 3**

Ms. Lebbon

**Big Ideas**

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

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

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

**Everyone has a unique story to share.**

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

**Playing with language helps us discover how language works.**

***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 21-22)
* I can identify literary elements and devices (e.g. poetic language, figurative language, sound play, images, colour, and basic symbols)
* I can continue to use reading strategies to help me decode words (e.g. blends, word families, vowel sounds, word chunking, and visual clues)
* I can identify all the grade two sight words
* I can use a variety of reading strategies to help me read and understand stories independently
* I can make connections, ask questions, and visualize images to stories
* I can read fluently
* I can self-correct my reading errors consistently
* I can talk about my thinking and reflect on my learning
* I can listen/view stories in First Peoples' cultures to connect to family and community

**Writing**

* I can print neatly with the appropriate letter formation
* I can print sentences using proper spacing between words
* I can write many sentences that include details and descriptions
* I can include compound sentences in my writing (e.g. using connecting words such as "because", "and", or "but")
* I can use my knowledge of digraphs, blends, and phonetic rules (e.g. "When two vowels are a walking, the first one does the talking.") to sound out words to spell
* I can consistently begin my sentences, names, and the pronoun "I" with an uppercase letter
* I can consistently complete my sentences with a period, question mark, or exclamation mark
* I can spell many high frequency words
* I can continue to use basic writing processes by revising, editing, and proofreading my work
* I can use class-generated criteria to assess my own and others' work

**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**

**Term 3**

Ms. Lebbon

**Big Ideas**

**Objects and shapes have attributes that can be described, measured, and compared.**

**Concrete items can be represented, compared, and interpreted pictorially and in graphs.**

***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:***

**Direct Linear Measurement**

* I can use centimetres and metres to measure objects
* I can reasonably estimate the length of an object
* I can measure and record length, height, and width, using standard units

**Addition and Subtraction to 100**

* I can decompose numbers to 100
* I can estimate sums and differences to 100
* I can use strategies such as looking for multiples of 10, friendly numbers (e.g. 48+37 is the same as 37=35+2, 48+2; therefore 50+35=85), decomposing into 10s and 1s and recomposing (e.g. 48+37 is the same as 40+30=70, 8+7=15; therefore 70+15=85), and compensating (e.g. 48+37 is the same as 48+2=50, 37-2+35; therefore 50+35=85)
* I can use adding up to find the difference
* I can use an open number line, hundred chart, and ten-frame
* I can use addition and subtraction in real-life context and problem-based situations

**Pictorial Representation of Concrete Graphs**

* I can collect data to create a concrete graph
* I can represent a graph, using pictorial representation through grid, stamps, or drawings
* I can understand the one-to-one correspondence in graphs

**Likelihood of Familiar Life Events**

* I can use the proper vocabulary to describe probability (e.g. certain, uncertain, more, less, or equally likely)

**Social Studies – Grade 2**

**Term 3**

Ms. Lebbon

**Big Ideas**

**Canada is made up of diverse regions and communities.**

***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 describe daily life in different communities (e.g. work, housing, use of land, education, and transportation)
* I can describe key cultural aspects of different cultures (e.g. language, traditions, arts, and food)
* I can identify cultural diversity within my community
* I can explain how people acquire goods and services (e.g. by buying or renting, or through public funding)
* I can describe the needs and wants in different communities
* I can identify different goods and services based on the size of a community
* I can understand the differences between psychological and physical needs and wants
* I can describe the diverse features of the environment in other parts of Canada and the world (e.g. climate zones, landforms, bodies of water, plants and animals)

**Science – Grade 2**

**Term 3**

Ms. Lebbon

**Big Ideas**

**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 understand water is a limited resource, and that it is not being replaced at the same rate as it is being used
* I can identify water sources (e.g. oceans, lakes, rivers, wells, springs, etc.)
* I can identify the majority of fresh water is stored underground and in glaciers
* I can explain the water cycle, and use the proper vocabulary to describe the processes involved (e.g. evaporation, condensation, precipitation, and runoff)
* I can understand the water cycle is a major component of weather (e.g. precipitation, clouds)

**Physical and Health Education – Grade 2**

**Term 3**

Ms. Lebbon

**Big Ideas**

**Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.**

**Daily participation in physical activity at a moderate to vigorous intensity levels benefits all aspects of our well-being.**

**Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.**

**Adopting healthy personal practices and safety strategies protects ourselves and others.**

**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 participate in rhythmic activities, such as gymnastics and dance
* I can identify the effects of different activities on the body (e.g. increased breathing, sweating, elevated heart rate)
* I can use strategies and skills to use in potentially hazardous, unsafe, or abusive situations (e.g. calling out for help and getting away, using a strong voice to say "no", telling a trusted adult until you get help)
* I can understand I am not to give out personal information to strangers or on the internet
* I can describe the effects of different substances (e.g. poisons, medications, psychoactive substances) and strategies for preventing personal harm

**Arts Education– Grade 2**

**Term 3**

Ms. Lebbon

**Big Ideas**

**Inquiry through the arts creates opportunities for risk taking.**

**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.**

**Dance, drama, music, and visual arts are each unique languages for creating and communicating.**

***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, in dance, explore body, space, dynamics, time, and relationships
* I can be responsible when engaging with others in dance
* I can participate in traditional and contemporary Aboriginal arts and arts-making processes
* I can appreciate a variety of local works of art and artistic traditions
* I can participate in music class exploring beat, rhythm, tempo, pitch, dynamics, form, and texture

**Career Education – Grade 2**

**Term 3**

Ms. Lebbon

**Big Ideas**

**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.**

**Everything we learn helps us to develop skills.**

**Effective collaboration relies on clear, respectful communication.**

**Learning is a lifelong enterprise.**

**Communities include many different roles requiring many different skills.**

***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 respectively 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 work respectively and constructively with others to achieve a common goal
* I can continue to demonstrate effective work habits and organizational skills
* I can share ideas, information, personal feelings, and knowledge with others
* I can work on self-regulation strategies