**Grade 2 Social Studies**

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| **Big Ideas** | **Curricular Competencies** | **Content** | **Instructional Strategies/Assessments** |
| **Term 1**  Canada is made up of many diverse regions and communities | Explain why people, events, and places are significant to various individuals and groups  Sequence objects, images, and events and explain why some aspects change and others stay the same | Knowing our local community   * Diverse characteristics of communities and cultures * How people’s needs and wants are met in communities * Relationships between people and the environment * Diverse features of our environment * Roles and responsibilities of regional governments | Making decisions in the classroom (intro to government)…pick a mayor, make rules, etc.  Syilx First Nation stories…tied to environmental features  Significant events and places in OK Falls  Services of OK Falls (needs and wants)  Letter to our Mayor (4 sentences)  I would vote for \_\_\_\_ because \_\_\_\_ in the classroom.  Create a pictorial map of OK Falls showing the significant locations…attach reasons why they chose those locations  Wanted poster: New Service in OK Falls (include reasons why it is needed) |
| **FPPL**  Learning involves a sense of place.  Learning is embedded in memory, history, and story. |
| **Term 2**  Canada is made up of many diverse regions and communities | Ask questions, make inferences, and draw conclusions about the content and features of different types of evidence  Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives  Use social studies inquiry processes and skills | Comparing communities   * Diverse characteristics of communities and cultures * Relationships between people and the environment * Diverse features of our environment | Flat Stanley  Post a map and pin up Stanley visits  Create a table showing differences between different communities (natural environment, activities of people, significant places/events)  Students come up with two of their own questions for their Flat Stanley (separate from the 3 – 5 the class came up with)  Compare and contrast between OK Falls and their Flat community  Complete a journal entry of where they would like to visit and why (after the Flats are back) |
| **Term 3**  Local actions have global consequences, and global actions have local consequences  Individuals have rights and responsibilities as global citizens | Recognize the causes and consequences of events, decisions, and developments  Make value judgments about events, decisions, and actions and suggest lessons that can be learned | Roles and responsibilities of individuals regionally and globally | Taking care of the environment  Reduce, Reuse, and Recycle  Taking care of our local natural environment  Wanted poster: Responsible Citizen  Table of actions as a responsible citizen (evidence of themselves as responsible citizens) |
| **FPPL**  Learning involves recognizing the consequences of one’s actions |

**Gr 2 Science**

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| **Big Ideas** | **Curricular Competencies** | **Content** | **Instructional Strategies/Assessments** |
| **Term 1**  Water is essential to all living things, and it cycles through the environment. | Observe objects and events in familiar contexts  Experience and interpret the local environment  Consider some environmental consequences of their actions  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  Express and reflect on personal experiences of place | Water sources, including local watersheds  Water- a limited resource  The water cycle | Life cycle of salmon  Journal for the lifecycle of a water drop  Draw/Model of the water cycle including local aspects  Bill Nye the Science Guy  One day journal: How do we use water at home?  Next day journal: This is how we reduced water use or kept water shed clean  Wanted poster: Clean Water  Magic School Bus |
| **FPPL**  Learning involves recognizing the consequences of one’s actions.  Learning recognizes the role of Indigenous knowledge (life cycle of salmon and water use).  Learning focuses on a sense of place (local water sources). |
| **Term 2**  Materials can be changed through physical and chemical processes.  Forces influence the motion of an object. | Observe objects and events in familiar contexts  Ask questions about familiar objects and events  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  Transfer and apply learning to new situations  Communicate observations and ideas using oral or written language, drawing, or role-play  Demonstrate curiosity and a sense of wonder about the world | Physical ways of changing materials  Chemical ways of changing materials  Types of forces | Mad scientist experiments   * Solids, liquids, gases * Baking soda and vinegar * Salt and water * Mentos and cola * Egg in a glass * Heating oil and food colouring * Wire thru ice   Draw picture related to force/motion  Sort objects as magnetic and non-magnetic  Draw/describe how different surfaces slow objects down |
| **FPPL**  Learning is experiential. |
| **Term 3**  All living things have a life-cycle. | Observe objects and events in familiar contexts  Make simple predictions about familiar objects and events  Make and record observations  Make and record simple measurements using informal or non-standard methods  Sort and classify data and information using drawings or provided tables  Compare observations with predictions through discussion  Identify simple patterns and connections  Compare observations with those of others  Transfer and apply learning to new situations  Communicate observations and ideas using oral or written language, drawing, or role-play  Demonstrate curiosity and a sense of wonder about the world | Metamorphic and non-metamorphic life cycles of different organisms  Similarities and differences between offspring and parent  Aboriginal knowledge of life cycles | Hatch butterflies  Hatch chickens  Compare metamorphic to non-metamorphic life cycles  Describe, draw, and order life cycles  Collage of living and non-living things |
| **FPPL**  Learning supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational.  Learning recognizes the role of Indigenous knowledge. |

**Resources:** Force/Motion science kit, children’s literature, science kits, Bill Nye the Science Guy, Building Student Success Curriculum, Magic School Bus

**Gr 2 Physical and Health Education**

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| **Big Ideas** | **Curricular Competencies** | **Content** | **Instructional Strategies/Assessments** |
| **Term 1:** Daily participation in physical activity at 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.  Our physical, emotional, and mental health are interconnected. | Develop and demonstrate safety, fair play, and leadership in physical activities  Identify and explain factors that contribute to positive experiences in different physical activities  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 and describe components of healthy living  Develop and demonstrate respectful behaviour when participating in activities with others  Identify and describe characteristics of positive relationships  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 | Managing and expressing emotions  Practices that promote health and well-being including those relation to physical activity, nutrition, and illness prevention  Factors that influence self-identity  How to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games | Mind up  Parts of the Brain  Super Flex  Self-regulation strategies  Group games  Free choice: Equipment  Morning energy  Observations and checklists   * Self regulation * Regular participation * Positive attitude * Fair play * Following instructions |
| **FPPL**  Learning supports the well-being of self, family, community, land, spirits, and ancestors. |
| **Term 2:** Learning how to participate and move our bodies in different physical activities helps us develop 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  Participate daily in physical activity at moderate to vigorous intensity levels  Explore strategies for making healthy eating choices | Effects of physical activity on the body  Ways to monitor physical exertion levels  Proper techniques for fundamental movement skills including non-locomotor, locomotor, and manipulative skills | Heartrate  Gymnastics (pike, layup, tuck, 2 foot, balancing)  Hockey (shoot at target, pass)  Basketball (dribble, throwing, catching)  Badminton (striking)  Swimming (participation)  Physical activity journal  Checklists (see each sport above) |
| **Term 3:** Adopting healthy personal practices and safety strategies protects ourselves and others. | Participate daily in physical activity at moderate to vigorous intensity levels  Describe ways to access information on and support services for a variety of health topics  Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations  Explain how participation in outdoor activities supports connections with the community and environment | Effects of different substances and strategies for preventing personal harm  Strategies and skills to use in potentially hazardous, unsafe, and abusive situations  Strategies for accessing health information | Soccer  Track and Field  Care Kit  Jump rope  Role play getting out of an unsafe situation  Participation  Syilx Medicine Wheel |
| **FPPL**  Learning supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. |

**Gr2 Math**

**Term 1**

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| **Big Idea** | **Curricular Competencies** | **Content** | **Instructional Activities/Assessment** |
| Number represents and describes quantity: Numbers to 100 can be decomposed into 10s and 1s | Use reasoning and logic to explore and make connections  Communicate in many ways  Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations | Number concepts to 20 | \* compare two given sets using one correspondence and describe them using words such as more, fewer or as many  \* count forward by 1s, 5s and 10  \* use math tubs to reproduce, extend, describe, create, and translate patterns (e.g., beads to cubes, to shape patterns)  \* draw pictures to represent patterns and describe it in a variety of ways (e.g., ABBABB)  \* students explain whether two sets are equal or not and can use the equal sign in a picture  \* act out a given story problem presented orally  \* tell whether or not a story represents the action of addition or subtraction  \* create a story problem for addition and subtraction and show action with counters  \* demonstrate counting on strategy  \* represent a given number up to 20 using a variety of manipulatives including ten materials  \* solve a given story problem involving two elements  \* using basic mental math strategies (+0, +1, ten, doubles)  \* place numerals on a number line up to 20  \* order four numbers from 0 to 100 from least to greatest using objects and pictures  \* ANIE Jr  Clothing, weaving, beading |
| Developing computational fluency comes from a strong sense of number. Fluency in addition and subtraction with numbers to 100 requires understanding of place value and mental math strategies. | Develop mental math strategies and abilities to make sense of quantities  Use multiple strategies to engage in problem solving  Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving. | Addition and subtraction facts to 20 |
| Symbolic representation of equality and inequality |
| Number represents and describes quantity: Numbers to 100 can be decomposed into 10s and 1s | Develop mental math strategies and abilities to make sense of quantities  Communicate in many ways  Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations | Change in quantity using pictorial and symbolic representation |
| We use patterns to represent identified regularities and to form generalizations. The regular change in increasing patterns can be identified. | Use reasoning and logic to explore and make connections  Use multiple strategies to engage in problem solving  Use technology appropriately to explore mathematics, solve problems, record, communicate, and representing thinking. | Repeating and increasing patterns |
| **FPPL**  Learning supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.  Learning recognizes the role of Indigenous knowledge. |
| Analyzing data and chance help us to compare and interpret. | Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving. | Likelihood of events using comparative language |

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| **Term 2** |  |  |  |
| Number represents and describes quantity: Numbers to 100 can be decomposed into 10s and 1s | Use reasoning and logic to explore and make connections | Number concepts to 100 | \* represent numbers to 100 using a variety of objects including base 10 blocks, power of ten cards, and unifix cubes  \* able to identify the numerals in a number (e.g., 3 in 39 is 30 or 3 tens)  \* create different groupings for numbers to 100 (e.g., 39 can be 3 tens and 9 ones, 2 tens and 19 ones, etc)  \* using place value charts, create numbers to 100  \* able to identify 10 more, 10 less, 1 more, 1 less  \* use math tubs to create increasing patterns and then draw pictures to explain rule  \* use class interview data to create pictograph and compare results  \* estimate quantities to 20 using referents  \* counts forward by 1s, 5s, and 10s to 100  \* writes equations using proper symbols (+,  \* correctly solves addition and subtraction problems to ten using manipulatives  \* model addition and subtraction using a variety of concrete and visual representations  \* estimate a given quantity by comparing it to a given referent (e.g., marbles)  \* correctly solves addition and subtraction problems to 20 using manipulatives  \* use and describe a personal strategy for determining a sum or difference  \* using place value charts, create numbers to 100  \* order four numbers from 0 to 100 from least to greatest using objects and pictures  \* able to identify 10 more, 10 less, 1 more, 1 less  \* using basic mental math for doubles, near doubles, +2 and  for subtraction  \* independently count forward and backward by 2s, 5s, and 10s from different starting points  \* ANIE Jr |
| Developing computational fluency comes from a strong sense of number. | Develop mental math strategies and abilities to make sense of quantities | Addition and subtraction facts to 20 |
| Number represents and describes quantity: Numbers to 100 can be decomposed into 10s and 1s | Use multiple strategies to engage in problem solving  Engage in problem-solving experiences that are connected to place, story, and cultural practices.  Communicate in many ways  Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations | Addition and subtraction to 100 |
| **FPPL**  Learning is holistic, reflexive, reflective, experiential, and relational (using real life stories of common activities in local FN culture). |
| Number represents and describes quantity: Numbers to 100 can be decomposed into 10s and 1s | Estimate reasonably | Benchmarks for 25, 50, and 100 |
| The regular change in increasing patterns can be identified. | Use reasoning and logic to explore and make connections | Increasing patterns (skip counting) |
| Number represents and describes quantity: Numbers to 100 can be decomposed into 10s and 1s | Use multiple strategies to engage in problem solving | Financial literacy: coin combinations to 100 cents, spending and saving |

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| **Term 3** |  |  |  |
| We can describe, measure, and compare spatial relationships. Objects and shapes have attributes. | Engage in problem-solving experiences that are connected to place, story, and cultural practices. | Direct linear measurement introducing standard metric units | \* using observations, interviews, and task analysis have students demonstrate how to measure (length, height, mass, volume, area, and distance around) objects using non  \* build castles and towers and count/label the objects that you used  \* find objects at home and explain the 2D shapes in them and sort into groups  \* using basic mental math for doubles, near doubles, +2 and  addition for subtraction  \* create calendar for Mother  \* model addition and subtraction using a variety of concrete and  visual representations  \* measure objects using length, width, distance around, mass, and volume  \* ANIE Jr. |
| We can describe, measure, and compare spatial relationships. Objects and shapes have attributes. | Engage in problem-solving experiences that are connected to place, story, and cultural practices.  Use technology appropriately to explore mathematics, solve problems, record, communicate, and representing thinking. | Multiple attributes of 2D shapes and 3D objects |
| Concrete items can be represented pictorially in a graph. | Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving. | Pictorial representation of concrete graphs using one-to-one correspondence |
| Number represents and describes quantity: Numbers to 100 can be decomposed into 10s and 1s | Use multiple strategies to engage in problem solving  Communicate in many ways  Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations | Addition and subtraction to 100 |

Resources: Resources: Building Student Success curriculum; Trevor Caulkin’s Power of Ten, Math 44, JumpMath teacher’s guide, John de Walle Teaching Students Math, children’s picture books, Math for all Seasons (Greg Tran), Grapes of Math, Box Cars and One Eyed Jacks, Sinapore

**Gr2 English Language Arts**

**Term 1**

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| **Big Ideas** | **Curricular Competencies** | **Content** | **Instructional Activities/Assessment** |
| Language and stories can be a source of creativity and joy.  Listening and speaking helps us to explore, share, and develop our ideas.  Everyone can be a reader and a writer. | Use play and other creative means to discover foundational concepts of print, oral, and visual texts (use play and other creative means to discover print, pictures, and oral language)  Exchange ideas and perspectives to build shared understanding | •word patterns, word families  •concepts of print  •letter-sound correspondence  •letter formation  •conventions  Metacognitive strategies | Word wall games  Word sort  Read to self  Read to others  \* recognize high frequency words by sight  \* use listening to support imaginative play  \* prepare for listening, focus on the speaker  \* give reasons why listening is important  \* criteria for good listening (speak clearly, face audience, don’t interrupt)  \* follow oral instructions in sequence to complete a task |
| Readers use strategies to make sense of what they read, hear, and view.  Everyone can be a reader and a writer. | Use personal experience and knowledge to connect to text and make meaning  Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts  Recognize how different text structures reflect different purposes.  Engage actively as listeners, viewers, and reads, to develop understanding of self, identity, and community.  Recognize the importance of story in personal, family, and community identity. | Reading strategies  Vocabulary associated with texts  Text features  Concepts of print | Guided Reading  Teacher mini lessons  Teacher read/think alouds  Reading response  \* retell most key events in sequence through discussion  \* locate some details in written text, photos, or illustrations  \* use prior knowledge and experiences to connect with a topic (e.g., how are you similar/different than a character, connections to actions in a story, similar problems, etc)  \* make reasonable predictions before reading using title, photos, or illustrations  \* participate in teacher-led discussions about the author’s message  \* use vocabulary such as “book,” “author,” “title,” “illustrator,” and “pictures” to talk about reading  \* using graphic organizers and reading response activities |
| **FPPL**  Learning requires exploration of one’s identity |
| Language and stories can be a source of creativity and joy.  Everyone can be a reader and a writer.  Using language in creative and playful ways helps us understand how language works. | **Writing from personal experience**  Create stories and other age-appropriate texts to deepen awareness of self, family, and community  Plan and create a variety of communication forms for different purposes and audiences  Communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation | Writing strategies  Oral language strategies  Elements of story  •word patterns, word families  •concepts of print  •letter-sound correspondence  •letter formation  •sentence structure and grammar  •conventions | 6 Traits Idea development  Crayon Chronicle & Reading response  Diary/Personal writing  Whole class development of topic (stay on topic)  Engage in short class brainstorming sessions (How can we choose a topic that is important to us?)  \* use graphic organizers like a web, chart, 5 fingers, or quadrant  \*  write 5+ complete sentences that are connected and sequenced  \* compare own writing with class generated criteria  \* talk about strengths and set goals for future writing  \* talk to peers or adults to help develop ideas/voice  \* express ideas, likes or dislikes about experiences or texts  \* capital letters at start of sentence, periods at the end of a sentence, and spacing between words |

**Term 2**

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| **Big Ideas** | **Curricular Competencies** | **Knowledge Standards** | **Instructional Activities/Assessment** |
| Language and stories can be a source of creativity and joy.  Listening and speaking helps us to explore, share, and develop our ideas.  Everyone can be a reader and a writer. | Use play and other creative means to discover foundational concepts of print, oral, and visual texts (use play and other creative means to discover print, pictures, and oral language)  Exchange ideas and perspectives to build shared understanding | •word patterns, word families  •concepts of print  •letter-sound correspondence  •letter formation  •conventions  Metacognitive strategies | Word wall games  Word sort  Read to self  Read to others  \* recognize high frequency words by sight  \* use listening to support imaginative play  \* prepare for listening, focus on the speaker  \* give reasons why listening is important  \* criteria for good listening (speak clearly, face audience, don’t interrupt)  \* follow oral instructions in sequence to complete a task |
| Everyone can be a reader and a writer.  Readers use strategies to make sense of what they read, hear, and view. | Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts  Begin to use sources of information and prior knowledge to make meaning | Vocabulary associated with text  Reading strategies  Oral strategies | **Informational Texts**  Guided Reading  Teacher mini lessons/Teacher read/think alouds  Reading response  \* locate some details in written text, photos, or illustrations  \* use a variety of strategies to figure out unknown words (e.g., picture cues, context clues, reading on, rereading, sounding out)  \* identify long-vowel combinations and their sounds  \* identify known and new information  \* ask questions using prior knowledge that relate to topic  \* make text-to-text and text-to-world connections  \* describe strategies used by good readers; identify strategies they use to identify words  \* read grade level texts  \* identify one strategy they could use more often or do not use  \* locating subtitles, titles, and headings in non-fiction texts  \* self-monitor and self-correct by reading and reading on |
| **FPPL**  Learning involves patience and time |
| Everyone can be a reader and a writer.  Listening and speaking helps us to explore, share, and develop our ideas.  Using language in creative and playful ways helps us understand how language works. | **Informational Writing**  Plan and create a variety of communication forms for different purposes and audiences  Communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation | Writing strategies  Oral language strategies  •word patterns, word families  •concepts of print  •letter-sound correspondence  •letter formation  •sentence structure and grammar  •conventions | 6 Trait organization and sequence  6 Trait paragraphs  Create how-to books/ Write a non-fiction text  Creating text features  \* create informative text on a specific topic using several paragraphs  \* select a topic independently and write 5+ more related ideas  \* begin to use content specific vocabulary (including labels or captions)  \* use variety of sentence lengths  \*identify qualities of good writing and share writing with others  \* volunteer to share work with others  \*  spell most common grade level words correctly  \*  use phonics to spell unknown words  \*  uses capitals for proper nouns and exclamations and question mark  \* use common spelling patterns to spell new words |

**Term 3**

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| **Big Ideas** | **Curricular Competencies** | **Knowledge Standards** | **Instructional Activities/Assessment** |
| Language and stories can be a source of creativity and joy.  Listening and speaking helps us to explore, share, and develop our ideas.  Everyone can be a reader and a writer. | Use play and other creative means to discover foundational concepts of print, oral, and visual texts (use play and other creative means to discover print, pictures, and oral language)  Exchange ideas and perspectives to build shared understanding | •word patterns, word families  •concepts of print  •letter-sound correspondence  •letter formation  •conventions  Metacognitive strategies | **Poetry**  Word wall games  Word sort  Read to self  Read to others  \* recognize high frequency words by sight  \* use listening to support imaginative play  \* prepare for listening, focus on the speaker  \* give reasons why listening is important  \* criteria for good listening (speak clearly, face audience, don’t interrupt)  \* follow oral instructions in sequence to complete a task  \* examine literary devices (onomatopoeia, similes) and elements (free verse and acrostic) in poetry |
| Everyone can be a reader and a writer.  Readers use strategies to make sense of what they read, hear, and view.  Using language in creative and playful ways helps us understand how language works.  Stories help us learn about ourselves, our families, and our communities. | Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts  Recognize the structure and elements of story  Show awareness of how story in First Peoples’ cultures connects people to family and community | Vocabulary associated with text  Reading strategies  Oral strategies  Elements of story  Literary elements and devices | **Fairy tales**  **First Nation Stories**  Guided Reading  Teacher mini lessons/Teacher read/think a-louds  Reading response  \* self-monitor and self-correct by reading and reading on  \* visualizing  \* text-to-text connections  \* retell a story in sequence with characters and important details  \* express opinions about stories and poems  \* use a variety of strategies to figure out unknown words  \* recognize many common word-wall words  \* read grade level texts |
| **FPPL**  Learning is embedded in memory, history, and story |
| Everyone can be a reader and a writer.  Listening and speaking helps us to explore, share, and develop our ideas.  Using language in creative and playful ways helps us understand how language works. | **Imaginative Writing**  Plan and create a variety of communication forms for different purposes and audiences  Communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation | Writing strategies  Oral language strategies  •word patterns, word families  •concepts of print  •letter-sound correspondence  •letter formation  •sentence structure and grammar  •conventions | 6 Trait word choice and sentence fluency  Examine elements of story (pre writing graphic organizers)  Poetry  Write our own fairytale  \* create imaginative stories (with characters and simple sequence: B-M-E) and poems include some descriptive words  \* evaluate incorporation of different punctuation and contractions  \* consistency of author voice throughout written work  \* demonstration of a variety of words specifically for expression and voice  \* examine a variety of sentences for fluency, agreement, and variety of lengths  \* choose precise words to “paint picture for reader” |