


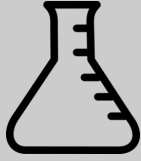






	Language Arts	Math 	Social Studies 	Music 	Science 	Visual Art 	Drama (term 1) Dance (term 2)	Health & Physical Education 
Term 1	<p><u>Reading</u> Reading routines Choosing books Exploring genres Reading Strategies: - thinking aloud - prior experiences - connections - questioning</p> <p><u>Writing</u> Recount—retell Writing a variety of sentence types</p> <p><u>Oral</u> Respectful listening On-topic responses in small and large groups Identify areas for improvement for listening and speaking</p> <p><u>Media</u> Understand a variety of texts: - books - posters - commercials</p>	<p><u>Number Sense & Numeration</u> Read, Represent, compare and order whole numbers to 100, Demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points. <u>Patterning & Algebra</u> Identify, describe, extend and create repeating patterns, growing patterns and shrinking patterns— Demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols and addition and subtraction to 18. <u>Data Management</u> Collect and organize categorical and discrete primary Data and display the data using tally charts, concrete graphs and pictographs, line plots, simple bar graphs and other graphic organizers Read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs and other graphic organizers. <u>Measurement</u> Estimate measure and record length, perimeter, area and temperature using non-standard units and standard units. Time to half hour.</p>	<p><u>Changing Family and Community Traditions</u></p> <p><i>Big Ideas:</i> Understanding the diversity that exists among families and within the local community leads to an appreciation of diverse perspectives.</p> <p>The traditions that we celebrate today have developed over the generations.</p> <p>Canada is made up of various communities that have diverse traditions and celebrations.</p>	<p>Students sing in unison, and learn to use patterns of sound found in speech to create simple accompaniments and explore simple and invented notation.</p>	<p><u>Growth and Changes in Animals</u> - assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live; - investigate similarities and differences in the characteristics of various animals; - demonstrate an understanding that animals grow and change and have distinct characteristics.</p> <p><u>Movement</u> - assess the impact on society and the environment of simple machines and mechanisms; - investigate mechanisms that include simple machines and enable movement; - demonstrate an understanding of movement and ways in which simple machines help to move objects.</p>	<p>Elements and principles of design (Primary colours, lines, shape, form)</p> <p>Students begin to describe how the elements are used by artists.</p> <p>Students apply their knowledge of design elements and principles to create works of art that tell stories and express thoughts, feelings, and insights.</p>	<p><i>Drama Term 1 Only</i> Fairy Tales</p> 	<p><u>Living Skills</u> Students learn and demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as participate in Phys Ed and Health. e.g. Are they dressed appropriately for activity? Do they tease other students? Can they mirror another students movements? (all year)</p> <p><u>Active Living</u> Rules/Fair Play/Etiquette Review</p> <p><u>Movement Competence:</u> Locomotion/Travelling Manipulative Skills</p> <p><u>Healthy Living</u> Review Safety Healthy Eating Hygiene (Teeth/Germs/Sickness) Personal Safety and Injury Prevention</p>
Term 2	<p><u>Reading</u> Reading Strategies - visualization - summarizing - inferring - synthesizing</p> <p><u>Writing</u> Spell high frequency words at grade level Use punctuation: - ?!, “ “</p> <p><u>Oral</u> Same as Term 1</p> <p><u>Media</u> Create a variety of texts:</p>	<p><u>Geometry & Spatial Sense</u> Identify 2D shapes and 3D figures and classify them by their geometric properties. Compose and decompose 2D shapes and 3D figures Describe and represent the relative location of objects Represent objects on a map <u>Number Sense & Numeration</u> Use concrete materials to represent fractions and money amounts to 100 cents. Solve problems involving the addition and subtraction of one and two-digit whole numbers, using a variety of strategies and investigate multiplication and division. <u>Measurement</u> Estimate, measure and describe mass, capacity and time (quarter hour) using non-standard and standard units <u>Probability</u> Describe probability in everyday situations and simple games</p>	<p><u>People and Environments: Global Communities</u></p> <p><i>Big Ideas:</i> The climate and physical features of a region affect how people in that region live.</p> <p>Different people have adapted to similar climate and physical features in similar ways.</p> <p>The world is made up of many different regions, which have distinct characteristics.</p>	<p>Elements of music (Rhythm/Beat)</p> <p>Create and perform music</p> <p>Communicate feelings/ideas in response to music</p> <p>Understanding of music from past and present and their social/community contexts</p>	<p><u>Property of Liquids and Solids</u> assess ways in which the uses of liquids and solids can have an impact on society and the environment; - investigate the properties of and interactions among liquids and solids; - demonstrate an understanding of the properties of liquids and solids.</p> <p><u>Air and Water and The Environment</u> -assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things; -investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment; -demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.</p>	<p>Elements and principles of design (Value, Texture, Space, Mood)</p> <p>Begin to describe how these elements are used by artists.</p>	<p><i>Dance Term 2 Only</i> Body Awareness Create And Present Dance Communicate Feelings And Ideas In Response To Dance Explore Forms And Cultural Contexts of Dance</p> 	<p><u>Active Living</u> Stability Skills (gymnastics)</p> <p><u>Movement Competence:</u> Active Participation (skipping) Fitness (circuit)</p> <p><u>Healthy Living</u> Hazardous Products Substance Use and Abuse Growth and Development Living Skills</p>

KCPS CURRICULUM NIGHT - Grade 2

The purpose of assessment and evaluation is to improve student learning.

Learning Skills

There are six learning skills and work habits now emphasized throughout Grades 1 to 12 in all Ontario report cards: Each will be assessed using the following scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Here are examples of what PRIMARY students (Grades 1—3) can ask themselves to see how well they are doing with the learning skills.

Adapted from: <http://www.yrdsb.ca/Students/MySkills/Pages/Learning-Skills.aspx>

<p>Responsibility:</p> <ul style="list-style-type: none"> • Do I follow class rules and routines without reminders? • Do I manage my belongings? (hang up coat, Bring agenda,) • Do I bring back forms and agenda book? • Am I in school every day and on-time? • Do I complete my tasks and hand in work on time? • Do I take ownership of my words and actions? • Do I take care of classroom materials (library books,) 	<p>Initiative:</p> <ul style="list-style-type: none"> • Do I ask for extra help from the teacher or peers? • Do I have a good attitude and make good choices? • Do I begin work right away? • Do I use various strategies to problem solve? • Do I help others when I can? • Do I seek opportunities to learn more?
<p>Organization:</p> <ul style="list-style-type: none"> • Do I use my agenda/blog etc to keep track of information? • Am I prepared for class • Do I start my work without being asked? • Can I find my work when I need it? • Can I follow steps to achieve a goal? • Can I keep my personal space organized? 	<p>Self-Regulation:</p> <ul style="list-style-type: none"> • Do I express myself appropriately? • Am I aware of my effect on others? (role model vs distraction) • Can I recognize my strengths and weaknesses? • Can I independently monitor my progress against set criteria? • Can I keep going (persevere) when challenged?
<p>Independent work:</p> <ul style="list-style-type: none"> • Do I follow instructions given by the teacher? • Do I stay on task during class work time? • Do I check multiple sources before saying “I don’t know what to do?” • Do I use the learning goals and success criteria posted in class. • Do I use the feedback provided by the teacher to improve my work? • Do I put care into my work so that it shows my BEST work? 	<p>Collaboration:</p> <ul style="list-style-type: none"> • Am I respectful of other peoples’ opinions and ideas? • Am I polite? • Do I share materials with my classmates? • Do I assume different roles when doing group work, such as leader, encourager and contributor? • Do I complete my own share of the work? • Do I work well with others? • Do I try new things—and work through challenges? • Do I resolve conflicts positively?

Parents will receive three formal report cards: Progress Report (Nov , Term 1 (Feb), Term 2 (June) For Parent guides go to:

<http://www.yrdsb.ca/Pages/search.aspx?q=parent%20guide%20levels%20achievement>



Levels of Achievement

Level 4—The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**. Achievement surpasses the provincial standard. This does not mean that the student has achieved expectations beyond those specified for the grade/course.

Letter Grade: A, Percentage Mark: 80-100%

Level 3—The student demonstrates the specified knowledge and skills with **considerable effectiveness**. This represents the provincial standard for achievement. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades or courses.

Letter Grade: B, Percentage Mark: 70-79%

Level 2—The student demonstrates the specified knowledge and skills with **some effectiveness**. Achievement approaches the provincial standard. Students performing at this level need to work on identified learning gaps to ensure future success.

Letter Grade: C, Percentage Mark: 60-69%

Level 1—The student demonstrates the specified knowledge and skills with **limited effectiveness**. Achievement falls much below the provincial standard. Students must work at significantly improving learning in specific areas if they are to be successful in the next grade/course.

Letter Grade: D, Percentage Mark: 50-59%

The Achievement Chart

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
KNOWLEDGE & UNDERSTANDING	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
THINKING	Uses planning, processing and critical/creative thinking skills with limited effectiveness	Uses planning, processing and critical/creative thinking skills with some effectiveness	Uses planning, processing and critical/creative thinking skills with considerable effectiveness	Uses planning, processing and critical/creative thinking skills with a high degree of effectiveness
COMMUNICATION	Expresses and organizes ideas and information for different audiences and purposes with limited effectiveness	Expresses and organizes ideas and information for different audiences and purposes with some effectiveness	Expresses and organizes ideas and information for different audiences and purposes with considerable effectiveness	Expresses and organizes ideas and information for different audiences and purposes with a high degree of effectiveness
APPLICATION	Applies knowledge and skills in familiar and new contexts with limited effectiveness	Applies knowledge and skills in familiar and new contexts with some effectiveness	Applies knowledge and skills in familiar and new contexts with considerable effectiveness	Applies knowledge and skills in familiar and new contexts with a high degree of effectiveness