

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York Ontario M2J 1S3

COURSE DESCRIPTION

Grade Two

(Mrs. F. Lew-Ong)

2017/2018

Language

The Language expectations of the Ontario curriculum are organized into three strands that specify the detail that is to be taught at each grade level. Our school curriculum follows this general pattern with additional emphasis on spelling, grammar, creative writing and oral communications.

Strand #1: Writing – Students will be expected to communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates); organize ideas in a logical sequence (e.g., write stories that have a beginning, middle and end); begin to write more elaborate sentences by using adjectives and adverbs; produce short pieces of writing using simple forms (e.g., narratives and poems based on familiar models); use some materials from other media (e.g., collage) to enhance writing; revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher; use and spell correctly the vocabulary appropriate for this grade level; use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level.

Strand #2: Reading – Students will be expected to read a variety of simple written materials (e.g., pattern books on specific themes, stories, chart stories, poems) for different purposes; read aloud in a way that communicates the meaning; read independently, using reading strategies appropriate for this grade level; express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience; independently select stories and other reading materials by a variety of authors; understand the vocabulary and language structures appropriate for this grade level; use some conventions of written materials to help them understand and use the materials.

Strand #3: Oral and Visual Communication – Students will be expected to communicate messages, and follow instructions and directions; listen to discussions on familiar topics and ask relevant questions; retell stories and recount personal experiences, presenting events in a coherent sequence; talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience; apply the rules of participating in a conversation and working with others; view, read, and listen to media works with simple messages or factual information and describe what they have learned; create simple media works; use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade.

Since we feel that spelling and grammar are important, our program will also emphasize phonics skills, word analysis and word building opportunities. Texts: *Language 2, Phonics Level B*

Mathematics

The mathematics expectations of the Ontario curriculum are organized into five strands that detail specific expectations of students within each of the five major areas of knowledge and skills required of students. Our school curriculum is structured around these five strands with additional review of fundamental arithmetic and problem-solving challenges provided by our own Mathbuilder supplementary program.

Strand #1: Number Sense and Numeration – Students will be expected to understand whole numbers by exploring number relationships using concrete materials (e.g., demonstrate with blocks that 7 is one less than 8 or two more than 5); understand numerals, ordinals, and the corresponding words, and demonstrate the ability to print them; understand the concept of order by sequencing events (e.g., the steps in washing a dog); compare and order whole

numbers using concrete materials and drawings to develop number meanings (e.g., to show place value, arrange 32 counters in groups of 3 tens and 2 ones); represent fractions (halves as part of a whole) using concrete materials; understand and explain basic operations (addition and subtraction) of whole numbers by modelling and discussing a variety of problem situations (e.g., show that addition involves joining); develop proficiency in adding one-digit whole numbers; solve simple problems involving counting, joining, and taking one group away from another (e.g., how many buttons are on the table?), and describe and explain the strategies used; estimate quantity in everyday life (e.g., guess, then count how many beans are in the jar).

Strand #2: Measurement – Students will be expected to demonstrate an understanding of and ability to apply measurement terms: height, length, width, time (hour, half-hour), money (pennies, nickels, dimes), temperature; identify relationships between and among measurement concepts (e.g., winter time – colder temperatures); solve problems related to their day-to-day environment using concrete experiences of measurement and estimation; compare the areas of shapes using non-standard units; estimate, measure, and record the capacity of containers and the mass of familiar objects using non-standard units, and compare the measures.

Strand #3: Geometry and Spatial Sense – Students will be expected to describe and classify three-dimensional figures and two-dimensional shapes using concrete materials and drawings; build three-dimensional objects and models; understand basic concepts in transformational geometry using concrete materials and drawings.

Strand #4: Patterning and Algebra – Students will be expected to explore patterns and pattern rules; identify relationships between and among patterns.

Strand #5: Data Management and Probability – Students will be expected to collect, organize, and describe data using concrete materials and drawings; interpret displays of data using concrete materials, and discuss the data; demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations.

Science and Technology

The science and technology expectations of the curriculum are organized into five strands.

Strand #1: Life Systems – Characteristics of Living Things: Students will be expected to demonstrate an understanding of the basic needs of animals (e.g., the need for food, air, and water); investigate the characteristics and needs of animals; demonstrate awareness that animals depend on their environment to meet their basic needs, and describe the requirements for good health for humans.

Strand #2: Matter and Materials – Characteristics of Objects and Properties of Materials: Students will be expected to distinguish between objects and materials (e.g., scissors are objects and they can be made of metal and/or plastic), and identify and describe the properties of some materials (e.g., flexibility of plastic, hardness of wood); investigate the properties of materials and make appropriate use of materials when designing and making objects; describe the function of specific materials in manufactured objects that they and others use in daily life.

Strand #3: Energy and Control – Energy in our Lives: Students will be expected to demonstrate an understanding of ways in which energy is used in daily life; investigate some common devices and systems that use energy and ways in which these can be controlled manually; describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved.

Strand #4: Structures and Mechanisms – Everyday Structures: Students will be expected to demonstrate awareness that structures have distinctive characteristics; design and make structures that meet a specific need; demonstrate understanding of the characteristics of different structures and of ways in which they are made, and recognize and use some systems in the home or at school.

Strand #5: Earth and Space Systems – Daily and Seasonal Cycles: Students will be expected to demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour, and location of living things; investigate changes that occur in a daily cycle and in a seasonal cycle; describe how living things, including humans, adapt to and prepare for daily and seasonal changes.

Social Studies

The expectations of the Ontario social studies curriculum are organized into two strands.

Strand #1: Heritage and Identity - Changing Family and Community Traditions: Students will be expected to compare past and present traditions and celebrations over multiple generations in their family and different groups in their community, and identify some of the main reasons for changes in these traditions.

Strand #2: People and Environments - Global Communities: Students will be expected to describe how the location, climate, and physical features of their region affects the ways in which needs are met and identify and locate various physical features and communities around the world.

French

The French course, AIM (Accelerative Integrative Methodology), makes use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance. The program allows students to rapidly achieve levels of oral and written fluency. It uses a story-based approach to language learning rather than a thematic one. Students gain a new perspective on the French language and benefit from this positive approach. This course reinforces and extends vocabulary and oral French learned in grade 1. By the end of grade 2, students will be able to understand French spoken in the classroom and increase their ability to express their own thoughts in French.

Text: *Le petit chat cherche une famille*

The Arts

This section of the curriculum is divided into Visual Art and Music components.

Visual Art – Students will produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes; use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art; describe how the ideas in a variety of art works relate to their own knowledge and experience; use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Music – In this component, students will demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music; use correctly the vocabulary and musical terminology associated with the specific expectations for this grade; listen to and identify music from different cultures and historical periods; communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Physical Education

The physical education expectations of the curriculum are divided into three strands.

Strand #1: Healthy Living - Students will learn to identify healthy eating habits; identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things; recognize safety risks and safe practices; recognize commonly used medicines and household products.

Strand #2: Fundamental Movement Skills - Students will learn to perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., galloping, running), manipulation (e.g., throwing, catching), and stability (e.g., jumping, landing); demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion/travelling, manipulation, and stability skills.

Strand #3: Active Participation - Students will learn to participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, fitness activities, outdoor pursuits); recognize the importance of being physically active; acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, outdoor pursuits); follow safety procedures related to physical activity, equipment, and facilities.

Bible

Students will learn about Bible stories in one and two week units. They will study the Old Testament characters from Adam to Jonah. New Testament studies will include the first Christmas and the crucifixion and resurrection. A weekly memory verse that relates to the current topic of study is part of the curriculum. Students will also memorize Psalm 100, The Lord's Prayer, and the names of the books of the Old and New Testaments of the Bible. A time is set aside for class devotions each day. Text: *A Beka Book (flash-a-card)*

The above is a summary of the general overall objectives of the Ontario curriculum. The complete details of each aspect of curriculum for grades 1 – 8 may be found on the web site of the Ministry of Education and Training at www.edu.gov.on.ca/