

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York Ontario M2J 1S3

COURSE DESCRIPTION

Grade Two

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.

A. 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.

B. 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. For reading assessment purposes at the beginning and the end of the school year, *the PM Benchmark Reading Assessment Resource Kit (Nelson)* will be used.

C. 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 Power Introduction* (Gage Learning), *Phonics Level B* (Modern Curriculum Press)

Mathematics

The mathematics curriculum from the province of Ontario is organized into six strands. At NTCS, in addition to the general math curriculum, we focus on skill reinforcement through our own program, Math Builder. This weekly exercise helps students retain basic math concepts already taught, which helps them move to advanced concepts quicker and with less energy on computation of simple math facts.

A. Social-Emotional Learning (SEL) Skills and the Mathematical Processes – Students will apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

B. Number – Students will demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life. They will also use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

C. Algebra – Students will identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts. They will demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts. Students will solve problems and create computational representations of mathematical situations using coding concepts and skills. They will also apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

D. Data – Students will manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life. They will also describe the likelihood that events will happen, and use that information to make predictions

E. Spatial Sense – Students will describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them. They will also compare, estimate, and determine measurements in various contexts

F. Financial Literacy – Students will demonstrate an understanding of the value of Canadian currency

Math Workbook - My Math Path 2 (Nelson)

Science and Technology

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

A. Understanding Life Systems – Growth and Changes in Animals: Students will be expected to 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.

B. Understanding Structures and Mechanisms – Movement: Students will be expected to 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.

C. Understanding Matter and Energy – Properties of Liquids and Solids: Students will be expected to 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.

D. Understanding Earth and Space Systems – Air and Water in the Environment: Students will be expected to 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.

Social Studies

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

A. Heritage and Identity - Changing Family and Community Traditions: Students will be expected to compare some significant traditions and celebrations among diverse groups and identify reasons for change; investigate past and present traditions and celebrations within their own family; describe major groups in their community and how traditions and heritage are passed on by these groups.

B. People and Environments - Global Communities: Students will be expected to describe how the location, climate, and physical features of communities in different regions affect the ways in which needs are met: identify and locate various physical features and communities around the world and describe aspects of different ways of life.

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: *Histoires en action! 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.

A. 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.

B. 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.

C. 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/