

Science and Technology

The curriculum organizes the knowledge and skills that students need to acquire, demonstrate and apply into four strands, or areas of learning:

- Understanding Life Systems: **Growth and Changes in Animals**
- Understanding Structures and Mechanisms: **Movement**
- Understanding Matter and Energy: **Properties of Liquids and Solids**
- Understanding Earth and Space Systems: **Air and Water in the Environment**

Social Studies

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: Heritage and Identity: **Changing Family and Community Traditions**
- Strand B: People and Environments: **Global Communities**

Students will be able to explore a variety of traditions within their families and their local communities, developing an understanding of how these traditions contribute to and enrich their own community and Canadian society. They will also study communities around the world and develop an awareness of the relationship between location, climate, physical features and how people live in various communities.

Physical Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into two strands, or areas of learning **Active Living** and **Movement Competence: Skills, Concepts, and Strategies**.

Health Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into three strands, or areas of learning: **Understanding Health Concepts, Making Healthy Choices**, and **Making Connections for Healthy Living**

The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – **dance, drama, music**, and **visual arts** – play a valuable role in helping students to achieve their potential as learners, make connections with other subjects and the world around them.



Contact Information

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Mission Statement: Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

Vision Statement: Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

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CURRICULUM OVERVIEW:
GRADE 2



CURRICULUM

Religious Education

York Catholic District School Board uses *Growing in Faith, Growing in Christ*, a Canadian series organized to follow the sequence of the liturgical year of the Catholic Church. The program highlights and references the liturgical celebrations within our parishes.

The Grade 2 program is comprised of the following five units:

- **Unit 1: We Belong to God's Family** is based in Ordinary Time and introduces students to the parts of the Mass and the Apostles' Creed. They are introduced to the Beatitudes and learn how God's mercy and forgiveness is celebrated in the sacrament of Reconciliation.
- **Unit 2: The Road to Bethlehem** presents the seasons of Advent and Christmas through story and Scripture. Students recall the Annunciation and learn how the Hail Mary prayer came to be. They learn that the birth of Jesus was the fulfillment of a promise and is the perfect gift of love from God.
- **Unit 3: Jesus Guides Us** is based in Ordinary Time and focuses on events in the life of Jesus, in particular, the healing stories of Jesus. Students learn that in the celebration of Eucharist the bread and wine become the Body and Blood of Christ.
- **Unit 4: The Story of Lent and Easter** recounts the passion and death of Jesus and helps students to understand the various liturgical celebrations that occur during this holy time. They learn how the Last Supper connects to the Eucharist and how other customs, rituals and symbols connect to Scripture.
- **Unit 5: We are Blessed in Faith** is based in Ordinary Time and focuses on the call to live our lives as Jesus taught. Through the story of the Road to Emmaus, students learn that we are sent to share the Good News. Students also learn how the Church honours Mother Mary.

Family Life

Fully Alive is a Family Life Education program developed for Ontario Catholic schools. This program is organized into five themes: **Created and Loved by God, Living in Relationship, Created Sexual, Growing in Commitment, and Living in the World.**

Language Arts

The curriculum organizes the knowledge and skills that students need to become literate into the following four strands:

- **Oral Communication**
 - listen in order to understand and respond appropriately (e.g., identify important ideas)
 - use speaking skills and strategies appropriately (e.g., ask questions or explore solutions)
 - reflect on and identify their strengths and next steps as

listeners and speakers (e.g., *How does listening make you a better speaker?*)

- **Reading**
 - read and demonstrate an understanding of a variety of texts (e.g., poetry, folk tales, fairy tales, maps, charts) using a range of strategies to make meaning (e.g., identify important ideas to remember)
 - recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (e.g., plot, characters, setting)
 - use knowledge of words and cueing system to read fluently (e.g., *Can you make your reading sound just as if you are talking?*)
 - reflect on and identify their strengths and next steps as readers (e.g., *How do discussions before reading help you get ready to read about new topics?*)
- **Writing**
 - generate, gather, and organize ideas and information to write for an intended purpose and audience (e.g., the procedure for fire drills to inform the class)
 - draft and revise their writing (e.g., add linking words to connect ideas)
 - use editing, proofreading, and publishing skills and strategies (e.g., *Are the ideas and information presented in a logical order?*)
 - reflect on and identify their strengths and next steps as writers (e.g., *What helps you get organized for writing?*)
- **Media Literacy**
 - demonstrate an understanding of a variety of media texts (e.g., DVD's/videos, toy packaging)
 - identify some media forms and explain how the conventions and techniques associated with them are used to create meaning (e.g., images, bold type)
 - create a variety of media texts (e.g., advertisement for a healthy snack)
 - reflect on and identify their strengths and next steps as media interpreters and creators (e.g., *How did choosing music to go with the story help you understand the story or poem better?*)

Core French

The curriculum is organized in four strands: **Listening, Speaking, Reading and Writing.** Students build their vocabulary and understanding of French through meaningful and authentic oral activities.

French Immersion (if applicable)

French Immersion is intended for students whose parents do not have a French background but would like their children to become fluent in French. Although the curriculum is the same as in the English language program, the language of instruction is French.

Students will receive 85% of their instructional time in French. Please note that Language Arts, Mathematics, Science, Social Studies, and the Arts (Dance, Drama, Music, Visual Arts) are taught in French. Religion, Family Life, Physical Education and Health are taught in English.

Mathematics

The curriculum organizes the knowledge and skills that students need to become numerate in five strands, or areas of learning:

- **Number Sense and Numeration:** representing and ordering numbers to 100; representing money amounts to 100¢; decomposing and composing two-digit numbers; investigating fractions of a whole; counting by 1's, 2's, 5's, 10's, and 25's; adding and subtracting two-digit numbers in a variety of ways; relating equal-sized groups to multiplication and relating sharing equally to division
- **Measurement:** measuring length using centimetres and metres; telling time to the nearest quarter-hour; measuring perimeter, area, mass, and capacity using non-standard units; describing and establishing temperature change; choosing personal referents for the centimetre and the metre; comparing the mass and capacity of objects using non-standard units; relating days to weeks and months to years
- **Geometry and Spatial Sense:** distinguishing between attributes that are geometric properties and attributes that are not geometric properties; classifying two-dimensional shapes by geometric properties (number of sides and vertices); classifying three-dimensional figures by geometric properties (number and shape of faces); locating a line of symmetry; composing and decomposing shapes; describing relative locations and paths of motion
- **Patterning and Algebra:** identifying and describing repeating patterns and growing and shrinking patterns; developing the concept of equality using the addition and subtraction of numbers to 18 and the equal sign, using the commutative property and the property of zero in addition to facilitate computation
- **Data Management and Probability:** organizing objects into categories using two attributes; collecting and organizing categorical and discrete data; reading and displaying data using line plots and simple bar graphs; describing probability, in simple games and experiments, as the likelihood that an event will occur

