THE ACADEMY FOR GIFTED CHILDREN
CURRICULUM OUTLINE
GRADE 2

EXPECTATIONS:

- students will strive for excellence as they experience a challenging and exciting learning environment
- students will uphold high expectations for quality in all facets of work
- students will develop co-operative learning skills through integrated curriculum, thus developing life skills and conflict resolution skills
- students will develop an appreciation for books through read aloud, silent reading, research and reading groups
- students will develop confidence, poise and self-esteem by integrating drama and oral presentations into the curriculum
- students will develop ownership and responsibility for their own learning through the use of an organizer and homework files

CURRICULUM OUTLINE

LANGUAGE ARTS

Language arts consists of four main components: literature appreciation, spelling, grammar, and the writing process.

GENERAL OUTCOMES:
The students will:

- be introduced to literary works of quality
- continue to develop literal, interpretive and critical thinking skills
- recognize the elements of a short story and the relationship of these elements to the novel
- develop an awareness of literary terminology
- develop an understanding of good literature
- continue to develop and apply speaking, listening and writing skills
- develop a sensitivity to words, their sounds and phonetic pronunciation and understand that words have the power to convey meaning.

LITERATURE APPRECIATION

SHORT STORIES
We will begin the academic year by reading short stories from the Junior Great Book Series 3. Students will participate in shared reading and independent reading. Learning to formulate their own questions and developing critical and higher level thinking skills increases students' appreciation for deeper analytical and interpretive meaning.

NOVEL STUDY
The novels that will be studied over the course of the academic year will be thematically based. The activities are designed to raise issues concerning the affective development of the students, elicit higher level thinking, and enrich their literary experience.

Novels:
THEME: friendship, trust, determination
The Mouse and the Motorcycle -- Beverly Cleary

THEME: mystery, problem solving, and intuition
Chasing Vermeer -- Blue Balliett

THEME: resolution of conflict, consideration and trust in friendship, elements of greatness and fame
Charlotte's Web -- E. B. White
Stuart Little -- E.B. White

POETRY
Students will be exposed to various genre of poetry. Moods and messages conveyed in the poems will be analyzed. Resource: Early in the Morning -- Charles Causley

SUPPLEMENTARY READING
Students will be expected to read supplementary novels and complete a book report for each novel. The appropriateness of the reading material will be determined by the core teacher according to initial assessment and the student's ongoing progress.

SPELLING
Students will learn the basic spelling and phonetic rules. The weekly spelling list is derived from the basic vocabulary encountered in theme work and in literature/novel study.

GRAMMAR
The grammar program will reinforce material learned in Grade One and will introduce the following concepts and skills:

PARTS OF SPEECH
- subjects and predicates (complete and simple)
- various types of nouns, including collective, batch, and countable
- irregular plural nouns
- verbs (main & helping, action & linking, regular & irregular)
- positive comparative, superlative adjectives
- proper adjectives
- definite and indefinite articles
- personal and possessive pronouns
- coordinating conjunctions

PUNCTUATION
- capital letter for proper adjectives
- hyphen in words divided at the end of a line, and in compound numbers from twenty-one to ninety-nine
- apostrophe in common contractions and to show possession
- abbreviations for frequently used words
- period after initials, after abbreviations containing lower-case letters, and in decimal numbers
- comma and a coordinating conjunction in compound sentences
- five space indentation at the beginning of a new paragraph

WRITING PROCESS
Students will:
- build their skills in the various stages of the writing process, including: generating and recording their ideas, making an outline, writing an initial draft, revising and editing to create a polished final product
- communicate their ideas (thoughts, feelings, experiences) for specific purposes
- write in the following forms, adhering to conventions of structure and style: lists, recipes, travel guides, letter writing, journal writing, story writing, poetry, research projects, and book reports
- organize information so that the writing conveys a clear message and describes events in a logical sequence (e.g. stories with a clear beginning, middle, and end)
- use coordinating conjunctions to form compound sentences with correct grammar and punctuation
- organize sentences into paragraphs with clear topic sentences
- include a properly formatted title page with stories and reports
- word-process their own stories and reports, integrating graphics from the computer
- participate in regularly scheduled writing conferences with the instructor to discuss, monitor, and facilitate the student's progress in the development of his/her writing skills

THEME
The students will explore the following themes:

FORESTS OF TODAY AND TOMORROW; MYSTERIES; INDIGENOUS STUDIES; EXPLORERS AND THE NEW WORLD; ROCKS, MINERALS, AND GEOLOGICAL PROCESSES

Within each theme there will be a solid integration of Bloom's Taxonomy of Cognitive Objectives which encourages the students to engage in higher levels of thinking, as well as challenging them to academic "risk taking" learning experiences. Theme work provides the students with opportunities to work within their preferred learning styles and encourages the students to explore and experience all the different learning styles.

LOGIC

The students will be working out of several Logic activity books, which will stimulate and challenge their intellectual curiosity. These exercises are geared to sharpen students' cognitive and critical thinking skills, and to develop their problem solving abilities.

THE ARTS

DRAMA

Drama plays a major role in helping students build their confidence and increase their self-esteem. Students will be encouraged to freely and creatively express themselves. Students will be exposed to a variety of techniques in drama, create their own drama skits, enact a scene from a novel and participate in other role-playing exercises.

VISUAL ARTS

Art will be integrated into each theme and will incorporate many opportunities to work with different media and techniques (e.g. posters, collages, models, and painting).

MUSIC

Music will be integrated into the curriculum and where possible enhance the theme and/or drama curriculum. The recorder will be incorporated into the program. Students will have the opportunity to participate in P.A.C.E.'s Festival of the Arts.

MATHEMATICS

The following strands are included in P.A.C.E.'s Math curriculum:

- Social-Emotional Learning (application of social-emotional learning skills to mathematical processes i.e. problem solving, reasoning, reflection, communicating, critical thinking) *ongoing throughout the year
- Number (Counting, Ordering, Estimation, Rounding, Quantity relationships and Operations (+, -, X, ÷, fractions)
- Algebra (Repeating and Growing Patterns, Variables, Equivalency in addition, subtraction, multiplication and division, Create computational representations of mathematical situations. Specialized Coding Class)
- Data (Collection and Organization of Data, Data Relationships, Probability)
- Spatial sense (Geometric Properties and Relationships of 2- and 3- dimensional shapes, Location and Movement, Proportional Relationships in the Metric System, Measure and compare polygons)
- Financial Literacy (Change required for various cash transactions) *ongoing throughout the year

SCIENCE

The following strands are included in P.A.C.E.'s Science and Technology Curriculum:

- Stem Skills and Connections - STEM skills and emerging technologies, practical applications of science and technology and contributions that people with diverse lived experiences have made to science and technology in the context of the other strands
- Life Systems – Growth and Changes in Animals
- Matter And Energy – Light and Sound
- Structures And Mechanisms – Simple machines and Movement
- Earth And Space Systems – Rocks, Minerals, and Geological Processes - *Theme Unit

Emphasis is placed on scientific investigation, innovation and creativity, collaboration, critical thinking and problem solving, hands-on discovery and experimentation.

TECHNOLOGY AND CODING

The Surface Go will be used as a tool to facilitate enhanced learning experiences in the classroom, to further hone executive functioning skills, to introduce web-based research skills, and to improve keyboarding skills. The Mathematics and Science and Technology curriculum expectations will be integrated into the coding curriculum including writing and executing code in investigations.

FRENCH
The objective of the French programme is to develop communication skills in both the receptive and expressive aspects of the language. In order to achieve this the activities will include skits, songs and rhythms, mimicry of live or recorded models, educational games, role-playing activities, descriptions of a picture, questioning and response. The new vocabulary and structures will be connected as much as possible to the themes.

PHYSICAL EDUCATION
Students continue to develop their gross motor skills through warm up exercises, ball activities, balance, movement, rhythm and team activities. Breathing techniques as well as movement exercises will be introduced to hone independent relaxation and overall wellness.

ENVIRONMENTAL STUDIES
Throughout the year, we will focus on protecting the environment through **litterless lunches**, conserving our resources, and the four 'R's.

CLASS TRIPS
A variety of trips will be planned throughout the year to support the specific themes studied.

SOCIAL/EMOTIONAL DEVELOPMENT
Understanding, nurturing, concern and support is the key to developing and encouraging independent problem-solving skills and risk-taking in order to develop a strong self-concept and feeling of self-worth. This is promoted through regular small or large group meetings with the children.

EVALUATION
This is an ongoing process, including both formative assessment (observation of daily work, notes and homework, student-teacher conferences, process work, class participation, attitude towards learning) and summative evaluation (activities, projects, tests and quizzes, presentations, reports, speeches). A variety of methods will be used for assessing and evaluating knowledge comprehension, application, thinking and inquiry and communication. Most importantly, it is critical for the child to be happy and feel that he/she is progressing and feeling successful, confident and self-assured.

ORGANIZATIONAL SKILLS
Students are encouraged to keep their desks neat and binders well organized; this will prevent things from getting lost and actively teach the children to become organized and responsible for their belongings.

IN-CLASS WORK AND HOMEWORK
- Students record their homework in their agendas before starting any work. Initially, homework will be monitored by the parent as well as by the teacher with a request for a daily signature to ensure that work has been completed.
- Students are encouraged to use the 45 minutes of homework time effectively to finish their work. It will often include unfinished class work in theme, math, reading, writing and spelling.
- An additional 15-20 minutes of work to be completed at home will be given on a regular basis in order to establish good work habits.

HELPFUL HINTS
Please check your child's school bag each night. You may find notices from school, left over lunches or incomplete work or projects. Please help to encourage responsibility in remembering and completing homework.

Lunch and Recess: Students are strongly encouraged to bring a variety of healthy foods and snacks. Two healthy snacks are encouraged for recess time (first and last). These healthy snacks give the children an extra boost of energy.

CALENDAR
A calendar will be sent home at the beginning of each month. Please post the monthly calendar on the fridge, or where it is visible. Label things like evaluations, filed trips, or other important events on the calendar.