

Grade 2 Template

Ontario:

Ontario Ministry of Education Curriculum Document K-12

Overview

- Students will study their local communities and learn about people's stories.
- Students will consider personal contributions to leadership.
- Students will examine diverse yet similar aspects of Canadian communities and how people in communities meet their needs.

Social Studies Curricular Connections

Heritage and Citizenship: Traditions and Celebrations

IRC – Ask simple questions to gain information and seek clarification.

Canada and World Connections: Features of Communities Around the World

KU – Describe some similarities and differences in the ways communities around the world meet their needs (e.g., with respect to food, clothing, shelter, recreation).

IRC – Sort and classify information using more than one criterion.

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies1&curr.pdf> pg 14-15

One of the Core Categories of Knowledge and Skills is Application

- Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts.
- Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts.
- Making connections within and between various contexts (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school; between disciplines).

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language1&currb.pdf> pg 19



Language Arts Curricular Connections

It is the intent of the Ladybug Education Program to have teachers integrate this work into their other subject areas. This work links in a large way to Social Responsibility programs that often are found in schools. The Ontario curriculum stresses the need for cross curricular connections. The Language Arts skills listed below are met as a result of the Grade 2 Ladybug Education Program.

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language1&currb.pdf> pg 24

Oral Communication

1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language).

Writing -Research

1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from a variety of texts, including teacher readalouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts).

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Enduring Understanding

Through the contributions of leaders in our community, we are given the opportunity to develop and demonstrate leadership in order for citizens and communities to meet their needs.

An Inquiry Into:

Needs are met by the dreamers of tomorrow and the leaders of today.