Grade 2 Sample Integrated Yearly Plan

P–3 Integrated Yearly Plans and Unit Plans

In May and June, 2015, teachers responded to an expression of interest to participate in additional development work for the streamlined curricula during the summer. In July, P to 3 teachers selected from these expressions of interest came from across the province and worked together to create sample, integrated yearly and unit plans to support the streamlined P–3 curricula. These are sample documents that may provide guidance and ideas for your planning.

Please use these to inspire your own yearly and unit planning to meet the needs of your students.

Grade 2 Sample Integrated Yearly Plan

<table>
<tr><td colspan="4">
Term 1:
Unifying Concept: Change
Where do you see change in the world around you?

It may be beneficial to provide other questions to help frame the units based on classroom composition and school community.
Questions should lead to student generated questions

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Getting Started:

Building classroom community (relationships, routines, expectations being mindful of student voice and essential resources)
Establish Reading and Writing Workshop
Enhancing learning opportunities in the classroom for collaborative learning: i.e., exploration table, math stations, collaborative work space, technology

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MATHEMATICS OUTCOMES	ELA OUTCOMES	INTEGRATED OUTCOMES	DESCRIPTION OF THE UNIT (INDICATORS)
UNIT 1 Numbers to 100 (3 weeks) **N01** Students will be expected to say the number sequence by 1s, 2s, 5s and 10s, starting from any point, to 100 **N02** Students will be expected to demonstrate if a number (up to 100) is even or odd. **N04** Students will be expected to represent and partition numbers to 100. **N06** Students will be expected to estimate quantities to 100 by using referents.	**Outcome 1** Students will communicate effectively and clearly and respond personally and critically. **Outcome 2** Students will interact with sensitivity and respect, considering audience, and purpose. **Outcome 3** Students will demonstrate a variety of ways to comprehend and select a range of culturally relevant texts. **Outcome 4**	**Science** **Outcome 1** - Students will investigate air and water in the environment **or**	Ask questions about air and water in the environment. (CT, CI, COM, TF, CZ) Observe evaporation and condensation in the environment. (CT, CI, COM, TF) Explain how air moves, giving examples. (CT, CI, COM) Use equipment properly to collect data about air and water. (CT, CI, COM, TF)

MATHEMATICS OUTCOMES	ELA OUTCOMES	INTEGRATED OUTCOMES	DESCRIPTION OF THE UNIT (INDICATORS)
N08 Students will be expected to demonstrate and explain the effect of adding zero to or subtracting zero from any number. **PR02** Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, comparing, and creating numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds, and actions. **PR03** Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). **PR04** Students will be expected to record equalities and inequalities, symbolically, using the equal symbol or not equal symbol. **UNIT 2 Patterning with Geometry and Time (3 weeks)** **G01** Students will be expected to sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule. **PR01** Students will be expected to demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds, and actions. **M01** Students will be expected to demonstrate an understanding of the calendar and the relationships among days, weeks, months, and years.	Students will select, interpret, and combine information. **Outcome 5** Students will respond personally and critically to a range of diverse texts. **Outcome 6** Students will convey meaning by creating texts collaboratively and independently using imagination, personal experiences, and feelings. **Outcome 7** Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, and experiences and learnings and to use their imaginations **Outcome 8** Students will be expected to create text collaboratively and independently using a variety of forms for a range of audiences and purposes **Outcome 9** Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.	**Outcome 2** - Students will compare, in detail, stages in the life cycle of animals **ICT** - DC1.1.2, DC2.2.2, DC3.1.2, C1.1.2, RIPSD1.1.2, RIPSDS2.1.2, TOC1.1.2 **Visual Arts** **Outcome 1**: Students will explore and manipulate a range of materials and processes to create a variety of artworks that express personal feelings, ideas, and understandings. **Outcome 2**: Students will examine a broad range of artworks with respect and sensitivity considering culture and heritage. **Outcome 3**: Students will demonstrate an awareness of, reflect upon, and develop an appreciation of art and art-making. **Health Education** **Outcome 1**: Students will recognize the health benefits of active leisure and quiet leisure in having a healthy mind and a healthy body	Ask questions about animal growth (CT, CI, COM, TF, CZ) Create artworks individually, and with others, to express feelings ideas, and understandings with an emphasis on line, colour, value, shape, texture, space, and form. (COM, CI, CT, PCD) Demonstrate respect for the art process of self and others. (COM, CI, CT, PCD) Observe the diverse range of art in the natural and man-made environments to find and identify the elements and principles of design. (COM, CI, CT, PCD, CZ) Describe the benefits of physical activity (PCD, COM, CT, CZ)

MATHEMATICS OUTCOMES	ELA OUTCOMES	INTEGRATED OUTCOMES	DESCRIPTION OF THE UNIT (INDICATORS)
N03 Students will be expected to describe order or relative position using ordinal numbers (up to tenth).		**Outcome 2**: Students will demonstrate empathy for others **Social Studies** **Outcome 1**: Students will describe changes in their lives and their reaction to these changes.	Describe behaviors that contribute to inactivity, such as screen time. (PCD, COM, CT, CZ, CI) Engage safely in physically active experiences at school. (PCD, CT, CZ) Describe and demonstrate what empathy sounds and looks like. (PCD, COM, CT, CZ, CI) Use language that shows care and concern for another. (PCD, COM, CZ) Demonstrate an awareness and appreciation of similarities and differences that are visible (race, age) and not visible (culture, gender). (PCD, CZ, COM Identify types of changes that can occur in life. (CT/Com/CZ/PCD) Discuss and share ideas about changes and their reaction to changes in their lives. (Com/CT/PCD/CI/TF) Form questions about changes and why they may occur in family or community. (Com/CT/CZ/PCD
Making math meaningful (Marian Small) *Math Make Sense*	*Guiding Readers and Writers* (Fountas and Pinnell) *Comprehension from the Ground Up* (Sharen Taberski) *Of Primary Importance* (Ann Marie Corgill)	Videos: Learning about Air, 22260 3-2-1 Classroom Contact: Air is Matter, Air is There, 23322 **ArtsLinks- Grade Primary – 6 A Teaching Resource**	

MATHEMATICS OUTCOMES	ELA OUTCOMES	INTEGRATED OUTCOMES	DESCRIPTION OF THE UNIT (INDICATORS)
	The King School Series (guided reading) *Georgia Heard, Awaking the Heart* (Poetry) *Poems, Teaching Second Grades to love writing poetry* (Regie Routman) *Talking, Drawing, Writing: Lessons For Our Youngest Writers* (Martha Horn and Mary Ellen Giacobbe)	**Explorations in Art** Discovery Links Social Studies: Grade 2 Teachers Guide *Explorations 2: Learning through inquiry* (Lalie Harcourt, Ricki Wortzman, Pearson) *Culturally Responsive Teaching* (Geneva Gay) *Learning to Listen, Learning to Care* (Lawrence Shapiro)	

Term 2:
Unifying Concept: Community
How can individuals create positive change in their school or communities?

- It may be beneficial to provide other questions to help frame the units based on classroom composition and school community.
- Questions should lead to student- generated questions

MATH OUTCOMES	ELA OUTCOMES	INTEGRATED OUTCOMES	DESCRIPTION OF UNIT (INDICATORS)
UNIT 3 Extending Number Sense- Place Value 10's and 1's (4weeks) **N01** Students will be expected to say the number sequence by 1s, 2s, 5s and 10s, starting from any point, to 100 **N02** Students will be expected to demonstrate if a number (up to 100) is even or odd. **N04** Students will be expected to represent and partition numbers to 100. **N05** Students will be expected to compare and order numbers up to 100. N06 Students will be expected to estimate quantities to 100 by using referents. **N07** Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100. **N08** Students will be expected to demonstrate and explain the effect of adding zero to or subtracting zero from any number. **PR03** Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). **PR04** Students will be expected to record equalities and inequalities, symbolically, using	**Outcome 1** Students will communicate effectively and clearly and respond personally and critically. **Outcome 2** Students will interact with sensitivity and respect, considering audience, and purpose. **Outcome 3** Students will demonstrate a variety of ways to comprehend and select a range of culturally relevant texts. **Outcome 4** Students will select, interpret, and combine information. **Outcome 5** Students will respond personally and critically to a range of diverse texts. **Outcome 6** Students will convey meaning by creating texts collaboratively and independently using imagination, personal experiences, and feelings. **Outcome 7** Students will be expected to use writing and other forms of representation to explore clarify and reflect on their thoughts feeling and	**Science** **Outcome 3** - Students will investigate the properties and interactions of familiar liquids and solids **Outcome 4** -Students will investigate the positions of objects relative to other patterns of movement	Observe and describe the properties of familiar liquids and solids. (CT, CI, COM, TF) Observe and describe the interactions of liquids and solids. (CT, CI, COM, TF) Create solutions made from simple substances. (CT, CI, COM) Record information from investigations that use solutions made from simple substances, such as salt and sugar. (CT, CI, COM, TF) Ask questions about the movement of objects. (CT, CI, COM, TF, CZ) Make and record observations and inferences about the movement of various objects. (CT, CI, COM, TF) Describe how objects move as a result of a variety of factors. (CT, CI, COM)

MATH OUTCOMES	ELA OUTCOMES	INTEGRATED OUTCOMES	DESCRIPTION OF UNIT (INDICATORS)
the equal symbol or not equal symbol. G01 Students will be expected to sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule. **UNIT 4 Measurement (Time) and Statistics (2 weeks)** **SP01** Students will be expected to gather and record data about self and others to answer questions. **SP02** Students will be expected to construct and interpret concrete graphs and pictographs to solve problems. **M01** Students will be expected to demonstrate an understanding of the calendar and the relationships among days, weeks, months, and years. **N03** Students will be expected to describe order or relative position using ordinal numbers (up to tenth). **UNIT 5 Addition and Subtraction-1 digit (4 weeks)** **N04** Students will be expected to represent and partition numbers to 100. **N08** Students will be expected to demonstrate and explain the effect of adding zero to or subtracting zero from any number. **N10** Students will be expected to apply mental mathematics strategies to quickly recall basic addition facts to 18 and determine related subtraction facts.	experiences and learnings and to use their imaginations **Outcome 8** Students will be expected to create text collaboratively and independently using a variety of forms for a range of audiences and purposes **Outcome 9** Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.	**Visual Arts** **Outcome 1**: Students will explore and manipulate a range of materials and processes to create a variety of artworks that express personal feelings, ideas, and understandings. **Outcome 2**: Students will examine a broad range of artworks with respect and sensitivity considering culture and heritage. **Outcome 3**: Students will demonstrate an awareness of, reflect upon, and develop an appreciation of art and art-making. **Health Education** **Outcome 1**: Students will recognize the health benefits of being physically active **Outcome 2**: Students will demonstrate empathy for others	Report on the motion of constructed objects. (CT, CI, COM, TF) Design a fair test on the motion of constructed objects.(CI, CT, COM) Use a variety of materials and technologies to create art in many forms inspired by those examined. (COM, CI, CT, PCD, CZ, TF) Examine and discuss the elements and principals of design in artworks from various cultures, including Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional cultural groups, describing their purpose. (COM, CI, CT, PCD, CZ) Observe the diverse range of art in the natural and man-made environments to find and identify the elements and principles of design. (COM, CI, CT, PCD, CZ) Explore function and purpose of art across a variety of cultures, including their own (COM, CI, CT, PCD, CZ) Identify and discuss what is personal information. (PCD, COM, CT, CZ) Identify and describe various scenarios in which it would be safe to share

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N09 Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction **N07** Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100. **N01** Students will be expected to say the number sequence by 1s, 2s, 5s and 10s, starting from any point, to 100 **PR02** Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, comparing, and creating numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds, and actions. **PR03** Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). **PR04** Students will be expected to record equalities and inequalities, symbolically, using the equal symbol or not equal symbol. G01 Students will be expected to sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule. **UNIT 6 Geometry and Patterning (2 weeks)** **N01** Students will be expected to say the number sequence by 1s, 2s, 5s and 10s, starting from any point, to 100		**Outcome 3**: Students will demonstrate ways to be safe at school and in community **Social Studies** **Outcome 3**: Students will give examples of how we make decisions as consumers **Outcome 2**: Students will demonstrate an understanding of how individuals and cultural groups have contributed to change inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq including Treaty Education, and additional cultural groups.	personal information and scenarios in which it would not be safe. (PCD, COM, CT, CZ, TF) Identify a safe adult who can help if asked to share personal information online. (PCD, COM, CT, CZ, TF Consider, Identify and discuss a variety of ways to play safe in school and community(PCD, COM, CT, CZ) Discuss and share ideas about how we make decisions as consumers (Com/CZ/PCD/CI/TF) Ask questions about how people make decisions to purchase an item. (CT/Com/PCD) Create criteria to determine why someone may purchase an item. (CT/Com/PCD) Ask questions regarding individuals or groups that have contributed to positive change in their school or their community, including Acadian, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (CT,COM,PCD,CZ) explain how individuals and groups have contributed to change in their

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N07 Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100. **N05** Students will be expected to compare and order numbers up to 100. **N04** Students will be expected to represent and partition numbers to 100. **G01** Students will be expected to sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule. **G02** Students will be expected to recognize, name, describe, compare, and build 3-D objects, including cubes and other prisms, spheres, cones, cylinders, and pyramids. **G03** Students will be expected to recognize, name, describe, compare, and build 2-D shapes, including triangles, squares, rectangles, and circles. **PR01** Students will be expected to demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds, and actions. **PR01** Students will be expected to demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds, and actions. **PR02** Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, comparing, and creating numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds, and actions.		ICT - DC1.1.2, DC2.2.2, DC3.1.2, C1.1.2, RIPSD1.1.2, RIPSDS2.1.2, TOC1.1.2	school or community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups in the province (COM, CT, CZ, CI, TF)

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SP01 Students will be expected to gather and record data about self and others to answer questions. **SP02** Students will be expected to construct and interpret concrete graphs and pictographs to solve problems. **UNIT 7 Addition and Subtraction 1 & 2 digit number (4 weeks)** **N04** Students will be expected to represent and partition numbers to 100. **N05** Students will be expected to compare and order numbers up to 100. **N06** Students will be expected to estimate quantities to 100 by using referents. **N07** Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100. **N08** Students will be expected to demonstrate and explain the effect of adding zero to or subtracting zero from any number. N09 Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction **N10** Students will be expected to apply mental mathematics strategies to quickly recall basic addition facts to 18 and determine related subtraction facts. **PR03** Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).			

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PR04 Students will be expected to record equalities and inequalities, symbolically, using the equal symbol or not equal symbol. G01 Students will be expected to sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule. **UNIT 8 Measurement-Mass (2 weeks)** **M02** Students will be expected to relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass. **M03** Students will be expected to compare and order objects by length, height, distance around, and mass using non-standard units and make statements of comparison. **M05** Students will be expected to demonstrate that changing the position of an object does not alter the measurements of its attributes.			

Term 3:
Unifying Concept: Environment
How can we participate in protecting the environment?

- It may be beneficial to provide other questions to help frame the units based on classroom composition and school community.
- Questions should lead to student generated questions

MATH OUTCOMES	ELA OUTCOMES	INTEGRATED OUTCOMES	DESCRIPTION OF THE UNIT (INDICATORS)
UNIT 9 Measurement-Length, Height, Distance Around (2 weeks) **M02** Students will be expected to relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass. **M03** Students will be expected to compare and order objects by length, height, distance around, and mass using non-standard units and make statements of comparison. **M04** Students will be expected to measure length to the nearest non- standard unit by using multiple copies of a unit and using a single copy of a unit. **M05** Students will be expected to demonstrate that changing the position of an object does not alter the measurements of its attributes. **SP01** Students will be expected to gather and record data about self and others to answer questions. **SP02** Students will be expected to construct and interpret concrete graphs and pictographs to solve problems. **UNIT 10 Addition/Subtraction-Extending Number Sense (4 weeks)** **N07** Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100. N09 Students will be expected to demonstrate an understanding of addition (limited to 1- and	**Outcome 1** Students will communicate effectively and clearly and respond personally and critically. **Outcome 2** Students will interact with sensitivity and respect, considering audience, and purpose. **Outcome 3** Students will demonstrate a variety of ways to comprehend and select a range of culturally relevant texts. **Outcome 4** Students will select, interpret, and combine information. **Outcome 5** Students will respond personally and critically to a range of diversetexts. **Outcome 6** Students will convey meaning by creating texts collaboratively and independently using imagination, personal experiences, and feelings. **Outcome 7** Students will be expected to use writing and other forms of representation to explore clarify and reflect on their thoughts feeling and experiences and learnings and to use their imaginations **Outcome 8** Students will be expected to create text collaboratively and independently using a variety of forms for a range of audiences and purposes **Outcome 9** Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.	**Science** **Outcome 1**: Students will investigate air and water in the environment or **Outcome 2**: Students will compare, in detail, the stages in the life cycles of animals ICT DC1.1.2, DC2.2.2, DC3.1.2, C1.1.2, RIPSD1.1.2, RIPSDS2.1.2, TOC1.1.2 **Visual Arts** **Outcome 1**: Students will explore and manipulate a range of materials and processes to create a variety of artworks that express personal feelings, ideas, and understandings.	ask questions about air and water in the environment (CT, CI, COM, TF, CZ) observe evaporation and condensation in the environment (CT, CI, COM, TF) explain how air moves (CT, CI, COM) use equipment properly to collect data about air and water (CT, CI, COM, TF) Ask questions about animal growth. (CT, CI, COM) Make observations and record data about the life cycle and growth of animals, such as a mealworm, chick, and/or butterfly. (CT, CI, COM, TF) Identify similarities and differences between life cycles of familiar animals Share and discuss their own artworks in terms of what appeared to be successful, and what they might change next time in relation to materials and subject matter. (COM, CI, CT, PCD, CZ)

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2-digit numerals) with answers to 100 and the corresponding subtraction **PR03** Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). **PR04** Students will be expected to record equalities and inequalities, symbolically, using the equal symbol or not equal symbol. **SP01** Students will be expected to gather and record data about self and others to answer questions. **SP02** Students will be expected to construct and interpret concrete graphs and pictographs to solve problems. **UNIT 11 Geometry (3 weeks)** **G02** Students will be expected to recognize, name, describe, compare, and build 3-D objects, including cubes and other prisms, spheres, cones, cylinders, and pyramids. **G03** Students will be expected to recognize, name, describe, compare, and build 2-D shapes, including triangles, squares, rectangles, and circles. **G04** Students will be expected to identify 2-D shapes as part of 3- objects in the environment. **UNIT 12 Addition/Subtraction- Extending Number Sense (3 weeks)**		**Outcome 2**: Students will examine a broad range of artworks with respect and sensitivity considering culture and heritage. **Outcome 3**: Students will demonstrate an awareness of, reflect upon, and develop an appreciation of art and art-making. **Health Education** **Outcome 1**: Students will recognize the health benefits of being physically active **Outcome 2**: Students will demonstrate empathy for others **Outcome 3**: Students will demonstrate ways to be safe at school and in community **Social Studies** **Outcome 4**: Students will demonstrate an understanding of sustainable development and its importance to communities (local)	Listen to, engage in conversations, and respect the opinions of others that may be different than their own. (COM, CI, CT, PCD, CZ) Discuss their own and others' artworks using the language of art. (COM, CI, CT, PCD, CZ) Engage safely in physically active experiences at school. (PCD, CT, CZ) Describe and demonstrate what empathy sounds and looks like. (PCD, COM, CT, CZ, CI) Convey ideas/ perceptions /understandings about sustainable development and its importance through listening, speaking, and creating a visual. (COM/CZ/PCD/CI/TF) (mindful of Mi'kmaw beliefs and practices in relation to the environment) Develop a plan, as a class or in small groups, to support a sustainability

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N01 Students will be expected to say the number sequence by 1s, 2s, 5s and 10s, forward and backward, respectively to 100 **N02** Students will be expected to demonstrate if a number (up to 100) is even or odd. **N07** Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100. **N09** Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction **PR02** Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, comparing, and creating numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds, and actions. **PR03** Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). **PR04** Students will be expected to record equalities and inequalities, symbolically, using the equal symbol or not equal symbol.			issue in the community. (COM/CZ/TF/CI/PCD/TF) Ask questions about sustainable development and identify a sustainable topic/issue. (CT/COM/CZ/PCD