

## Our Collective Commitments

*At Maryland Park School, our staff are committed to the following beliefs:*

- We believe all stakeholders have a voice in our school community. We will listen and consider all perspectives when making decisions that positively impact our school community.
- We believe positive relationships provide the foundation for learning and foster a sense of belonging. We will build meaningful connections with our students, colleagues, families, and community.
- We believe every child deserves to feel safe, welcome, and valued. We will provide an environment of respect and sense of belonging that supports the social-emotional needs of each child.
- We believe students need to be independent learners who problem solve, think critically, and reflect on their learning. We will ensure students have access to activities that foster exploration and discovery.
- We believe students and staff need to have a growth mindset. We will model and celebrate resilience, perseverance, risk taking, and an "I can" attitude.
- We believe every child has strengths, gifts, and talents. We will provide a variety of opportunities for students to further develop their strengths and share their unique gifts and talents while celebrating their individual growth.
- We believe each child is an active partner in the learning process. We will involve students in their learning by goal setting, identifying clear learning targets, self-assessment, and reflection.
- We believe every child deserves an equitable opportunity to demonstrate their learning. We will provide students with choices and opportunities to demonstrate their learning.
- We believe every child is capable of high levels of academic and social-emotional success. We will differentiate and provide flexible, supportive learning environments to meet the needs of all learners.

## Our Grade 2 Team

**Ms. Bowslaugh**  
[bowslaugh.sierra@bsd.ca](mailto:bowslaugh.sierra@bsd.ca)

**Ms. Kinney**  
[kinney.christina@bsd.ca](mailto:kinney.christina@bsd.ca)

**Ms. Laluk**  
[laluk.joanna@bsd.ca](mailto:laluk.joanna@bsd.ca)

### Find us @

700 Maryland Ave  
Brandon, MB R7A 7X9

Phone: 204-725-7770  
Fax: 204-728-5868

[marylandpark@bsd.ca](mailto:marylandpark@bsd.ca)

<https://www.bsd.ca/schools/marylandpark>



[marylandparkschoolbsd](https://www.instagram.com/marylandparkschoolbsd)



[@Maryland\\_BSD](https://twitter.com/Maryland_BSD)

### Bell Times

8:40 a.m. First Bell  
8:45 a.m. Class Begins  
11:30 a.m. - 12:30 p.m. Lunch  
12:30 p.m. First Bell  
12:35 p.m. Class Begins  
3:20 p.m. Dismissal



# MARYLAND PARK SCHOOL



**Our Community. Our Pride. Our Future.**

## Grade 2

Enclosed is a summary of curricular learning targets that have been identified by our teachers.

For a more comprehensive look at Manitoba curriculum please visit:  
<https://www.edu.gov.mb.ca/k12/cur/>

Also see:

My Child in School: A Resource for Parents  
<https://www.edu.gov.mb.ca/k12/mychild/index.html>

### Our Mission

**Maryland Park School is a safe and welcoming community that works together to ensure every student achieves high levels of academic, social, and emotional success.**

# Maryland Park Grade 2 Learning Targets

## English Language Arts

The four practices that the curriculum identifies are interconnected and interrelated. They are used as authentic experiences throughout the school year.

**Language as Sense Making - Language as System**

**Language as Exploration and Design - Language as Power and Agency**

English Language Arts skills in reading, listening & viewing, writing, speaking & representing, and critical thinking are taught using effective practices. The following student-friendly learning targets have been developed so that students can clearly identify achievement of curricular outcomes.

### Learning Targets

- |   |  |  |
|---|--|--|
| <p><b>Cueing Systems</b></p> <ul style="list-style-type: none"> <li>I can make good guesses about what will happen next in a story to predict unknown words.</li> <li>I can re-read and self correct if it doesn't make sense.</li> <li>I can stop if something doesn't sound right and self-correct.</li> <li>I can read with expression and it sounds like talking.</li> <li>I can identify beginning, middle and end sounds.</li> <li>I can use different clusters of letters/word patterns to figure out longer words.</li> <li>I can read sight words.</li> <li>I can re-read and self-correct when my reading doesn't make sense, sound right or look right.</li> </ul> | <p><b>Reading Comprehension &amp; Reading Response</b></p> <ul style="list-style-type: none"> <li>I can retell a story or recall important information from a text.</li> <li>I can make connections between books and my experiences.</li> <li>I can make book to book connections.</li> <li>I can use what I know to make meaningful predictions when I read.</li> <li>I can talk about why the author wrote the book.</li> </ul> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can use my own ideas to write.</li> <li>I can revise my thinking by adding details to my writing based on feedback.</li> <li>I can draw pictures that match my writing.</li> <li>I can write a clear beginning, middle and end when I write stories.</li> <li>I can write a topic sentence, supporting facts and a conclusion when informational/opinion writing.</li> <li>I can use juicy words to make my writing interesting.</li> <li>I can say a word slowly and write the sounds I hear.</li> <li>I can use a capital letter at the beginning of a sentence.</li> <li>I can use punctuation to end my sentence.</li> <li>I can use spaces between words.</li> </ul> |
|---|--|--|

Learning Targets in listening & viewing, speaking & representing, and critical thinking under development.

## Science

Teaching and assessing of science learning targets occur throughout the school year with a specific focus on the outcomes integrating the design process. Many concepts are integrated with other subject areas.

### Learning Targets

- |   |   |
|---|---|
| <p><b>Cluster 1: Growth and Changes in Animals</b></p> <ul style="list-style-type: none"> <li>I can use vocabulary related to my investigations of growth and changes in animals.</li> <li>I can record observations in my explorations of growth and changes in animals by writing, drawing or with charts.</li> <li>I can use the design process to construct an example of an animal habitat.</li> </ul> | <p><b>Cluster 2: Properties of Solids, Liquids and Gases</b></p> <ul style="list-style-type: none"> <li>I can use vocabulary related to my investigations of solids, liquids, and gasses.</li> <li>I can record observations in my explorations of solids liquids and gasses by writing, drawing or with charts.</li> <li>I can use the design process to solve a problem related to solids liquids and gasses</li> </ul> |
| <p><b>Cluster 3: Position and Motion</b></p> <ul style="list-style-type: none"> <li>I can use vocabulary related to my investigations of position and motion.</li> <li>I can record observations in my explorations of position and motion by writing, drawing or with charts.</li> <li>I can use the design process to construct a vehicle with wheels and axles.</li> </ul>                               | <p><b>Cluster 4: Air and Water</b></p> <ul style="list-style-type: none"> <li>I can use vocabulary related to my investigations of air and water.</li> <li>I can record observations in my explorations of air and water by writing, drawing or with charts.</li> <li>I can use the design process to construct and test a device that shows air or water movement.</li> </ul>  |

## Health

Throughout the school year, students will demonstrate knowledge and skills in the ability to make informed decisions for healthy living in the following strands:

**Personal Health Practices- Active Living - Nutrition - Substance Use and Abuse Prevention - Healthy Lifestyle Practices**

Specific topics in this area can be found at: <https://www.edu.gov.mb.ca/k12/cur/physhlth/kto4.html>

## Mathematics

Numeracy concepts are integrated into daily routines, morning message, calendar activities and games throughout the year.

**Number - Patterns and Relations - Shape and Space - Statistics and Probability**

### Learning Targets

#### Number

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>I can skip count to 100 by 2s. (starting at a multiple of 2)</li> <li>I can skip count to 100 by 5s. (starting at a multiple of 5)</li> <li>I can skip count to 100 by 10s. (starting at a multiple of 10)</li> <li>I can represent numbers up to 100 using objects.</li> <li>I can represent numbers up to 100 using pictures.</li> <li>I can represent numbers up to 100 using symbols.</li> <li>I can represent numbers to 100 using object, pictures and/or symbols.</li> </ul> | <ul style="list-style-type: none"> <li>I can determine the value of a digit up to 100</li> <li>I can explain a 2-digit number concretely and pictorially.</li> <li>I can add one and two-digit numbers to 100.</li> <li>I can subtract one and two-digit numbers from 100.</li> <li>I can show how I got my answer when I add numbers.</li> <li>I can show how I got my answer when I subtract numbers.</li> </ul> |
|--|--|

#### Patterns & Relations

- I can identify the core of a repeating pattern.
- I can extend a repeating pattern.
- I can extend an increasing pattern.

#### Shape & Space

- I can use a non-standard unit to measure the length of an object.

#### Statistics & Probability

- I can gather and record data about self and others to answer questions.

## Social Studies

Teaching and assessing of Social Studies Units and outcomes occur throughout the school year. Many topics are integrated with other subject areas.

### Learning Targets

#### Local Community

- I can identify the characteristics of a community.
- I can learn about people and places in my community.
- I can recognize that all members of a community have rights and responsibilities.

#### Communities in Canada

- I can recognize that Canada is made up of a diverse group of people.
- I can research the diverse traditions celebrated by Canadians.
- I can appreciate the diversity and ways of life in Canadian communities.

#### The Canadian Community

- I can recognize the geographic diversity that characterizes Canada.
- I can learn about and compare the common features and symbols of Canadian communities.
- I can appreciate Canada's global connections.

## Visual Arts

The four essential Arts learning areas present a distinct set of learning outcomes and are integrated with other subject areas.

#### Art Language and Tools

Students demonstrate understanding of and facility with visual art elements, principles, and media.

#### Creative Expression in Art

Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.

#### Understanding Art in Context

Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity.

#### Valuing Artistic Experience

Students analyze, reflect on, and construct meaning in response to their own and others' visual art.

### Grade 2 Visual Arts Learning Targets

- I can revise my artwork to make it better based on the given criteria.
- I can understand how art is influenced by a culture.
- I can draw inspiration from personal experiences.
- I can observe and explore my peer's artwork.
- I can work collaboratively in a group project with teacher guidance.