

Curriculum Expectations

GRADE 2

for

English Language
Mathematics
Science and Technology
Social Studies
Health & Physical Education (Interim)
The Arts





Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 2

A. DANCE

OVERALL EXPECTATIONS

2a1 A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;

2a2 A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;

2a3 A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

Elements of dance

2a4 body: body awareness (e.g., awareness of where one is in space in relation to objects in class), use of body zones (e.g., the right side of the body only versus the left side only), use of body parts (e.g., arms, legs, fingertips, torso), shapes, locomotor movements (e.g., running, galloping, crawling, creeping), non-locomotor movements (e.g., jumping, turning), body bases (e.g., knees as base, back as base)

2a5 space: levels (e.g., middle level, expanding movements), pathways (e.g., straight, curvy, zigzag), directions (e.g., diagonal), size of movement

2a6 time: freeze, tempo (e.g., stop/start, sudden, quick, sustained), rhythm (e.g., even, uneven)

2a7 energy: force, quality (e.g., exploding, bouncing, shaking, smooth, delicate)



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2a8 relationship: (e.g., shadowing with a partner)

A1. Creating and Presenting

2a9 A1.1 develop short movement phrases inspired by a variety of activities in their community (e.g., riding a bike; movements from sports, yoga, or playground games/activities) and incorporating different pathways (e.g., straight, curvy), directions (e.g., forward, back, sideways, diagonal), and shapes (e.g., big/small shapes, shapes created individually and with partners) Teacher Prompts: “What body movements do you make when you are sweeping a floor? Can we make the sweeping action smaller? Can two people come together and use both bodies to create the sweeping motion?” “Can you make the action of washing a window bigger? Can you do it while travelling (locomotor movement)? Can you do the action on a different level?” “How can we do this action travelling in a different direction?”

2a10 A1.2 use dance as a language to represent the main ideas in poems and stories, with a focus on body and space (e.g., use arm movements to suggest a cheering crowd; use a circle pathway to suggest the relationship among several characters; use a smooth and delicate sequence of expanding movements to suggest a butterfly emerging from a cocoon) Teacher prompt: “Using what we know about movement, stillness, levels, and pathways, how could we use dance to represent the main idea in the story we just read?”

2a11 A1.3 create distinct beginnings and endings for dance phrases in a variety of ways (e.g., having a moment of silence at the beginning and end of a dance phrase; freezing at the end of a dance phrase; starting and ending in similar or contrasting shapes; dimming the lights to signal the end of a dance phrase) Teacher prompt: “What could you do to signal to the audience that your dance work is finished?”

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2a12 A1.4 use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them (e.g., depict a large animal with torso, arms, and legs that creeps along at a low level; change movements to interpret the motions of various animals represented by the different musical sections of Camille Saint-Saëns’s Carnival of the Animals) Teacher Prompts: “Can you demonstrate what kind of movements a tree makes in the wind?” “What kind of non-locomotor movements can we use to create a picture of a forest environment? What levels would we use? What shapes should our bodies take to create a picture of the trees and the sun and the wind and the animals?”

A2. Reflecting, Responding, and Analysing

2a13 A2.1 describe the similarities between their own dance phrases and those of others (e.g., similarities in the shapes, pathways, levels, and locomotor or non-locomotor movements used in one another’s dance phrases) Teacher prompt: “Was there anything in the dance phrase we just saw that reminds you of movements you’ve done in your own dance phrase?”

2a14 A2.2 identify, using dance vocabulary, the elements of dance in their own dance phrases and those of others, and describe how each element is used to communicate meaning (e.g., describe how various aspects of body [shapes, body parts, locomotor and non-locomotor movements] and space [levels, direction] are used to depict crashing waves) Teacher prompt: “When we were pretending that our fingertips were the rain in the story we just read, what type of pathway did our arms make? Straight? Wavy? Zigzag? Were we moving our arms quickly or slowly? Why did we use that particular pathway and that speed? How would the rain be different if we used other pathways and a very different speed?”

2a15 A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members (e.g., describe to a partner what they do well; identify specific movements, stops, and turns that were effective in their dance) Teacher Prompts: “What dance movements do you like to do most? Why? Show me.” “What dance element do you need to practise more?” “Do you think viewing dances makes you a better dancer? Why?”

A3. Exploring Forms and Cultural Contexts

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2a16 A3.1 describe, with teacher guidance, a variety of dances from communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom (e.g., folk dances, ceremonial dances, dances of worship, theatrical dances, social dances) Teacher prompt: “When we watched the video of Irish dancing, a few students mentioned that the dancers don’t use their arms when they dance. Did anyone notice anything else? Are arms used in some of the other dance forms that we saw?”

2a17 A3.2 identify various reasons why people dance in daily life and various contexts in which they do so (e.g., to socialize [Bhangra], to dance for the earth [at powwows], to celebrate [Jewish wedding ritual], for exercise [hip hop], to tell stories [ballet], to relate history [West African dance]) Teacher prompt: “In the DVD we viewed of dances from Bali, why do you think the dancers were moving so slowly and smoothly? For whom were the dancers performing?”

B. DRAMA

OVERALL EXPECTATIONS

2a18 B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

2a19 B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

2a20 B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

Elements of DRAMA

2a21 role/character: adopting the attitude/point of view of a fictional character (e.g., in dialogue and writing in role); using body language (e.g., posture, gestures, facial expression), costumes, and props appropriate to a character; varying vocal levels, tones, and ranges to support the depiction of a character



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2a22 relationship: listening and responding in role to other characters in role

2a23 time and place: establishing a fictional setting and relating to it in role

2a24 tension: being aware of a sense of mystery or a problem to be solved

2a25 focus and emphasis: identifying the main idea or central theme of the drama

B1. Creating and Presenting

2a26 B1.1 engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places (e.g., retell and enact a story from different points of view; stop at a dramatic point in a story and adopt roles of the characters in the story; enact a scene between characters in a fairy-tale kingdom, animals in the tundra, or neighbours in a back alley) Teacher Prompts: “How might this story change if we told it from a different character’s point of view?” “What is a key moment in this story that you can dramatize? How will you use a freeze, bring it to life for one minute through mime, and then another freeze to communicate the main idea to your audience?”

2a27 B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played (e.g., devise and share a group mime showing how characters respond to the tension in a situation of conflict, departure, or anticipation; use voice expressively to convey an interpretation of a character’s attitude) Teacher Prompts: “In what ways can you use your body and face (i.e., in a mime) to express how a character feels without using words?” “How would you change your gestures and movement if you were portraying wind or water as a character from the story?” “What words and tone can you use in role that will clearly communicate this character’s point of view?”



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2a28 B1.3 plan and shape the direction of a dramatic play or role play, building on their own and others' ideas both in and out of role, with support (e.g., In role: respond to a scientist [role-played by the teacher] who says the class must give up their pet dinosaur because it poses a safety hazard; Out of role: use conventions such as discussion and/or guided imagery to establish the setting, context, and characters for a drama activity) Teacher Prompts: In role: "Because you are all experts, I need you to help me solve this problem. Who can make a suggestion?" Out of role: "How shall we use the new information that was introduced when we were in role to determine what should happen next in the drama?"

2a29 B1.4 communicate feelings and ideas to a familiar audience (e.g., classmates), using several simple visual or technological aids to support and enhance their drama work (e.g., act out a familiar story using props instead of words; dim lights to create a spooky mood; use simple objects or props such as fur or feathers to indicate animal or bird characters in an Aboriginal story) Teacher Prompts: "How can you use light and found objects to create different effects? For example, how could you use a soundscape and a flashlight to create a spooky mood?" "How can we use costumes or props to make the meaning of our play clearer?" "What objects can you use to help the audience understand that the main character is going on a journey?"

B2. Reflecting, Responding, and Analysing

2a30 B2.1 express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways (e.g., use a journal response, a think-pair-share activity, visual art work, or a drama convention such as role on the wall to explore both the inner thoughts and feelings of the character and the perspectives of others who know the character) Teacher prompt: "What part of the play stood out for you and why? What did the events or characters in the play remind you of?"



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2a31 B2.2 identify, using drama terminology, the elements and conventions of drama used in shared drama experiences and theatre and describe how they help communicate ideas and feelings and create interest (e.g., as a class create a checklist of the elements in a drama and what each element contributes and helps communicate; use a tableau to share a moment of importance in the story) Teacher Prompts: “How were the elements of drama used in this presentation?” “How could you tell where the play was taking place?” “Who was the main character? How could you tell?” “In what ways did your role and other roles in the drama work together to help make the message clearer?”

2a32 B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members (e.g., identify the goals they had in presenting a drama work and communicate how they achieved those goals; generate multiple ideas for improvement in a mapping activity or experiential play experience) Teacher Prompts: “Using two stars and a wish, state two drama skills you are proud of and one thing you want to get better at.” “What specific aspects (e.g., voice, gestures) of your work were effective in the drama?”

B3. Exploring Forms and Cultural Contexts

2a33 B3.1 identify and describe a variety of drama and theatre forms they experience in their home, school, and community, and in the media (e.g., favourite television, film, computer programs; favourite play roles; playing with puppets to enact real-life scenarios; attending plays; listening to stories about family and community traditions) Teacher Prompts: “Why do you think people go to movies and see plays?” “What is your favourite TV program?” “How is TV similar to and different from plays?”

2a34 B3.2 demonstrate an awareness of some drama and theatre traditions of communities around the world (e.g., describe experiences with festivals, pageants, circuses; explain the use of special objects in ceremonies or celebrations; give examples of the use of a narrator in plays or street theatre) Teacher Prompts: “What are some drama activities that happen in our school? In our community?” “What are some elements of drama that are used in special ceremonies and celebrations in other parts of the world (e.g., Caribbean Carnival, Chinese New Year)?”

C. MUSIC



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OVERALL EXPECTATIONS

2a35 C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

2a36 C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

2a37 C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

ELEMENTS OF MUSIC

2a38 duration: half note (oral prompt: “ta-ah”), half rest, whole note (oral prompt: “ta-ah-ah-ah”), whole rest

2a39 pitch: high “do”, simple melodic ostinato, melodic patterns, melodic patterns using notes of a pentatonic scale (e.g., “do–re–mi–so–la”, “do–re–fa–so–la”)

2a40 dynamics and other expressive controls: gradations in volume encountered in music listened to, sung, and played (e.g., getting louder [crescendo], getting softer [decrescendo/diminuendo]); articulation (e.g., smooth [legato], detached [staccato])

2a41 timbre: classification of instruments by listening to their sound (e.g., wind [woodwind, brass], stringed, electronic, membrane, pitched percussion instruments)

2a42 texture/harmony: single melodic line in unison song with simple accompaniment (homophony), bordun patterns on “do” and “so”



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2a43 form: phrase, binary (AB) form, simple verse and chorus

C1. Creating and Performing

2a44 C1.1 sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods (e.g., perform a simple three-note melodic ostinato to support a melody) Teacher prompt: "Which instruments or found sounds could we use to accompany this song?"

2a45 C1.2 apply the elements of music when singing, playing an instrument, and moving (e.g., pitch: move the body to show how individual pitches go up, go down, or stay the same, and how they connect to form a melody) Teacher Prompts: "What instrument would you use to accompany this song and why?" "How can you move your body while you sing to show the different phrases of this song?"

2a46 C1.3 create simple compositions for a specific purpose and a familiar audience (e.g., create accompaniments for songs, stories, or poems; create a simple song using the notes "mi", "so", and "la", or the notes of a pentatonic scale) Teacher prompt: "What words in our shared reading poem could we use to create a rhythmic ostinato to accompany us as we do our choral reading?"

2a47 C1.4 use the tools and techniques of musicianship in musical performances (e.g., use controlled breathing and relaxed but straight posture when singing; show awareness of proper playing technique when playing instruments; match pitches within an accessible vocal range; clap back rhythms accurately while keeping a steady beat)Teacher prompt: "What are the things we can all do to help us sing in tune and all together?"

2a48 C1.5 use symbols to represent sounds and sounds to represent musical symbols (e.g., match short melody maps with the corresponding phrases in a song; use rhythm syllables such as "ta ti-ti" to represent note values orally) Teacher prompt: "Perform the melodic pattern we just sang with hand signs. What other ways can we represent the melody?"

C2. Reflecting, Responding, and Analysing



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2a49 C2.1 express personal responses to musical performances in a variety of ways (e.g., use a teacher-directed listening log to record their thoughts, feelings, ideas; write or draw their response) Teacher Prompts: “Draw a facial expression (happy, sad, surprised) on the chart to represent how the music makes you feel.” “Which animal would you choose to represent music that is loud – a lion or a kitten? Why?” “How can the lyrics help you understand the meaning of this song? Describe in your own words the meaning of the song.”

2a50 C2.2 describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create (e.g., duration: an increase in tempo to indicate excitement; dynamics: a decrease in volume to create a feeling of relaxation in the music; timbre: the sound quality of a particular instrument to create a particular mood) Teacher Prompts: “Raise your hand when you hear the music get faster. How does it make you feel?” “How do different versions of ‘O Canada’ make you feel? Why?” “Why do you think ‘Twinkle, Twinkle, Little Star’ should be sung softly?”

2a51 C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (e.g., share with a partner what they did well during the last performance, using musical vocabulary) Teacher Prompts: “If you were to have a chance to perform this song again, what would you change and why?” “What parts of the song do you find challenging or interesting to sing? Why?”

C3. Exploring Forms and Cultural Contexts

2a52 C3.1 identify reasons why people make music in their daily lives (e.g., people sing songs that have special meaning in their family; children can use music to promote environmental awareness at school), and describe contexts in which they make music (e.g., family gatherings, seasonal celebrations) Teacher prompt: “What songs do you and your family sing at special occasions in your life?”

2a53 C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places (e.g., “O Canada”, an Iroquoian lullaby, Indian classical music, Obwisana from Ghana) Teacher Prompts: “Which children’s film uses this traditional/classical music theme?” “What songs have we learned that originally came from France?”

D. VISUAL ARTS



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OVERALL EXPECTATIONS

2a54 D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

2a55 D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

2a56 D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

ELEMENTS OF DESIGN

2a57 line: horizontal, vertical, diagonal lines; lines that show motion (e.g., pointy, curvy); lines inside shapes

2a58 shape and form: symmetrical shapes and forms (e.g., shapes and forms in buildings)

2a59 space: overlapping of objects to show depth

2a60 colour: secondary colours (various colours made by mixing equal amounts of primary colours, such as violet, orange, green); mixing of colours with a limited palette

2a61 texture: textures of familiar objects (e.g., rough tree bark, smooth plastic plate, ridged corduroy fabric); illusion of texture (e.g., a rough texture created by patterns of lines); impasto (thick, textured paint)



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2a62 value: mixing of a tint; identification of light and dark

PRINCIPLES OF DESIGN

2a63 repetition and rhythm: repetition of colour and shape in patterns; random, alternating, and regular patterns in everyday objects (e.g., textiles, ceramics) and in art (e.g., works by M. C. Escher)

D1. Creating and Presenting

2a64 D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature (e.g., a streetscape collage with children playing, made with paint, pastel, and various kinds of paper [newspaper, magazines]; small glue-line prints in which a variety of curvy and pointy lines show illusory texture or represent a pattern they have seen on insects in the schoolyard or garden) Teacher Prompts: “Let’s look at how collage is used to show aspects of community in Snowballs by Lois Ehlert, The Snowy Day by Ezra Keats, or The Block by Romare Bearden. What kinds of details can you see? What materials in these images might you like to use in your neighbourhood collage?” “How can you use a variety of diagonal, vertical, and horizontal lines to show the patterns and body parts on the insect?”

2a65 D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (e.g., use repetition of colour throughout an image that communicates a story; create a painting or series of stamp prints, showing depth, perspective, and contrast of pattern by overlapping fish and vegetation of different sizes and shapes) Teacher prompt: “When you overlap these shapes, which one looks farthest away? How can you arrange and place shapes of different sizes throughout your pattern to make a more varied image?”



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2a66 D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., use tints of a colour to create light areas for emphasis in a collaborative mural of favourite places in the neighbourhood; use a simple action pose to modify form in a sculpture of a pet or other animal made with modelling clay)
 Teacher Prompts: “How can you use colour and arrangement in the images and pictures in the mural to emphasize the most important personal landmarks along the way to school?” “If you want to make this painting ‘feel’ like a hot summer day, what kinds of colours would you need to repeat?” “How could you use squeezing, pinching, and pulling techniques to make the legs and head of the sculpture of the pet look as if they were moving?”

2a67 D1.4 use a variety of materials, tools, and techniques to respond to design challenges (e.g., drawing: make marker or coloured-pencil drawings of trees that are close and far away, using contrasts in size and placement on the paper to show depth of space, and basing the drawings on observations of real trees and trees in a variety of art works [e.g., works by Emily Carr or Tom Thomson] • mixed media: use acrylic paint over textured materials [e.g., burlap, cardboard] to make expressive organic shapes, using a combination of traditional techniques [blending, glazing, sgraffito, scumbling, impasto] and experimental techniques [use of sponges, fingers, sticks, twigs, feathers, masking tape] • painting: make a tempera painting depicting friends playing playground games, using a limited palette of colours • printmaking: make a print of a motif for a storybook about dinosaurs, using polystyrene plate stamps or modelling-clay imprints of dinosaurs and plants • sculpture: make insect shapes and habitat features, using wood, twigs, raffia, corn husks, and other natural materials, to explore science concepts)
 Teacher Prompts: “What materials could you use for building your bugs? How could you hold the parts together?” “How will the mood of the print change if you print it on different kinds of paper (bond, construction, giftwrap) or colours of paper (warm, cool)?”

D2. Reflecting, Responding, and Analysing

2a68 D2.1 express their feelings and ideas about works of art (e.g., explain why they prefer a work by one artist over another; explain to a partner how well an art work reflects their personal knowledge and prior experience) Teacher Prompts: “When you look at the painting by Lauren Harris, what personal experiences does it remind you of?” “If the people in the painting could talk, what would they say?” “How is this artist’s representation of winter different from (or the same as) your own experience of winter?”

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2a69 D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work (e.g., use of different colours for achieving different effects, such as warm, sunny colours for a beach or cool colours for a wet forest; depiction of various textures, such as rough tree bark, smooth plastics, and ridged corduroy; elaboration and variation to create variety in otherwise symmetrical buildings) Teacher Prompts: "How has the artist used elements of design to express anger, happiness, sadness, or excitement?" "What catches your attention in this painting?" "What do you think is the most important thing in this work? How did the artist use the elements to make you see what is most important to him or her?" "How can you tell if what's in this picture is close or far away?" "How do you feel about this painting? What has the artist done to make you feel this way?"

2a70 D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (e.g., symbols and shapes related to school, travel, and the arts; sports or institutional logos; symbols from art works or heritage crafts of family or community significance) Teacher Prompts: "What symbols have you seen that are connected to dance, drama, music, or visual arts?" "Let's look at these sports posters. What familiar symbols did the designers use? Why would these particular symbols have attracted your attention or gotten their ideas across?"

2a71 D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art (e.g., identify what is interesting about a work they have produced; identify what they feel they have done well and what they would do differently next time to improve) Teacher Prompts: "Look at your art work and consider it using a 'one star/one wish' approach: write down one thing you did well as an artist and draw a star beside it and one thing you could have improved on and put the word 'wish' beside it." "Why do some of your art works appeal to you more than others?" "How do you plan an art work? What do you need to think about before you start working on it?"

D3. Exploring Forms and Cultural Contexts

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2a72

D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences (e.g., design of everyday items; picture books; artists-in-education; community art works, such as public sculpture, architecture, and murals; Aboriginal designs in dancing regalia; art works in student art exhibitions and community art festivals)
Teacher Prompts: “What has the designer done to plan a playground that children will enjoy? Why might someone want to play here?” “Where in our community have you seen works of art? What do they look like? What are they made of? What do they add to our community?” “If you could make a public art work, what would you make and where would you place it?”

2a73

D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places (e.g., depictions of nature, of people doing things together, or of people at work; miniature paintings from India; Aboriginal textiles, ceramics, and petroglyphs; contemporary Inuit drawings of life in the North by Annie Pootoogook) Teacher Prompts: “How can you tell if a picture shows a celebration or a quiet moment?” “Which painting reminds you of your life?” “Why do artists paint pictures of people at work or at play?” “What are some special traditions in your family, community, or school? How is art part of these traditions?”



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Subject: French as a Second Language

French Immersion (None) Expectations

Grade 2

Oral Communication

Overall Expectations

2i1 listen and respond to simple spoken texts and media works;

2i2 talk about a variety of familiar topics, using simple vocabulary and expressions.

Listening

2i3 follow instructions to perform a sequence of tasks;

2i4 demonstrate an understanding of short spoken texts and media works (e.g., stories, songs, audiotapes, videos) (e.g., by identifying words and expressions, retelling the story, identifying the main topic, predicting outcomes);

2i5 identify rhymes and language patterns in familiar contexts (e.g., poems, comptines, songs);

2i6 recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

2i7 repeat and recite a variety of simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures;



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2i8 ask and answer simple questions to clarify understanding of familiar topics;

2i9 use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate needs and convey meaning;

2i10 use simple vocabulary and language structures to communicate needs and express feelings;

2i11 retell stories and recount personal experiences, presenting events in a coherent sequence;

2i12 give a short presentation (e.g., a dialogue, a description) on a familiar topic, following a model.

Application of Language Conventions

2i13 recognize and use appropriate language structures in oral communication activities;

2i14 pronounce familiar vocabulary correctly;

2i15 use linking words such as *et*, *ou*, *puis*, and *mais* to connect ideas in speech;

2i16 recognize silent word endings in nouns (e.g., *chat*) and the silent "s" in plurals (e.g., *tables*), and correctly pronounce words with silent endings.



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Reading

Overall Expectations

2i17 read simple written materials and demonstrate understanding through oral and very brief written responses.

Comprehension and Response to Text

2i18 read a variety of simple written materials (e.g., stories, poems, children’s reference books) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of word structures);

2i19 express their reactions to texts read independently (e.g., comment on facts, descriptions);

2i20 express clear responses to written texts, relating the content to personal experiences;

2i21 follow written instructions (e.g., solve word problems, follow directions for crafts);

2i22 demonstrate an understanding of simple texts (e.g., select correct answers, sequence sentences, restate information);

2i23 extend their understanding of a text through follow-up activities (e.g., illustrate a character or an action, role play);

2i24 identify characteristics of different forms of written materials (e.g., poems, stories, simple dictionaries);



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2i25 identify the key elements of a story (e.g., setting, plot, characters).

Application of Language Conventions

2i26 recognize and use appropriate language structures in their response to written texts;

2i27 use reading strategies (e.g., visual cues, language and word patterns, context clues, phonics, word lists) to determine the meaning of unfamiliar vocabulary and expressions;

2i28 read aloud, observing the rules of pronunciation and intonation;

2i29 recognize and use punctuation as an aid to comprehension;

2i30 use and interpret basic conventions of text (e.g., illustrations, diagrams, headings) to find information.

Writing

Overall Expectations

2i31 produce short pieces of writing, using simple forms.

Communication of Information and Ideas



Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 2

2i32 create short written texts for specific purposes (e.g., a story, a pattern book, an invitation, a thank-you note, a personal dictionary), following a model;

2i33 organize ideas in a logical sequence (e.g., write stories that have a beginning, a middle, and an end);

2i34 use materials from various media (e.g., photographs, drawings, collages) to clarify and enhance a written message.

Application of Language Conventions

2i35 use appropriate language structures in their writing;

2i36 use and spell correctly the vocabulary appropriate for this grade level;

2i37 print legibly;

2i38 use complete simple sentences in their writing;

2i39 use commas to separate a series of items in a sentence, and in addresses;

2i40 use question marks at the end of questions;



Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 2

2i41 use capitals for personal names;

2i42 revise and proofread their writing (e.g., correct errors in spelling, punctuation), with the teacher's assistance;

2i43 use appropriate resources to verify spelling (e.g., word lists, dictionaries).

Language Structures

Overall Expectations

2i44 identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Nouns and Pronouns

2i45 agreement of partitive articles (du, de la, de l', des) with nouns;

2i46 simple feminine forms of nouns (e.g., chat/chatte, lion/lionne).

Verbs

2i47 subject/verb agreement;



Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 2

2i48 présent of regular -er verbs;

2i49 présent of frequently used verbs faire, pouvoir.

Adjectives

2i50 possessive adjectives mon / ma / mes, ton / ta / tes, son / sa / ses.

Prepositions and Conjunctions

2i51 use of pour.

Interrogative Constructions

2i52 questions starting with question words quel/quelle.

Sentence Structure

2i53 simple sentences consisting of subject + verb + complement (e.g., Elle est jeune.);

2i54 negative form ne ... pas.



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

Living Skills

Overall Expectations

2p1 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade

1. Living Skills

2p2 Personal Skills (PS) 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: monitor their body's response to physical activity; Movement Competence: after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living: complete a checklist to monitor their daily care of their teeth)
Student: "I know I might be moving too fast if I'm breathing so hard that I can't talk."

2p3 Personal Skills (PS) 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: dress appropriately for outdoor activity; Movement Competence: describe the value of experimenting when trying new activities; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help)
Student: "When I'm learning something new and I can't do it right away, if I keep trying, I always get better. Not doing it perfectly helps me learn what not to do. If I throw a ball and it goes way too far, I know I need to throw a little softer."



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p4 Interpersonal Skills (IS) 1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: to understand instructions properly, stop and look at the teacher when instructions are being given; Movement Competence: copy a partner's movements in a mirroring activity while standing face to face by following non-verbal signals and body language that indicate the movements; Healthy Living: effectively communicate their objections or refusal to participate if someone is doing something that they do not like)

2p5 Interpersonal Skills (IS) 1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: demonstrate how they can help one another while using equipment; Movement Competence: work cooperatively with a partner when throwing and catching balls and other objects of varying sizes; Healthy Living: use positive language when talking to peers, as part of developing good relationships, and encourage others to do the same)

Students: "If someone's ball rolls into my space when I am playing, I stop and give it back." "If my partner is learning to catch, we will start by choosing a bigger ball or an object with soft edges to make it a little easier." "I don't call anyone names, because that can hurt as much as hitting them."

2p6 Critical and Creative Thinking (CT) 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather; Movement Competence: explore the use of many pieces of equipment and explain how each is different and why they prefer one over another; Healthy Living: explain how to stay safe by identifying household products that might be dangerous)

Student: "I like using the mitt that the ball sticks to better than the scoop, because the mitt makes it easier to catch the ball. The ball sometimes bounces out of the scoop."

A. Active Living



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

Overall Expectations

2p7 A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives;

2p8 A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

2p9 A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

A1. Active Participation

2p10 A1.1 actively participate in a wide variety of program activities, according to their capabilities (e.g., individual and small-group activities, dancing to music, cooperative games), while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity; knowing what to do; demonstrating appropriate interpersonal skills, such as active listening, communicating with respect, and providing help to and asking for help from group members) [PS, IS]
Teacher prompt: "What does it look like when you are ready to participate?"
Student: "I am wearing my running shoes, I'm listening to instructions, and I'm excited about doing the activities. I try to find a partner or get into a group quickly."

2p11 A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, being able to choose the activities they participate in and having choice within the activities, having adequate practice time, having access to safe outdoor play space, being able to take part in activities that are connected to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p12

A1.3 identify reasons for participating in physical activity every day (e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve health, follow cultural teachings) [CT]

Teacher prompt: "Canada's Physical Activity Guide for Children recommends that children build physical activity into their daily routines to create a pattern that will stay with them for the rest of their lives. The guide recommends that children gradually increase active time and decrease non-active time, including screen time. Why is it important to be active every day? What do you like to do to be active"

Student: "Being active every day helps to make you strong and healthy. I like to do outdoor activities with my friends or family."

A2. Physical Fitness

2p13

A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., playing continuous tag games, skipping, wheeling their wheelchair, using hula hoops) [PS]

Teacher prompt: "Today, we will be doing a chair aerobics routine for our DPA activity. We will be starting with slow music, and we will move our arm and leg muscles slowly in order to stretch them and warm them up. We will stretch again during the cool-down after our muscles are warm. How will that help us?"

Student: "Moving slowly at the beginning helps to get our bodies ready for more activity. Then, when the music gets faster, we can really move our bodies to the beat! We stretch at the end because our muscles are warm then and they stretch more easily. We move slowly in the cool-down to relax our bodies and get ready to move on to something else."

2p14

A2.2 describe different types of activities that improve the strength of the heart and lungs (e.g., running, wheeling fast, walking fast, skipping, dancing to music, doing a fitness circuit, other whole-body or large muscle activities)

Teacher prompt: "What types of activities do we do that make our hearts and lungs stronger?"

Student: "We can make our hearts and lungs stronger by doing activities that make our hearts beat faster and make us breathe hard. Activities like dancing, running, and jumping do that for me."

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p15

A2.3 recognize their degree of exertion in physical activities by using simple assessment methods (e.g., putting their hand on their chest to feel the increase in heart rate as they move faster, using the talk test [monitoring whether they can talk while being physically active]), and identify factors that affect their performance level (e.g., humidity, extremely cold or warm air, poor air quality, personal fitness level) [PS, CT]

Teacher prompt: “Think about how you feel when you are active. Put your thumb up if you feel you were working really hard. Put your thumb down if you feel you were not working hard. Put your thumb somewhere in between if you feel that you were in between.”

Student: “I put my thumb at the ‘in between’ spot because my heart was beating faster and I was breathing harder, but I think I could have done even more. I was a bit tired today because I went to bed late last night, so I did not go as fast as I could have.”

2p16

A2.4 participate in setting and achieving realistic personal and group goals related to physical activity (e.g., a personal goal of doing a physical activity for a specified period of time, a group goal of completing a collective number of class star jumps in a given time frame) [PS, IS, CT]

Teacher prompt: “For the next two songs, keep moving fast for as long as you can. See if you can keep moving in different and interesting ways – galloping, skipping, jumping, wheeling, moving in a zigzag pattern. When you need to rest, walk or wheel slowly, then start moving faster again. Before you start, set a goal for yourself about how long you will try to move. How many breaks do you think you will need to take? What is realistic for you? What will help you achieve your goal?”

Students: “I am going to try to move for the next two songs, and I’ll only take one ‘slow down’ break. I love this music, so that will help me keep going.” “If I am tired, it helps me if someone encourages me.” “I like trying to beat my record.”

A3. Safety



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p17

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., being aware of personal space, making sure their shoelaces are tied, warming up to prevent injury, taking turns when sharing equipment, avoiding overcrowding when using equipment both in class and on the playground, making sure straps are done up before pushing a wheelchair) [PS, IS]

Teacher prompt: "You and your partner are each going to be given a beanbag, a pylon, and a plastic hoop to make up your own game. How will you make sure that both of you have a chance to play safely?"

Student: "We will make sure that we have enough space around us so that we are not throwing near another group. We will take turns throwing."

Teacher prompt: "When you are skipping or hopping in the gym or classroom, what do you need to think about to move safely?"

Student: "I need to keep my head up and pay attention to the people and equipment around me so that I do not bump into anyone. I need to be able to stop in control when the teacher gives a signal."

2p18

A3.2 identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., wearing a properly fitting helmet to protect the head, avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [PS, CT]

Teacher prompt: "Before we go outside to be active, what do you need to have with you to be safe?"

Students: "I need to have my puffer in my pocket in case I need it for my breathing." "I need to have my medicine [epinephrine autoinjector] in my pouch in case I get stung by a bee."

B. Movement Competence: Skills, Concepts, and Strategies

Overall Expectations

2p19

B1. perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p20 B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

B1. Movement Skills and Concepts

2p21 B1.1 perform a variety of static balances with and without equipment (e.g., balance on the floor, on a line, on a bench; balance objects on different body parts), using different body parts at different levels and making different body shapes (e.g., low level – perform a V-sit: balance on buttocks with legs in the air, hold with muscles tight and legs together and arms either supporting the body or held at their sides; medium level – perform a standing scale: balance on one foot with the other leg stretched behind in the air, torso bent forward, and arms out parallel to the floor for balance; high level – perform a standing balance: using a walker for balance, lift one foot or one hand) [PS]

Teacher prompt: “Create an interesting balance, with your weight on one or two feet. Now create a balance with one body part touching the floor and another on a bench. How did you change your balance – by shifting your weight, changing your body position, changing the body parts your weight was on, or by using another method?”

Teacher prompt: “Show me three balances that you can hold steady for ten seconds without moving. Make one balance a low one close to the ground, one at a medium level, and one stretched to a high level. Now make three new balances at each level, using different body parts. What do you need to do to hold your body steady in each position?”

Student: “Squeezing my muscles tight, using bigger body parts, and keeping my eyes on one spot make it easier to balance. Balances where I have my arms and legs stretched out into a wide position are easier to hold steady than ones where I am balancing on one body part or in a narrow position. It is easier to balance in positions that are closer to the ground than ones where I am stretched up high.”



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p22

B1.2 demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet [PS]

Teacher prompt: “When you start a jump taking off from two feet, bend your knees and swing your arms forward to help push you forward and up. To land safely, think about putting your body into a position as if you were riding a bicycle. Keep your hands out, knees bent, and head up. While you land, think ‘toes-heels-knees-freeze’, which means that as you land you should touch the ground with your toes first and then your heels, then bend your knees to absorb the impact, and finally ‘stick’ the landing by holding your position in control.”

Teacher prompt: “When hopping on one foot, keep your head up and use your arms for balance. Practise hopping with each of your feet.”

2p23

B1.3 perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways (e.g., hop sideways across a line, gallop in a curved pathway around trees or objects, skip quickly using a rope, slide or wheel slowly in a zigzag pattern, move at different speeds in response to the beat of a drum, run quickly following a curving pathway, jog slowly backwards while checking over their shoulder) [PS]

Teacher prompt: “In how many different ways can you travel along the lines of the gym? Can you skip? Run? Hop? Use tiny steps or giant steps? Wheel forward and backwards? Go slowly? Go quickly? Go sideways? Jump over lines that cross the one you are travelling on? Can you walk or wheel at different speeds while balancing a beanbag on your head? In how many ways can you move the ribbon as you skip around the gym?”



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p24

B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., slide a beanbag across the floor to a partner; throw a beanbag or ball underhand, using two hands or their dominant hand, and catch it or have a partner catch it; throw a disc through an upright hula hoop; kick a utility ball to a partner; strike a beach ball, using their hands, knees, chest, or foot) [PS]

Teacher prompt: "Strike a ball with your hand so that your partner can catch it in the air. Now strike the ball with your hand so that it rolls along the ground to your partner. Now do the same using your feet. What do you do that is the same in all these cases? What changes when you send a different type of object?"

Student: "No matter how I send an object, it helps to face my partner and stretch my hand or foot towards my partner when I throw or kick, so that the object will travel in a straight line. That works for any kind of object, but bigger objects are easier to hit. Lighter objects move more slowly."

Teacher: "What part of your foot should you use to contact the ball if you want to kick it along the ground?"

Student: "I should use the side of my foot, not my toe."

2p25

B1.5 receive objects of different shapes and sizes at different levels and in various ways, using different body parts (e.g., stop a low bouncing ball with their hands or feet; catch or trap a beanbag that they or a partner toss, using two hands or their dominant hand)[PS, IS]

Teacher prompt: "In how many different ways can you stop a ball without using your hands? Can you stop it with your feet? Your thigh? Your chest? Your shin?"

Teacher prompt: "What do you do to make it easier to catch the ball?"

Student: "I keep my eyes on the ball the whole time it is coming to me."

B2. Movement Strategies



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p26

B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]

Teacher prompt: "What are some skills that you might use when you are playing ball with a partner? What do you need to do and watch for when you practise these skills? What changes in a bigger group?"

Student: "When I am playing with a ball with a partner, we can work on sending the ball in different ways – by kicking it, throwing it, striking it, or rolling it. We can also try to receive it in different ways – by catching it with our hands or stopping it with our feet. My partner and I need to stand close enough to each other that we can get the ball to each other. I need to make sure my partner sees that I am going to throw the ball before I throw it. We need to watch out for other pairs of students and make sure we don't get too close to them. If I'm in a bigger group, we need to make sure that everyone gets to throw the ball sometimes and that we're not too close together or too far apart."

Teacher prompt: "When you are sharing a scooter with your partner, how do you show that you are playing fair? What can you do to follow good playing etiquette?"

Student: "If we are sharing the scooter, we take turns so we both have about the same time with the scooter. When we are finished with the scooter, we show good etiquette by putting the scooter away where it belongs."

2p27

B2.2 apply a variety of simple tactics to increase their chances of success during physical activities (e.g., wheel their wheelchair or run into open space when playing tag games in order to more easily avoid being tagged; choose an object for a throwing activity that they think they can successfully throw and catch multiple times – a cloth ball, a utility ball, a tennis ball, a beanbag; use adapted or specialized equipment, such as a ball with a bell inside that can provide an auditory cue) [PS, CT]

Teacher prompt: "When you choose an object to throw and catch, what do you think about to make a choice that is good for you?"

Students: "Catching is hard for me, so I picked a bigger ball." "I picked a bouncy ball because I like running fast to get it if I drop it." "I can't see very well, so I chose a ball with a bell inside. Hearing the bell lets me know where the ball is." "I use a walker and have a hard time moving around, so I picked a beanbag that won't roll away if I drop it." "I picked a stuffed animal to catch because it is fun, and I can practise with my own stuffed animals at home. It is also really easy to catch because it is soft."



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

C. Healthy Living

Overall Expectations

2p28	C1. demonstrate an understanding of factors that contribute to healthy development;
2p29	C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
2p30	C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
2p31	(Growth and Development 1998) describe parts of the human body, the functions of these parts, and behaviours that contribute to good health.

C1. Understanding Health Concepts

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p32

Personal Safety and Injury Prevention C1.1 demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands) and outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals) [PS]
 Teacher prompt: “What are some things you should do to stay safe when you are at home, outside, or riding on the school bus?”
 Students: “At home, you should make sure that an adult always knows where you are when you’re playing outside. You should not touch any household product that has a symbol on it that means danger or poison. You should have a plan and know what to do in an emergency.” “When you’re outside, you should wear a hat to protect you from the sun and a helmet when you’re riding your bike.” “You should sit facing the front of the school bus, and always cross the road in front of the bus when you get off. Don’t get so close to the bus that you can touch it. Get help from the driver or another adult if you drop something in the ‘danger zone’ – the area around the bus where the driver can’t see you.” “If you have a nut allergy, tell your friends and their parents about it when you’re playing at their house. Make sure your snacks do not have nuts, and always carry an autoinjector.” “If you want to come up to an animal or touch it, you have to ask permission from an adult and learn how to do it safely.”

2p33

Personal Safety and Injury Prevention C1.2 identify common food allergies and sensitivities (e.g., to peanuts, tree nuts, milk, eggs, fish) and the reactions they might cause (e.g., swelling, skin rash, difficulty breathing, abdominal cramps, vomiting, diarrhea, coma, death)
 Teacher prompt: “Anaphylaxis is a serious allergic reaction that can be life threatening. Food is the most common cause of anaphylaxis, but insect stings, medicine, latex, or exercise can also cause a reaction. What is the reason for our school policy that asks students not to bring nut products to school?”
 Student: “A lot of people have allergies to nuts. If you have a nut allergy, you can have a very dangerous reaction if you eat or come into contact with nuts or something that is made with nuts.”

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p34

Substance Use, Addictions, and Related Behaviours C1.3 describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines

Teacher prompt: "Prescription medicines, such as penicillin and other antibiotics, are prescribed by a doctor and are available only at a pharmacy. How can you recognize a prescription medicine?"

Student: "On the label of the bottle, it has the name of the patient, instructions for using the medicine, and a prescription number."

Teacher: "How are commonly used non-prescription medicines and health care supplements – for example, cough syrup; vitamins; herbal, homeopathic, and naturopathic remedies; and First Nation, Métis, and Inuit traditional medicines – different from prescription medicines?"

Student: "You don't need a prescription from a doctor to get them. You can get them in places like health food stores and not just in pharmacies. Traditional First Nation, Métis, and Inuit medicines are usually made from things like plants that grow in the forest."

Teacher: "What should we do to ensure that medicines are used safely and correctly?"

Student: "You should only take medicine that an adult who is caring for you gives you. You should never share prescription medicines. All instructions, like how much you should take and when you should take it, for all medicines should be followed carefully."

C2. Making Healthy Choices

2p35

Healthy Eating C2.1 use Canada's Food Guide to assess the nutritional value of meals (e.g., in terms of food groups and number and size of servings), and identify food and beverage choices that enhance healthy growth and development

Teacher prompt: "Here is a picture of a school lunch. What food groups do you see in this lunch? Is this a healthy lunch? What might make it healthier?"

Student: "A healthy lunch has foods from different parts of the food guide. This lunch has rice from the grain products group, a piece of chicken from the meat and alternatives group, and carrots from the vegetables and fruit group. There are cookies for dessert. This is a healthy lunch. If there were also a piece of fruit, or yogurt from the milk and alternatives group, it would be even healthier."

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p36

Healthy Eating C2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (e.g., the food that's available in the home; the food that's available when eating out; energy needed at different times of day; allergies; food guidelines associated with medical conditions such as diabetes or celiac disease; food safety related to food preparation, storage, handling, and cleanliness) [CT]
 Teacher prompt: "What are some things to consider when choosing a snack?"

Student: "A snack should give me energy and it should be safe and easy to eat. Snacks with less sugar – like fruit and vegetables – are better for my teeth. Also, some foods need to be kept cold to be safe to eat."

Teacher: "What can you do if you are going to be somewhere where there are only a few healthy choices or none at all?"

Student: "I should try to make the healthiest choice I can, like having a salad instead of fries at a fast-food restaurant. Or I can go ahead and eat what is available, as long as I don't do it regularly or too often. If I'm not too hungry, I can wait to eat something healthier later. I can try to bring a healthy snack from home next time, or if my school has a healthy snack program, I can have a snack at school."



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p37

Personal Safety and Injury Prevention C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (e.g., speaking confidently; stating boundaries; saying no; reporting exploitive behaviours, such as improper touching of their bodies or others' bodies [PS, IS])

Teacher prompt: "What can standing up for yourself look like?"

Student: "You can hold your head up high, make eye contact, and speak strongly." Teacher: "In some cultures, making eye contact is considered disrespectful. What can you do then?"

Student: "You can stand up for yourself in other ways, by saying no in a polite but firm way, and not doing anything that makes you uncomfortable. You can also try to stay away from people or places where there may be trouble."

Teacher: "Why is standing up for yourself important in a friendship?"

Student: "It helps you when you can say what you think or what you need. Friends should listen to each other and show respect. For example, if someone teases me about my allergy to nuts, I can tell them to stop and let them know that contact with nuts could make me stop breathing."

Teacher: "If someone does something that you do not like, touches you in an inappropriate way, or asks to touch you in a way that makes you feel uncomfortable or confused, how can you stand up for yourself?"

Student: "I can say no and move away. My body is mine. I can tell someone – like a parent, a teacher, an elder, a doctor – that I need help. I can keep telling until I get help."

C3. Making Connections for Healthy Living



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 2

2p38

Personal Safety and Injury Prevention C3.1 describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including name calling, insults, and mocking; deliberately ignoring someone; physical violence, including pushing, kicking, and hitting) [IS]

Teacher prompt: "What does being a good friend look like? How can you show that you're a friend while working in groups?"

Student: "I can make sure to include everyone, be nice to anyone who wants to be my partner, share toys and equipment, be encouraging, keep my hands to myself, and speak nicely."

Teacher: "Calling someone a name or leaving them out of a group because of how they learn, speak, or look are examples of abusing or mistreating someone with your words or behaviour. What could you do if you saw someone doing something like this?"

Student: "I could tell the person to stop, or get help from an adult, or be friendly to the person who is being treated badly."

Teacher prompt: "Getting help for someone or telling can be a positive or helpful thing. Tattling on someone can be harmful. What is the difference between telling and tattling?"

Student: "When you tattle, you are telling to get someone into trouble. When you are telling, you are telling to get someone out of trouble."

2p39

Substance Use, Addictions, and Related Behaviours C3.2 describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems (e.g., getting more sleep to help get rid of a cold; getting more fresh air and physical activity to relieve headaches; eating healthier meals as recommended in Canada's Food Guide; using natural healing practices) [CT]

2p40

(Growth and Development 1998) distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender);

2p41

(Growth and Development 1998) describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating);

2p42

(Growth and Development 1998) identify the five senses and describe how each functions;



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

Oral Communication

Overall Expectations

- 2e1** 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 2e2** 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 2e3** 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

1. Listening to Understand

- 2e4** Purpose 1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction (e.g., to acquire information from a presentation by a guest speaker; to exchange ideas in a small-group discussion; to enjoy and understand poetry)
- 2e5** Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what _____ said about _____). Teacher prompt: "When First Nations peoples use a talking stick,* a person speaks only when holding the talking stick, while the rest of the group listens. Today we are going to speak and listen in a similar way."
- 2e6** Comprehension Strategies 1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., listen for key words and phrases that signal important ideas; retell an oral text to a partner after a presentation; ask appropriate questions in order to make predictions about an oral text)



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e7 Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner's reflections after a think-pair-share activity; identify the important ideas in a group presentation; carry on a sustained conversation on a topic)

2e8 Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text. Teacher prompt: "You predicted _____. What clues from the oral text did you use to figure that out?"

2e9 Extending Understanding 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)

2e10 Analysing Texts 1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction (e.g., phrases such as I think...I feel... indicate an opinion rather than strictly factual information)

2e11 Point of View 1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view (e.g., people, events, and details are viewed differently by different people). Teacher prompts: "Does who is talking affect the way the information is presented or the way the story is told?" "How do you know what the speaker's feelings about the topic are? How does that affect you as a listener?" "How might the text change if [character X] were speaking instead?"

2e12 Presentation Strategies 1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of facial expressions helps the listener understand what is being said). Teacher prompts: "How does looking at the expression on a speaker's face help you to understand what is being said?" "Does the look on the speaker's face in some way change the meaning of the actual words being spoken?"



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2. Speaking to Communicate

2e13 Purpose 2.1 identify a variety of purposes for speaking (e.g., to entertain the class; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to give directions to a partner in a shared activity; to explain to a small group the method used to solve a problem; to share ideas or information in large and small groups)

2e14 Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., make connections to what other group members have said; demonstrate an understanding of when to speak, when to listen, and how much to say)

2e15 Clarity and Coherence 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns (e.g., give an oral account of a current event using the five W's to organize the information; restate the main facts from a simple informational text in correct sequence)

2e16 Appropriate Language 2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience (e.g., use descriptive adjectives and adverbs to create vivid images for their audience)

2e17 Vocal Skills and Strategies 2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., adjust volume to suit the purpose for speaking and the size and type of audience)

2e18 Non-Verbal Cues 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

2e19 Visual Aids 2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations (e.g., use a family photograph as part of an oral recount of an event; use a story map to retell a story)

3. Reflecting on Oral Communication Skills and Strategies



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e20 Metacognition 3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking. Teacher prompts: “What questions can you ask yourself while listening to be sure that you understand what you hear?” “What can you do after listening to check that you have understood?” “How do you get ready to speak?” “While you are speaking, how do you check whether you are keeping the attention of your audience?”

2e21 Interconnected Skills 3.2 identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills. Teacher prompts: “How does listening make you a better speaker?” “How does viewing texts help you when you are listening?”

Reading

Overall Expectations

2e22 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2e23 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

2e24 3. use knowledge of words and cueing systems to read fluently;

2e25 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

1. Reading for Meaning



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e26 Variety of Texts 1.1 read some different literary texts (e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language), graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts (e.g., “How to” books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries)

2e27 Purpose 1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information)

2e28 Comprehension Strategies 1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts (e.g., activate prior knowledge to ask questions or make predictions about the topic or story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember)

2e29 Demonstrating Understanding 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (e.g., retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence)

2e30 Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them. Teacher prompts: “How did Carmen’s actions help us to know how she was feeling in the story?” “The text describes what articles of clothing the character is wearing. How does that information help us predict what the weather conditions might be?”

2e31 Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. Teacher prompts: “How is this story like the one we read last week?” “How is our school like the one we are reading about?”



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e32 Analysing Texts 1.7 identify the main idea and some additional elements of texts (e.g., narrative: characters, setting, problem, solution, events/episodes, resolution; procedure: goal, materials, method). Teacher prompts: “What main idea do these two stories share?” “What elements did the author include to make the recipe interesting and still easy to follow?”

2e33 Responding to and Evaluating Texts 1.8 express personal thoughts and feelings about what has been read (e.g., by using visual art or music to communicate their reaction). Teacher prompts: “Why do you think what happened to the character was fair/not fair?” “How might you express your feelings about what happened to this character?”

2e34 Point of View 1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives (e.g., develop a narrative or role play to present a story from the point of view of one or two minor characters). Teacher prompts: “What do you think the author wants the reader to think?” “How might a different character tell this story?”

2. Understanding Form and Style

2e35 Text Forms 2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale (e.g., plot, characters, setting), graphic texts such as a primary dictionary (e.g., words listed in alphabetical order, simple definitions accompanied by picture clues or diagrams), and informational texts such as a “How to” book (e.g., materials listed in order of use, numbered steps, labels, diagrams)

2e36 Text Patterns 2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., numbered steps help the reader follow a procedure or set of instructions correctly)

2e37 Text Features 2.3 identify some text features and explain how they help readers understand texts (e.g., table of contents, index, chart, illustrations, pictures, diagrams, icons). Teacher prompt: “How does the diagram help you understand the explanation?”



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e38 Elements of Style 2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., descriptive adjectives help the reader visualize a setting; alliteration helps make ideas or characters stand out: red red robin)

3. Reading With Fluency

2e39 Reading Familiar Words 3.1 automatically read and understand many high–frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on charts or posters; in shared–, guided–, and independent-reading texts; in shared– and interactive-w

2e40 Reading Unfamiliar Words 3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including:semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);syntactic (language structure) cues (e.g., word order, language patterns, punctuation);graphophonic (phonological and graphic) cues (e.g., letter clusters within words; onset and rime; common spelling patterns; words within words; visual features of words such as shape or size). Teacher prompt (for cross–checking of cues): “The word does have the same beginning sound (bright and brought) but does it make sense in this sentence?”

2e41 Reading Fluently 3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience (e.g., make oral reading sound like spoken language, with the appropriate pauses, stops, and starts indicated by the punctuation). Teacher prompt: “Can you make your reading sound just as if you are talking?”

4. Reflecting on Reading Skills and Strategies

2e42 Metacognition 4.1 identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading. Teacher prompts: “What questions do you ask yourself to check and see whether you understand what you are reading? What do you do if you don't understand?” “When you come to a word or phrase you don't know, what strategies do you use to solve it? How do you check to see if you were right?”



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e43 Interconnected Skills 4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., reading a text independently is easier after discussing the topic with a partner and/or talking about it in a group). Teacher prompt: “How do discussions before reading help you get ready to read about new topics?”

Writing

Overall Expectations

2e44 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

2e45 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

2e46 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

2e47 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

1. Developing and Organizing Content

2e48 Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing (e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie). Teacher prompts: “What is your writing about?” “Why are you writing?” “Whom are you writing for?”

2e49 Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., formulate and ask questions such as the five W's [who, what, when, where, why] to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with a partner)



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e50 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 read-alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts)

2e51 Classifying Ideas 1.4 sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using simple graphic organizers such as webs or a Venn diagram)

2e52 Organizing Ideas 1.5 identify and order main ideas and supporting details, using graphic organizers (e.g., a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally) and organizational patterns (e.g., problemsolution, chronological order)

2e53 Review 1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary (e.g., use a graphic organizer to explain their material to a classmate and ask for feedback to identify gaps)

2. Using Knowledge of Form and Style in Writing

2e54 Form 2.1 write short texts using several simple forms (e.g., a friendly letter; a factual recount of a scientific or mathematical investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or an extension of a familiar story, modelled on stories read; their own variation on a patterned poem; an advertisement for a toy)

2e55 Voice 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience (e.g., words that convey admiration for a character: a cool person)

2e56 Word Choice 2.3 use familiar words and phrases to communicate relevant details (e.g., a sequence of adjectives: The big, brown bear...)

2e57 Sentence Fluency 2.4 use a variety of sentence types (e.g., questions, statements, exclamations)



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e58 Point of View 2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic. Teacher prompt: “How do you feel about this topic? How do you think other people – such as children from a different country or grandparents – might feel about this topic? How will you share these feelings in your writing?”

2e59 Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice. Teacher prompts: “Do you have enough information to support your ideas?” “Are there any other words that you could use to create a better word picture for your audience?”

2e60 Revision 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences to present information in a more logical sequence; adding linking words to connect ideas; replacing general words with concrete, specific words/phrases). Teacher prompt: “What linking words could you use to connect two ideas?” “What words could you add to create a more vivid picture for the reader?”

2e61 Producing Drafts 2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

2e62 Spelling Familiar Words 3.1 spell many high–frequency words correctly (e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared–, guided–, and independent–reading texts)

2e63 Spelling Unfamiliar Words 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound–symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., spell words out loud; segment words into clusters of letters to hear onset and rime; sort words by common sound patterns and/or letter sequences; link letters to words: You hear with your ear; follow rules for adding endings to base words when the spelling doesn’t change; use word meanings to help spell simple contractions and homophones: bear/bare)



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e64 Vocabulary 3.3 confirm spellings and word meanings or word choice using a few different types of resources (e.g., locate words in alphabetical order by using first and second letters in a primary dictionary, on a word wall, or in an online picture dictionary)

2e65 Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks

2e66 Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words (e.g., and, but); simple prepositions of place and time (e.g., under, with, before, after)

2e67 Proofreading 3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference (e.g., Does each sentence make sense? Are the ideas and information presented in a logical order? Does each sentence begin with a capital letter and end with a period, question mark, or exclamation mark? What resources can I use to check the spelling of a word if it doesn't look right?)

2e68 Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout (e.g., use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration)

2e69 Producing Finished Works 3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

4. Reflecting on Writing Skills and Strategies

2e70 Metacognition 4.1 identify some strategies they found helpful before, during, and after writing (e.g., use a writer's notebook to record ideas for writing, new and interesting words, graphic organizers that could be used again). Teacher prompts: "How do you generate your ideas for writing?" "What helps you to get organized for writing?"



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e71 Interconnected Skills 4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers. Teacher prompts: “How does your conventions notebook help you as a writer?” “How does listening to stories help you when you are writing?” “How might the television programs you watch help you as a writer?”

2e72 Portfolio 4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

Media Literacy

Overall Expectations

2e73 1. demonstrate an understanding of a variety of media texts;

2e74 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

2e75 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

2e76 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

1. Understanding Media Texts

2e77 Purpose and Audience 1.1 identify the purpose and intended audience of some simple media texts (e.g., this television commercial is designed to sell breakfast cereal to parents or soft drinks to children or teens; this picture book of nature stories is aimed at children who are interested in animals). Teacher prompts: “Who would enjoy this?” “Who would learn from this?”



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e78 Making Inferences/Interpreting Messages 1.2 identify overt and implied messages in simple media texts (e.g., overt message of an advertisement for shoes: Great athletes wear these shoes; implied message: If you want to be like these athletes, buy these shoes; overt message on a billboard advertising brand-name clothing: These attractive people wear this brand of clothing; implied messages: Wearing this brand of clothing will make you attractive too; clothing makes the person; overt message in a superhero cartoon: The hero is a tall, strong man; implied message: Tall, strong men are like heroes). Teacher prompt: “What is this advertisement telling us? Do you believe its messages?” “What do the heroes and villains look like in the cartoons you watch? What does this suggest?”

2e79 Responding to and Evaluating Texts 1.3 express personal thoughts and feelings about simple media works and explain their responses (e.g., explain why a particular DVD/video or licensed character toy or game is more or less appealing to them than another, similar product). Teacher prompt: “Tell me three things that make this game more fun to play than that one. Do you think both girls and boys would like both of these games?”

2e80 Audience Responses 1.4 describe how different audiences might respond to specific media texts. Teacher prompt: “Who do you think is the main audience for Saturday morning cartoons? Do your parents watch them? Who watches sporting events on television in your or your friends’ families? Who seems most interested in car advertisements? Do you think some of these things are interesting to various groups of people?”

2e81 Point of View 1.5 identify, initially with support and direction, whose point of view (e.g., that of the hero, the villain, the narrator) is presented in a simple media text and suggest how the text might change if a different point of view were used. Teacher prompt: “Who is telling this story? How would the story be different if another character were telling the story?”

2e82 Production Perspectives 1.6 identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced (e.g., film production companies produce movies to entertain audiences and to make money; companies produce advertisements to persuade consumers to buy their products). Teacher prompt: “How do we know who produces the T-shirts with logos or slogans that we wear, or the dolls we like to play with?”



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2. Understanding Media Forms, Conventions, and Techniques

2e83 Form 2.1 identify some of the elements and characteristics of selected media forms (e.g., a television commercial uses speech, sound effects, and moving images to sell a product or service; a print advertisement uses words and pictures to sell a product or service; in a television news broadcast, an anchor and reporters report information about events that have actually happened, and use film or video clips from real locations around the world to illustrate those events)

2e84 Conventions and Techniques 2.2 identify the conventions and techniques used in some familiar media forms (e.g., cartoons use animation and sound to make fantasy characters seem real; cereal boxes use bright, strong colours, bold type, and inviting pictures of servings of the cereal to attract customers' attention). Teacher prompt: "What do you notice about the colours, images, and print on the cereal boxes? How might the message be different if the colours or images were changed?"

3. Creating Media Texts

2e85 Purpose and Audience 3.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., an advertisement to interest both boys and girls in buying an action toy)

2e86 Form 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g., a photo essay or collage to commemorate a class event or celebration). Teacher prompt: "Would a photo essay or a collage tell the story best? How else could we keep a record of the event?"

2e87 Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a book cover with appropriate lettering for the title and author's name and a cover illustration depicting a scene or artefact from the story; sound effects or a soundtrack for a dramatization of a poem)



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 2

2e88 Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,
 an advertisement for a healthy snack food;
 a board game based on the plot and characters of a favourite book or television show;
 a sequence of pictures and/or photographs telling the story of a class event or celebration;
 a story illustrated with diagrams and digital images;
 a weather report with illustrations and captions;
 a selection of background music and sound effects to accompany a picture book that will be read aloud to the class;
 a role play of an interview between a reporter and a fictional character in a movie)

4. Reflecting on Media Literacy Skills and Strategies

2e89 Metacognition 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts. Teacher prompt: "How did choosing music to go with the story help you understand the story or poem better? Would you choose to do this again? Why? Why not?"

2e90 Interconnected Skills 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts. Teacher prompt: "Think about your project. How many different language skills did you use?"



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

Mathematical Process Expectations

Problem Solving

2m1 apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.

Reasoning And Proving

2m2 apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others).

Reflecting

2m3 demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct).

Selecting Tools and Computational Strategies

2m4 select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems.

Connecting

2m5 make connections among simple mathematical concepts and procedures, and relate mathematical ideas to situations drawn from everyday contexts.

Representing

2m6 create basic representations of simple mathematical ideas (e.g., using concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; invented symbols), make connections among them, and apply them to solve problems.



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

Communicating

2m7 communicate mathematical thinking orally, visually, and in writing, using everyday language, a developing mathematical vocabulary, and a variety of representations.

Number Sense and Numeration

Overall Expectations

2m8 read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢;

2m9 demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points;

2m10 solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.

Quantity Relationships

2m11 represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools (e.g., ten frames, base ten materials, coin manipulatives, number lines, hundreds charts and hundreds carpets);

2m12 read and print in words whole numbers to twenty, using meaningful contexts (e.g., storybooks, posters, signs);

2m13 compose and decompose two-digit numbers in a variety of ways, using concrete materials (e.g., place 42 counters on ten frames to show 4 tens and 2 ones; compose 37¢ using one quarter, one dime, and two pennies) (Sample problem: Use base ten blocks to show 60 in different ways.);



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

2m14 determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer (e.g., use counters on ten frames to determine that 47 is closer to 50 than to 40);

2m15 determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts (e.g., a paper plate divided into fourths has larger parts than a paper plate divided into eighths) (Sample problem: Use paper squares to show which is bigger, one half of a square or one fourth of a square.);

2m16 regroup fractional parts into wholes, using concrete materials (e.g., combine nine fourths to form two wholes and one fourth);

2m17 compare fractions using concrete materials, without using standard fractional notation (e.g., use fraction pieces to show that three fourths are bigger than one half, but smaller than one whole);

2m18 estimate, count, and represent (using the ϕ symbol) the value of a collection of coins with a maximum value of one dollar.

Counting

2m19 count forward by 1's, 2's, 5's, 10's, and 25's to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 (e.g., count by 5's from 15; count by 25's from 125);

2m20 count backwards by 1's from 50 and any number less than 50, and count backwards by 10's from 100 and any number less than 100, using number lines and hundreds charts (Sample problem: Count backwards from 87 on a hundreds carpet, and describe any patterns you see.);

2m21 locate whole numbers to 100 on a number line and on a partial number line (e.g., locate 37 on a partial number line that goes from 34 to 41).

Operational Sense



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

2m22 solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies (e.g., "To add 6 + 8, I could double 6 and get 12 and then add 2 more to get 14.");

2m23 describe relationships between quantities by using whole-number addition and subtraction (e.g., "If you ate 7 grapes and I ate 12 grapes, I can say that I ate 5 more grapes than you did, or you ate 5 fewer grapes than I did.");

2m24 represent and explain, through investigation using concrete materials and drawings, multiplication as the combining of equal groups (e.g., use counters to show that 3 groups of 2 is equal to 2 + 2 + 2 and to 3 x 2);

2m25 represent and explain, through investigation using concrete materials and drawings, division as the sharing of a quantity equally (e.g., "I can share 12 carrot sticks equally among 4 friends by giving each person 3 carrot sticks.");

2m26 solve problems involving the addition and subtraction of two-digit numbers, with and without regrouping, using concrete materials (e.g., base ten materials, counters), student-generated algorithms, and standard algorithms;

2m27 add and subtract money amounts to 100¢, using a variety of tools (e.g., concrete materials, drawings) and strategies (e.g., counting on, estimating, representing using symbols).

Measurement

Overall Expectations

2m28 estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units;

2m29 compare, describe, and order objects, using attributes measured in non-standard units and standard units.

Attributes, Units, and Measurement Sense



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

2m30 choose benchmarks in this case, personal referents for a centimetre and a metre (e.g., "My little finger is about as wide as one centimetre. A really big step is about one metre.") to help them perform measurement tasks;

2m31 estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units;

2m32 record and represent measurements of length, height, and distance in a variety of ways (e.g., written, pictorial, concrete) (Sample problem: Investigate how the steepness of a ramp affects the distance an object travels. Use cash-register tape for recording distances.);

2m33 select and justify the choice of a standard unit (i.e., centimetre or metre) or a nonstandard unit to measure length (e.g., "I needed a fast way to check that the two teams would race the same distance, so I used paces.");

2m34 estimate, measure, and record the distance around objects, using non-standard units (Sample problem: Measure around several different doll beds using string, to see which bed is the longest around.);

2m35 estimate, measure, and record area, through investigation using a variety of non-standard units (e.g., determine the number of yellow pattern blocks it takes to cover an outlined shape) (Sample problem: Cover your desk with index cards in more than one way. See if the number of index cards needed stays the same each time.);

2m36 estimate, measure, and record the capacity and/or mass of an object, using a variety of non-standard units (e.g., "I used the pan balance and found that the stapler has the same mass as my pencil case.");

2m37 tell and write time to the quarter-hour, using demonstration digital and analogue clocks (e.g., "My clock shows the time recess will start [10:00], and my friend's clock shows the time recess will end [10:15].");

2m38 construct tools for measuring time intervals in non-standard units (e.g., a particular bottle of water takes about five seconds to empty);



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

2m39 describe how changes in temperature affect everyday experiences (e.g., the choice of clothing to wear);

2m40 use a standard thermometer to determine whether temperature is rising or falling (e.g., the temperature of water, air).

Measurement Relationships

2m41 describe, through investigation, the relationship between the size of a unit of area and the number of units needed to cover a surface (Sample problem: Compare the numbers of hexagon pattern blocks and triangle pattern blocks needed to cover the same book.);

2m42 compare and order a collection of objects by mass and/or capacity, using non-standard units (e.g., "The coffee can holds more sand than the soup can, but the same amount as the small pail.");

2m43 determine, through investigation, the relationship between days and weeks and between months and years.

Geometry and Spatial Sense

Overall Expectations

2m44 identify two-dimensional shapes and three-dimensional figures and sort and classify them by their geometric properties;

2m45 compose and decompose two-dimensional shapes and three-dimensional figures;

2m46 describe and represent the relative locations of objects, and represent objects on a map.



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

Geometric Properties

- 2m47** distinguish between the attributes of an object that are geometric properties (e.g., number of sides, number of faces) and the attributes that are not geometric properties (e.g., colour, size, texture), using a variety of tools (e.g., attribute blocks, geometric solids, connecting cubes);
- 2m48** identify and describe various polygons (i.e., triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort and classify them by their geometric properties (i.e., number of sides or number of vertices), using concrete materials and pictorial representations (e.g., "I put all the figures with five or more vertices in one group, and all the figures with fewer than five vertices in another group.");
- 2m49** identify and describe various three-dimensional figures (i.e., cubes, prisms, pyramids) and sort and classify them by their geometric properties (i.e., number and shape of faces), using concrete materials (e.g., "I separated the figures that have square faces from the ones that don't.");
- 2m50** create models and skeletons of prisms and pyramids, using concrete materials (e.g., cardboard; straws and modelling clay), and describe their geometric properties (i.e., number and shape of faces, number of edges);
- 2m51** locate the line of symmetry in a two-dimensional shape (e.g., by paper folding; by using a Mira).

Geometric Relationships

- 2m52** compose and describe pictures, designs, and patterns by combining two-dimensional shapes (e.g., "I made a picture of a flower from one hexagon and six equilateral triangles.");
- 2m53** compose and decompose two-dimensional shapes (Sample problem: Use Power Polygons to show if you can compose a rectangle from two triangles of different sizes.);



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

2m54 cover an outline puzzle with two-dimensional shapes in more than one way;

2m55 build a structure using three-dimensional figures, and describe the two-dimensional shapes and three-dimensional figures in the structure (e.g., "I used a box that looks like a triangular prism to build the roof of my house.").

Location and Movement

2m56 describe the relative locations (e.g., beside, two steps to the right of) and the movements of objects on a map (e.g., "The path shows that he walked around the desk, down the aisle, and over to the window.");

2m57 draw simple maps of familiar settings, and describe the relative locations of objects on the maps (Sample problem: Draw a map of the classroom, showing the locations of the different pieces of furniture.);

2m58 create and describe symmetrical designs using a variety of tools (e.g., pattern blocks, tangrams, paper and pencil).

Patterning and Algebra

Overall Expectations

2m59 identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns;

2m60 demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18.

Patterns and Relationships



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

2m61 identify and describe, through investigation, growing patterns and shrinking patterns generated by the repeated addition or subtraction of 1's, 2's, 5's, 10's, and 25's on a number line and on a hundreds chart (e.g., the numbers 90, 80, 70, 60, 50, 40, 30, 20, 10 are in a straight line on a hundreds chart);

2m62 identify, describe, and create, through investigation, growing patterns and shrinking patterns involving addition and subtraction, with and without the use of calculators (e.g., $3 + 1 = 4$, $3 + 2 = 5$, $3 + 3 = 6$, ...);

2m63 identify repeating, growing, and shrinking patterns found in real-life contexts (e.g., a geometric pattern on wallpaper, a rhythm pattern in music, a number pattern when counting dimes);

2m64 represent a given growing or shrinking pattern in a variety of ways (e.g., using pictures, actions, colours, sounds, numbers, letters, number lines, bar graphs) (Sample problem: Show the letter pattern A, AA, AAA, AAAA, ... by clapping or hopping.);

2m65 create growing or shrinking patterns (Sample problem: Create a shrinking pattern using cut-outs of pennies and/or nickels, starting with 20 cents.);

2m66 create a repeating pattern by combining two attributes (e.g., colour and shape; colour and size) (Sample problem: Use attribute blocks to make a train that shows a repeating pattern involving two attributes.);

2m67 demonstrate, through investigation, an understanding that a pattern results from repeating an operation (e.g., addition, subtraction) or making a repeated change to an attribute (e.g., colour, orientation).

Expressions and Equality

2m68 demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials (e.g., starting with 9 tiles and adding 6 more tiles gives the same result as starting with 10 tiles and adding 5 more tiles);



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

2m69 represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign (e.g., "I can break a train of 10 cubes into 4 cubes and 6 cubes. I can also break 10 cubes into 7 cubes and 3 cubes. This means $4 + 6 = 7 + 3$.");

2m70 determine the missing number in equations involving addition and subtraction to 18, using a variety of tools and strategies (e.g., modelling with concrete materials, using guess and check with and without the aid of a calculator) (Sample problem: Use counters to determine the missing number in the equation $6 + 7 = _ + 5$.);

2m71 identify, through investigation, and use the commutative property of addition (e.g., create a train of 10 cubes by joining 4 red cubes to 6 blue cubes, or by joining 6 blue cubes to 4 red cubes) to facilitate computation with whole numbers (e.g., "I know that $9 + 8 + 1 = 9 + 1 + 8$. Adding becomes easier because that gives $10 + 8 = 18$.");

2m72 identify, through investigation, the properties of zero in addition and subtraction (i.e., when you add zero to a number, the number does not change; when you subtract zero from a number, the number does not change).

Data Management and Probability

Overall Expectations

2m73 collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed;

2m74 read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers;

2m75 describe probability in everyday situations and simple games.

Collection and Organization of Data



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

2m76 demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously (e.g., sort attribute blocks by colour and shape at the same time);

2m77 gather data to answer a question, using a simple survey with a limited number of responses (e.g., What is your favourite season?; How many letters are in your first name?);

2m78 collect and organize primary data (e.g., data collected by the class) that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed (Sample problem: Record the number of times that specific words are used in a simple rhyme or poem.).

Data Relationships

2m79 read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), and describe the data using mathematical language (e.g., "Our bar graph shows that 4 more students walk to school than take the bus.");

2m80 pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts (e.g., Which is the least favourite season?);

2m81 distinguish between numbers that represent data values (e.g., "I have 4 people in my family.") and numbers that represent the frequency of an event (e.g., "There are 10 children in my class who have 4 people in their family.");

2m82 demonstrate an understanding of data displayed in a graph (e.g., by telling a story, by drawing a picture), by comparing different parts of the data and by making statements about the data as a whole (e.g., "I looked at the graph that shows how many students were absent each month. More students were away in January than in September.").

Probability



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 2

2m83 describe probability as a measure of the likelihood that an event will occur, using mathematical language (i.e., impossible, unlikely, less likely, equally likely, more likely, certain) (e.g., "If I take a new shoe out of a box without looking, it's equally likely that I will pick the left shoe or the right shoe.");

2m84 describe the probability that an event will occur (e.g., getting heads when tossing a coin, landing on red when spinning a spinner), through investigation with simple games and probability experiments and using mathematical language (e.g., "I tossed 2 coins at the same time, to see how often I would get 2 heads. I found that getting a head and a tail was more likely than getting 2 heads.") (Sample problem: Describe the probability of spinning red when you spin a spinner that has one half shaded yellow, one fourth shaded blue, and one fourth shaded red. Experiment with the spinner to see if the results are what you expected.).



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 2

Oral Communication, Reading, and Writing

Overall Expectations

2n1 communicate in simple contexts using basic vocabulary and simple phrases;

2n2 demonstrate an understanding of simple spoken language, using both verbal and non-verbal cues;

2n3 demonstrate a basic understanding of vocabulary and language structures appropriate for this grade;

2n4 demonstrate an understanding of the writing system used in the program;

2n5 read simple words and phrases in the writing system used in the program;

2n6 write simple words and phrases in the writing system used in the program;

2n7 demonstrate an appreciation and understanding of aspects of the Native culture under study. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Oral Communication

2n8 communicate in simple contexts using basic vocabulary and simple phrases(e.g., this is my book);



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 2

2n9 participate in structured oral language activities appropriate for the grade (e.g., describe actions using simple phrases I walk, I run);

2n10 respond appropriately to simple questions using simple phrases (e.g., it's mine);

2n11 demonstrate an understanding of simple oral messages using both verbal and non-verbal cues (e.g., tone of voice, facial expression, gestures).

Reading

2n12 demonstrate an understanding of the writing system used in the program;

2n13 read words and simple phrases, using the alphabet or syllabics chart, pictures, and other visual aids;

2n14 participate in structured reading activities appropriate for the grade (e.g., match letters of the alphabet or syllabic characters to words, match simple phrases to pictures);

2n15 use visual cues (e.g., pictures, illustrations) to determine the meaning of simple phrases;

2n16 recognize words and language structures that have been introduced orally;

2n17 read simple phrases aloud using pictures.



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 2

Writing

- 2n18** demonstrate an understanding of the writing system used in the program;
- 2n19** write simple words and phrases using the alphabet or syllabics chart;
- 2n20** participate in structured writing activities appropriate for the grade (e.g., write simple phrases that include familiar vocabulary);
- 2n21** spell simple words and phrases correctly, using available resources (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists, community members);
- 2n22** demonstrate an understanding of simple phrases by creating lists of simple phrases around a familiar topic or idea (e.g., phrases that describe an action I eat, I walk). around a familiar topic or idea (e.g., phrases that describe an action I eat, I walk).

Grammar, Language Conventions, and Vocabulary

Language elements: nouns and pronouns

- 2n23** pronoun as subject plural form (e.g., we, you);
- 2n24** demonstrative pronouns plural form (e.g., these, those);
- 2n25** demonstratives with nouns plural form (e.g., these houses, those boats);



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 2

2n26 possessive pronoun singular and plural forms (e.g., it's mine, it's theirs);

2n27 formation of the plural of nouns through the addition of affixes (e.g., hats, coats).

Language elements: verbs

2n28 present tense of verbs with a second-person singular pronoun (e.g., you are eating);

2n29 verbs used to express possession (e.g., I have a pencil, I have a toy).

Language elements: interrogative constructions

2n30 question words with new vocabulary (e.g., why, at what time, when).

Language elements: negative constructions

2n31 formation of the negative in simple phrases (e.g., it is not raining).

Vocabulary

2n32 words used to describe gradations of colour (e.g., pink, grey, light blue, dark blue);



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 2

2n33 numbers from 101 to 1000; numbers to 1000 by 100's;

2n34 words associated with the weather, months, clothing, clan animals, and extended family (e.g., grandmother, grand-father, aunt, uncle, cousin);

2n35 simple phrases (e.g., this is my grandmother).

Spelling

2n36 correct spelling of words and simple phrases studied;

2n37 use of resources to confirm spelling (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists).



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

UNDERSTANDING LIFE SYSTEMS: Growth and Changes in Animals

Overall Expectations

- | | |
|------------|---|
| 2s1 | 1. assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live; |
| 2s2 | 2. investigate similarities and differences in the characteristics of various animals; |
| 2s3 | 3. demonstrate an understanding that animals grow and change and have distinct characteristics. |

1. Relating Science and Technology to Society and the Environment

- | | |
|------------|---|
| 2s4 | 1.1 identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced. Sample prompts: Because interacting with dogs can have a calming effect on humans (e.g., lowering blood pressure and relieving tension), dog visits are used in hospitals and retirement homes as therapy for the patients/ residents. Dogs and monkeys can be trained to be the eyes and ears of visually and hearing impaired people. Birds can destroy crops such as blueberries and apples. |
|------------|---|



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s5 1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live (e.g., actions of animal lovers and groups that protect animals and their rights, the home owner who wants a nice lawn, people who visit zoos and wildlife parks, pet owners), form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced. Sample prompts: Humans try to protect endangered and/or sensitive species by minimizing pollution and protecting the places where they live. Humans raise a variety of animals on farms, for food. Humans use pesticides on their lawns and gardens and to kill insects such as black flies and mosquitos. Humans use lands where animals live to build houses for themselves. Humans take animals, some of which may be endangered, from the wild and put them in zoos. Humans use animal skin and fur for clothing, for furniture, and for decoration. Humans create animal shelters for unwanted pets. Humans provide protected parks or wildlife reserves as special places for animals to live.

2. Developing Investigation and Communication Skills

2s6 2.1 follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations (e.g., make the teacher aware of any allergies; handle animals gently or know when it is better not to handle them at all; wash hands after handling animals)

2s7 2.2 observe and compare the physical characteristics (e.g., fur or feathers; two legs or no legs) and the behavioural characteristics (e.g., predator or prey) of a variety of animals, including insects, using student-generated questions and a variety of methods and resources (e.g., observation of live animals in the schoolyard; books, videos/DVDs, CD-ROMs, and/or Internet sources that depict animals in a positive light)

2s8 2.3 investigate the life cycle of a variety of animals (e.g., butterflies, frogs, chickens), using a variety of methods and resources (e.g., observation of live animals in the classroom and in the schoolyard; books, videos/DVDs, CD-ROMs, and/or the Internet)

2s9 2.4 observe and compare changes in the appearance and activity of animals as they go through a complete life cycle (e.g., frog, butterfly)



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s10 2.5 investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods (e.g., read simple non-fiction texts and Aboriginal stories; observe animal activity in the schoolyard and surrounding areas, and record findings)

2s11 2.6 use scientific inquiry/research skills (see page 15), and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice

2s12 2.7 use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication

2s13 2.8 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a model constructed of modelling clay and a tree branch to explain how a caterpillar feeds)

3. Understanding Basic Concepts

2s14 3.1 identify and describe major physical characteristics of different types of animals (e.g., insects, mammals, reptiles)

2s15 3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment (e.g., some birds migrate to a warmer climate for the winter; the design of a whale's flipper allows the whale to turn, steer, and balance; the cecropia moth has the pattern of a snake's head on its wings: the hypothesis is that this is to frighten its predators away)

2s16 3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (e.g., bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences; the buffalo provided some Aboriginal people with everything they needed to survive: food, shelter, clothing, tools, ornamentation, and weapons; horses can be used for labour; cats and dogs provide companionship for humans; animals, including humans, disperse plant seeds)

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s17 3.4 identify ways in which animals can be harmful to humans (e.g., some people have an allergic reaction to bee and wasp venom when they are stung; deer, moose, and bears on roads can pose a hazard to people driving at night)

UNDERSTANDING STRUCTURES AND MECHANISMS: Movement

Overall Expectations

2s18 1. assess the impact on society and the environment of simple machines and mechanisms;

2s19 2. investigate mechanisms that include simple machines and enable movement;

2s20 3. demonstrate an understanding of movement and ways in which simple machines help to move objects.

1. Relating Science and Technology to Society and the Environment

2s21 1.1 assess the impact on society and the environment of simple machines that allow movement. Sample prompts: Some simple machines add enjoyment to our lives (e.g., the wheel and axle on devices such as skateboards, the lever on devices such as teeter totters and the keys on a piano). Common mechanisms and simple machines make it easier to carry out tasks that require movement because less force is needed (e.g., using a pulley makes it easier to lift a load), and make it possible for people with disabilities to lead a more active life (e.g., using a wheelchair allows people with disabilities to be more independent; using a ramp allows people in wheelchairs to move from one level to another). The use of simple machines to make life easier has created a more sedentary lifestyle that has created health problems for many humans. Some mechanisms use a lot of energy and pollute the air and water. Some mechanisms are a source of danger to humans and animals.

2. Developing Investigation and Communication Skills



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s22 2.1 follow established safety procedures during science and technology investigations (e.g., return tools to their designated area when they are done with them; carry tools and materials safely)

2s23 2.2 investigate and describe different kinds of movement (e.g., by observing how toys and other everyday objects move)

2s24 2.3 investigate the structure and function of simple machines (e.g., by building a wheel and axle for a toy car; by exploring the effects of changing the slope of a ramp)

2s25 2.4 use technological problem-solving skills (see page 16), and knowledge and skills acquired from previous investigations, to design, build, and test a mechanism that includes one or more simple machines (e.g., a toy, a model vehicle). Sample guiding questions: What is the purpose of your mechanism? What simple machine(s) does it use? Explain how it does what it does. What kind of movement does it demonstrate? What were some of the challenges in designing and making your mechanism? Based on the tests you conducted, what might you change about your mechanism?

2s26 2.5 use appropriate science and technology vocabulary, including push, pull, beside, above, wheel, axle, and inclined plane, in oral and written communication

2s27 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., orally explain to the class the process they followed in building a mechanism that includes one or more simple machines)

3. Understanding Basic Concepts

2s28 3.1 describe different ways in which objects move (e.g., turning, spinning, swinging, bouncing, vibrating, rolling)



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s29 3.2 identify ways in which the position of an object can be changed (e.g., by pushing, by pulling, by dropping)

2s30 3.3 identify the six basic types of simple machines – lever; inclined plane; pulley; wheel and axle, including gear; screw; and wedge – and give examples of ways in which each is used in daily life to make tasks easier

2s31 3.4 describe how each type of simple machine allows humans to move objects with less force than otherwise would be needed (e.g., an inclined plane allows a heavy object to be moved upwards more easily than if it were lifted and carried up stairs; a wheel and axle allow an object to roll, which creates less friction than if it were dragged; a lever activated by a piano key strikes [pushes] a string, which vibrates to make a sound)

2s32 3.5 identify simple machines used in devices that move people (e.g., the wheel and axle on a bicycle or a car; the pulleys on an elevator; the inclined planes of moving ramps in parking garages and malls)

UNDERSTANDING MATTER AND ENERGY: Properties of Liquids and Solids

Overall Expectations

2s33 1. assess ways in which the uses of liquids and solids can have an impact on society and the environment;

2s34 2. investigate the properties of and interactions among liquids and solids;

2s35 3. demonstrate an understanding of the properties of liquids and solids.

1. Relating Science and Technology to Society and the Environment



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s36 1.1 assess the ways in which liquids and solids in the home are used, stored, and disposed of in terms of the effect on personal safety and the health of the environment, and suggest responsible actions to replace inappropriate practices. Sample prompts: Directions for the use of medicines and cleaning products should be followed carefully. Medicines should be used only by the person for whom they are prescribed. Cleaning products should be stored in the original container and kept out of reach of young children. Old paint and pesticides should be taken to an appropriate waste disposal depot.

2s37 1.2 assess the impacts of changes in state of solids and liquids on individuals and society. Sample prompts: Rain turns to sleet or freezing rain when the temperature near the ground is cold enough. Freezing rain makes walking and driving dangerous. If layers of ice build up on power lines, the lines can fall, leaving people without power to their homes. Tree branches coated with this ice can also fall.

2. Developing Investigation and Communication Skills

2s38 2.1 follow established safety procedures during science and technology investigations (e.g., clean up spills as soon as they happen)

2s39 2.2 investigate the properties of liquids (e.g., conduct experiments to compare the rate at which different liquids flow) and solids (e.g., conduct experiments to find out ways in which solids can be changed)

2s40 2.3 investigate, through experimentation, interactions that occur as a result of mixing and/or dissolving liquids and solids (e.g., salt and water, sand and water), liquids and liquids (e.g., oil and water), and solids and solids (e.g., salt and sand)

2s41 2.4 use scientific inquiry/experimentation skills (see page 12) to investigate liquids and solids in terms of their capacity for buoyancy (e.g., wood floats, coins sink) and/or absorption (e.g., paper towel absorbs liquid, plastic wrap repels liquid). Sample guiding questions: What question are you trying to answer about buoyancy or absorption? What steps did you follow to carry out your experiment? What did you predict will happen? What did you find out? What conclusions can you make from this information? How might you share the things that you learned? How might someone use the information that you gathered from your experiments?



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s42 2.5 use technological problem-solving skills (see page 16), and knowledge acquired from previous investigations, to design, build, and test a structure that involves interactions between liquids and solids (e.g., an object that floats). Sample guiding questions: What did you build? How does it use the properties of liquids and solids? What changes might you make based on the testing that you did on your object? Who might find this information useful?

2s43 2.6 use appropriate science and technology vocabulary, including clear, opaque, runny, hard, greasy, and granular, in oral and written communication

2s44 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a simple drawing program to write a booklet for the school library describing class experiments in investigating liquids and solids)

3. Understanding Basic Concepts

2s45 3.1 identify objects in the natural and built environment as solids (e.g., sand, ice, rocks, tables, sidewalks, walls) or liquids (e.g., water, tree sap, milk, gasoline)

2s46 3.2 describe the properties of solids (e.g., they maintain their shape and cannot be poured) and liquids (e.g., they take the shape of the container they are in and can be poured)

2s47 3.3 describe the characteristics of liquid water (e.g., it takes the shape of the container it is in) and solid water (e.g., ice floats), and identify the conditions that cause changes from one to the other (e.g., water turns to ice when the temperature goes below zero; ice turns to water when heated)

2s48 3.4 identify conditions in which the states of liquids and solids remain constant (e.g., solids remain solid when broken; liquids remain liquid when poured) and conditions that can cause their states to change (e.g., liquids may freeze when the temperature drops; solids may melt when heated)



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s49 3.5 describe some ways in which solids and liquids can be combined to make useful substances (e.g., flour and water make paste; milk and chocolate powder make chocolate milk)

2s50 3.6 explain the meaning of international symbols that give us information on the safety of substances (e.g., a skull-and-crossbones symbol means that the substance is poisonous; a flame inside a hexagon means that the substance is flammable)

UNDERSTANDING EARTH AND SPACE SYSTEMS: Air and Water in the Environment

Overall Expectations

2s51 1. assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things;

2s52 2. investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment;

2s53 3. demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.

1. Relating Science and Technology to Society and the Environment

2s54 1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean. Sample prompts: "On the weekend, after my mom and I washed the car, we poured the soapy water down the drain at the corner of our street." "I wanted to walk with my dad to the library, but he wanted to drive because it is faster."



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s55 1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible. Sample prompts: Many people do not realize how much water they use, because it seems so easy to get water. We shouldn't waste water, for the same reasons that we shouldn't waste food – for example, because others don't have enough and it costs money. In what ways do you and your family use water at home (e.g., flushing the toilet, drinking, bathing, washing dishes, watering the lawn)? What does it mean to use water excessively? How might your use of water change if you had to carry it from a central source into your house or apartment? What responsible/efficient water use practices does your family use already (e.g., fixing leaky faucets or toilets quickly; turning off the water while you brush your teeth or soap up your hands and face; watering the lawn early in the morning to reduce evaporation; running the dishwasher only with a full load)? What are some other strategies that you and your family might implement in the future (e.g., installing low-flow shower heads and a water-saver flush kit in the toilet; not splashing lots of water out of swimming pools; keeping a bottle of drinking water in the refrigerator rather than letting your tap run to get cold water when you want a drink)?

2. Developing Investigation and Communication Skills

2s56 2.1 follow established safety procedures during science and technology investigations (e.g., use caution around hot kettles and the steam they produce; clean up water spills as soon as they happen)

2s57 2.2 investigate, through experimentation, the characteristics of air (e.g., air takes up space, has mass) and its uses (e.g., living things breathe air to stay alive; air makes certain activities possible: helps keep a kite flying and a sailboat moving)

2s58 2.3 investigate, through experimentation, the characteristics of water (e.g., water takes up space, flows or moves when not contained, has mass) and its uses (e.g., living things need water to stay alive; water makes things move: spins a water wheel; water makes certain activities possible: keeps a white-water raft afloat)

2s59 2.4 investigate the stages of the water cycle, including evaporation (e.g., heat water in a kettle), condensation (e.g., collect the water vapour from the kettle on an overturned mirror), precipitation (e.g., allow the water vapour on the overturned mirror to collect, cool, and drop), and collection (e.g., let the dripping water accumulate in a container)



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

2s60 2.5 investigate water in the natural environment (e.g., observe and measure precipitation; observe and record cloud formations; observe water flow and describe where it goes; observe a puddle over time and record observations). Sample guiding questions: Where does the water come from? Where does it go? What happens to snow when it disappears? What do you notice about the sky when it is raining/ snowing? How does fog feel?

2s61 2.6 use appropriate science and technology vocabulary, including solid, liquid, vapour, evaporation, condensation, and precipitation, in oral and written communication

2s62 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., create posters or media ads that encourage care and concern for water and air in the community)

3. Understanding Basic Concepts

2s63 3.1 identify air as a gaseous substance that surrounds us and whose movement we feel as wind

2s64 3.2 identify water as a clear, colourless, odourless, tasteless liquid that exists in three states and that is necessary for the life of most animals and plants

2s65 3.3 describe ways in which living things, including humans, depend on air and water (e.g., most animals, including humans breathe air to stay alive; wind generates energy, disperses seeds; all living things need to drink or absorb water to stay alive; water is used for washing and bathing, transportation, energy generation)

2s66 3.4 identify sources of water in the natural and built environment (e.g., natural: oceans, lakes, ponds, streams, springs, water tables; human-made: wells, sewers, watersupply systems, reservoirs, water towers)



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 2

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|-------------|---|
| 2s67 | 3.5 identify the three states of water in the environment, give examples of each (e.g., solid – visible as ice, snow, sleet, hail, frost; liquid – visible as rain, dew; gas – visible as fog, water vapour), and show how they fit into the water cycle when the temperature of the surrounding environment changes (e.g., heat – evaporation; cooling – condensation and precipitation) |
| 2s68 | 3.6 state reasons why clean water is an increasingly scarce resource in many parts of the world |



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 2

HC: Traditions and Celebrations

Overall Expectations

- 2z1** demonstrate an understanding that Canada is a country of many cultures;
- 2z2** use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations;
- 2z3** explain how the various cultures of individuals and groups contribute to the local community.

Knowledge and Understanding

- 2z4** demonstrate an understanding that communities may be made up of people from many cultures;
- 2z5** outline traditions of various cultures that are passed down from earlier generations (e.g., celebrations, names);
- 2z6** identify ways in which heritage and traditions are passed on (e.g., stories; community celebrations; special days such as Remembrance Day, Canada Day, Aboriginal Solidarity Day, and religious holidays; the Canadian flag; music, crafts, dance, food, recreation, clothing);
- 2z7** identify the origins and features of various families (e.g., nationality, culture, size, structure);



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 2

2z8 explain the significant traditions and celebrations of families from a variety of cultural traditions.

Inquiry/Research and Communication Skills

2z9 ask simple questions to gain information and seek clarification (e.g., What are the similarities and differences in celebrations among cultures? How are they the same? How are they different?);

2z10 use primary and secondary sources to locate simple information about family history and traditions (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, videos);

2z11 use illustrations, key words, and simple sentences (e.g., timeline of major family events, simple family tree) to sort, classify, and record basic information about family history and traditions;

2z12 make and read a variety of graphs, charts, diagrams, maps, and models to understand information about cultural or religious traditions and share it with members of the class (e.g., Festivals of Lights, First Nation powwows, toys from various cultures);

2z13 use appropriate vocabulary (e.g., culture, celebrations, heritage, traditions) to communicate the results of inquiries and observations about family traditions and celebrations.

Application

2z14 identify examples that show the participation of various cultures in the community (e.g., restaurants, places of worship, styles of dress);

2z15 identify community celebrations that reflect their own heritage and/or their Canadian identity (e.g., Remembrance Day, Canada Day, Victoria Day, Aboriginal Solidarity Day, Chinese New Year).

CWC: Features of Communities Around the World



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 2

Overall Expectations

2z16 demonstrate an understanding that the world is made up of countries, continents, and regions and that people's lifestyles may differ from country to country;

2z17 use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied;

2z18 explain how the environment affects people's lives and the ways in which their needs are met.

Knowledge and Understanding

2z19 recognize that the world is made up of countries, continents, and regions, including Canada in the continent of North America;

2z20 demonstrate an understanding of the relationship between location and climate (e.g., warmer climates occur near the equator);

2z21 describe some similarities and differences in the ways communities around the world meet their needs (e.g., with respect to food, clothing, shelter, recreation);

2z22 identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and a community in another part of the world.

Inquiry/Research and Communication Skills

2z23 ask questions and use factual texts (e.g., illustrated dictionaries and encyclopedias) to obtain information about communities around the world;



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 2

- 2z24** interpret data and draw simple conclusions (e.g., establish connections between climate and clothing, or among artefacts, games, and celebrations);
- 2z25** sort and classify information using more than one criterion (e.g., how environment affects the ways needs are met);
- 2z26** use appropriate vocabulary (e.g., globe, model, distance, sphere, hemisphere, culture, countries, equator, North Pole, South Pole) to communicate the results of inquiries and observations about communities around the world.

Map, Globe, and Graphic Skills

- 2z27** recognize and use pictorial symbols (e.g., for homes, roads), colour (e.g., blue line/river), legends, and cardinal directions (i.e., N, S, E,W) on maps of Canada and other countries;
- 2z28** identify the earth as a sphere and half the earth as a hemisphere;
- 2z29** demonstrate an understanding that the globe is a model of the earth;
- 2z30** find the equator and the poles on a map and/or globe;
- 2z31** locate on a globe or map their local community in Ontario; Canada; and the various countries and continents studied;
- 2z32** construct and read a variety of graphs, charts, diagrams, maps, and models to clarify and display information (e.g., make graphs to compare the homes in various world communities).



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 2

Application

2z33 present information about children around the world (e.g., country of origin, language, food, clothing, homes, games);

2z34 compare how people living in different climates (e.g., near the poles and near the equator) meet their needs for food, shelter, clothing, and recreation.