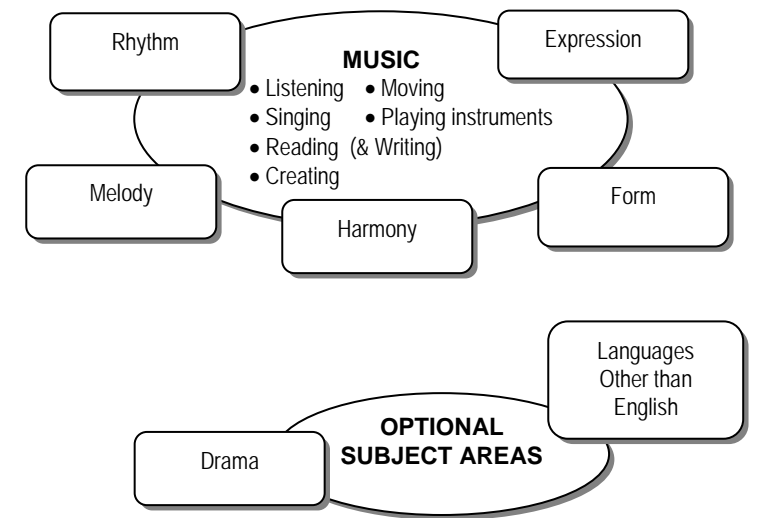
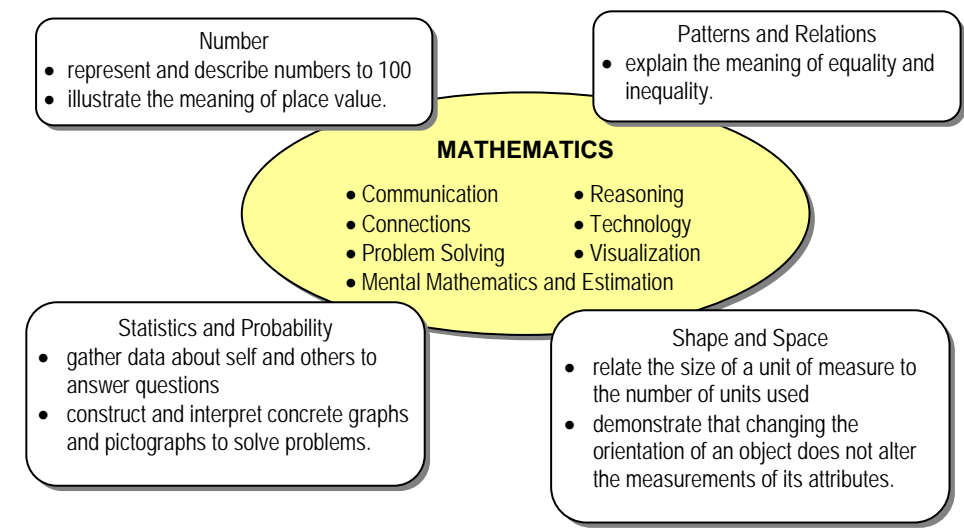
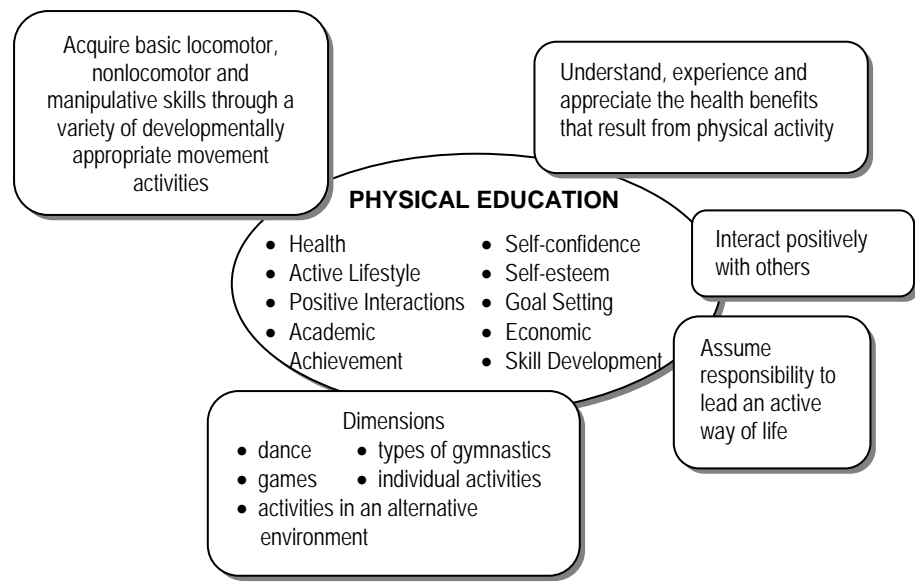
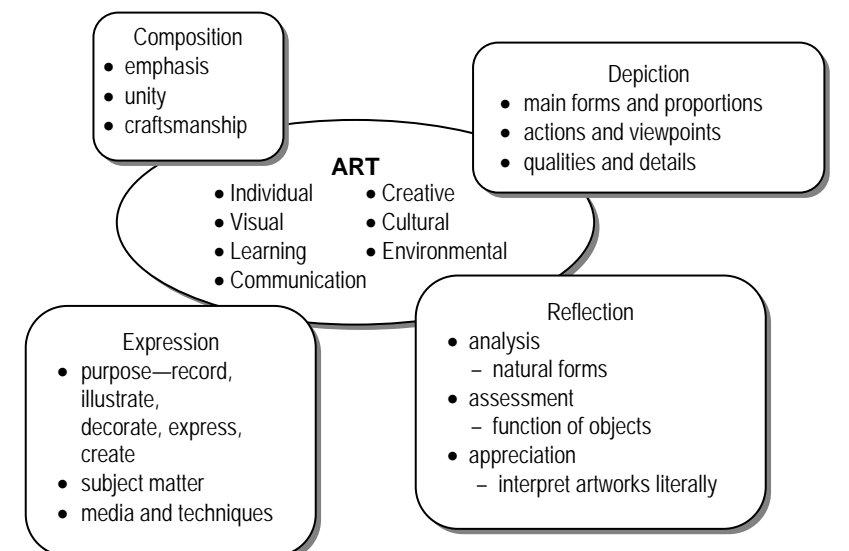


GRADE 2 CURRICULUM OVERVIEW



The Rationale and Philosophy for all subjects can be found at <http://education.alberta.ca/teachers.aspx>.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT). The ICT curriculum is not intended to stand alone as a course but rather to be infused within core courses and programs.

<p>General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p>1.1 Discover and Explore</p> <p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> contribute relevant ideas and information from personal experiences to group language activities talk about how new ideas and information have changed previous understanding express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts <p>Experiment with language and forms</p> <ul style="list-style-type: none"> use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information <p>Express preferences</p> <ul style="list-style-type: none"> explain why particular oral, print or other media texts are personal favourites <p>Set goals</p> <ul style="list-style-type: none"> recognize and talk about developing abilities as readers, writers and illustrators <p>1.2 Clarify and Extend</p> <p>Consider the ideas of others</p> <ul style="list-style-type: none"> connect own ideas and experiences with those shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> record ideas and information in ways that make sense <p>Extend understanding</p> <ul style="list-style-type: none"> find more information about new ideas and topics 	<p>General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> <p>2.1 Use Strategies and Cues</p> <p>Use prior knowledge</p> <ul style="list-style-type: none"> use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> use knowledge of oral language to predict words when reading stories and poems apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions identify the main idea or topic and supporting details of simple narrative and expository texts identify by sight an increasing number of high frequency words and familiar words from favourite books read aloud with fluency, accuracy and expression figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p> <ul style="list-style-type: none"> preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> apply phonic rules and generalizations to read unfamiliar words in context apply knowledge of long and short vowel sounds to read unfamiliar words in context use knowledge of word parts, contractions and compound words to read unfamiliar words in context associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context <p>Use references</p> <ul style="list-style-type: none"> put words in alphabetical order by first letter use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts <p style="text-align: right;"><i>(continued)</i></p>	<p>General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.</p> <p>3.1 Plan and Focus</p> <p>Focus attention</p> <ul style="list-style-type: none"> relate personal knowledge to ideas and information in oral, print and other media texts ask questions to determine the main idea of oral, print and other media texts <p>Determine information needs</p> <ul style="list-style-type: none"> ask questions to focus on particular aspects of topics for own investigations <p>Plan to gather information</p> <ul style="list-style-type: none"> recall and follow directions for accessing and gathering ideas and information <p>3.2 Select and Process</p> <p>Use a variety of sources</p> <ul style="list-style-type: none"> find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community <p>Access information</p> <ul style="list-style-type: none"> use text features, such as table of contents, key words, captions and hot links, to access information use given categories and specific questions to find information in oral, print and other media texts use the library organizational system to locate information <p>Evaluate sources</p> <ul style="list-style-type: none"> recognize when information answers the questions asked <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order produce oral, print and other media texts with introductions, middles and conclusions <p>Record information</p> <ul style="list-style-type: none"> record key facts and ideas in own words; identify titles and authors of sources <p>Evaluate information</p> <ul style="list-style-type: none"> examine gathered information to decide what information to share or omit <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> share, with familiar audiences, ideas and information on topics clarify information by responding to questions <p>Review research process</p> <ul style="list-style-type: none"> answer questions, such as “What did I do that worked well?” to reflect on research experiences 	<p>General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p> <p>4.1 Enhance and Improve</p> <p>Appraise own and others’ work</p> <ul style="list-style-type: none"> identify features that make own or peers’ oral, print or other media texts interesting or appealing <p>Revise and edit</p> <ul style="list-style-type: none"> revise words and sentences to improve sequence or add missing information check for capital letters, punctuation at the end of sentences and errors in spelling <p>Enhance legibility</p> <ul style="list-style-type: none"> print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately use margins and spacing appropriately explore and use the keyboard to compose and revise text <p>Expand knowledge of language</p> <ul style="list-style-type: none"> develop categories of words associated with experiences and topics of interest use knowledge of word patterns, word combinations and parts of words to learn new words <p>Enhance artistry</p> <ul style="list-style-type: none"> choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts <p>4.2 Attend to Conventions</p> <p>Attend to grammar and usage</p> <ul style="list-style-type: none"> write complete sentences, using capital letters and periods use connecting words to join related ideas in a sentence identify nouns and verbs, and use in own writing identify adjectives and adverbs that add interest and detail to stories <p>Attend to spelling</p> <ul style="list-style-type: none"> use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing use the conventional spelling of common words necessary for the efficient communication of ideas in writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> use capital letters for proper nouns and at the beginning of sentences in own writing use periods and question marks, appropriately, as end punctuation in own writing use commas after greetings and closures in friendly letters and to separate words in a series in own writing identify commas and apostrophes when reading, and use them to assist comprehension <p style="text-align: right;"><i>(continued)</i></p>	<p>General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p> <p>5.1 Respect Others and Strengthen Community</p> <p>Appreciate diversity</p> <ul style="list-style-type: none"> discuss the experiences and traditions of various communities portrayed in oral, print and other media texts ask for and provide clarification and elaboration of stories and ideas <p>Relate texts to culture</p> <ul style="list-style-type: none"> discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> participate in shared language experiences to acknowledge and celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none"> adjust own language use according to the context, purpose and audience <p>5.2 Work within a Group</p> <p>Cooperate with others</p> <ul style="list-style-type: none"> work in a variety of partnerships and group structures identify ways that class members can help each other <p>Work in groups</p> <ul style="list-style-type: none"> contribute relevant information and questions to extend group understanding of topics and tasks stay on topic during class and group discussions <p>Evaluate group process</p> <ul style="list-style-type: none"> recognize own and others’ contributions to group process
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	<p><i>(continued)</i></p> <p>2.2 Respond to Texts</p> <p>Experience various texts</p> <ul style="list-style-type: none"> engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts identify favourite kinds of oral, print and other media texts model own oral, print and other media texts on familiar forms respond to mood established in a variety of oral, print and other media texts <p>Construct meaning from texts</p> <ul style="list-style-type: none"> connect situations portrayed in oral, print and other media texts to personal and classroom experiences retell the events portrayed in oral, print and other media texts in sequence suggest alternative endings for oral, print and other media texts discuss, represent or write about interesting or important aspects of oral, print and other media texts express thoughts or feelings related to the events and characters in oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> identify and use words and sentences that have particular emotional effects identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights <p>2.3 Understand Forms, Elements and Techniques</p> <p>Understand forms and genres</p> <ul style="list-style-type: none"> recognize that ideas and information can be expressed in a variety of oral, print and other media texts identify and explain the use of various communication technologies <p>Understand techniques and elements</p> <ul style="list-style-type: none"> identify main characters, places and events in a variety of oral, print and other media texts identify how pictures, illustrations and special fonts relate to and enhance print and other media texts <p>Experiment with language</p> <ul style="list-style-type: none"> demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations <p>2.4 Create Original Text</p> <p>Generate ideas</p> <ul style="list-style-type: none"> use own and respond to others' ideas to create oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts <p>Structure texts</p> <ul style="list-style-type: none"> create narratives that have beginnings, middles and ends; settings; and main characters that perform actions use traditional story beginnings, patterns and stock characters in own oral, print and other media texts 		<p><i>(continued)</i></p> <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> present ideas and information by combining illustrations and written texts <p>Enhance presentation</p> <ul style="list-style-type: none"> clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> speak in a clear voice, with appropriate volume, at an understandable pace and with expression <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> ask relevant questions to clarify understanding and to have information explained show enjoyment and appreciation during listening and viewing activities 	
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<p>Strand: Number</p> <p>General Outcome Develop number sense.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively 10s, using starting points from 1 to 9 2s, starting from 1. [C, CN, ME, R] Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R] Describe order or relative position, using ordinal numbers (up to tenth). [C, CN, R] Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V] Compare and order numbers up to 100. [C, CN, ME, R, V] Estimate quantities to 100, using referents. [C, ME, PS, R] Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V] Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number. [C, R] Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> using personal strategies for adding and subtracting with and without the support of manipulatives creating and solving problems that involve addition and subtraction using the commutative property of addition (the order in which numbers are added does not affect the sum) using the associative property of addition (grouping a set of numbers in different ways does not affect the sum) explaining that the order in which numbers are subtracted may affect the difference. [C, CN, ME, PS, R, V] Apply mental mathematics strategies, such as: <ul style="list-style-type: none"> using doubles making 10 one more, one less two more, two less building on a known double thinking addition for subtraction for basic addition facts and related subtraction facts to 18. [C, CN, ME, PS, R, V] 	<p>Strand: Patterns and Relations (Patterns)</p> <p>General Outcome Use patterns to describe the world and to solve problems.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> describing extending comparing creating patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V] Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> describing reproducing extending creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V] Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V] <p>Strand: Patterns and Relations (Variables and Equations)</p> <p>General Outcome Represent algebraic expressions in multiple ways.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> Demonstrate and explain the meaning of equality and inequality, concretely and pictorially. [C, CN, R, V] Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol. [C, CN, R, V] 	<p>Strand: Shape and Space (Measurement)</p> <p>General Outcome Use direct and indirect measurement to solve problems.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R] Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). [C, CN, ME, R, V] Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison. [C, CN, ME, R, V] Measure length to the nearest nonstandard unit by: <ul style="list-style-type: none"> using multiple copies of a unit using a single copy of a unit (iteration process). [C, ME, R, V] Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V] <p>Strand: Shape and Space (3-D Objects and 2-D Shapes)</p> <p>General Outcome Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule. [C, CN, R, V] Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> cubes spheres cones cylinders pyramids. [C, CN, R, V] Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> triangles squares rectangles circles. [C, CN, R, V] Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V] <p>Strand: Shape and Space (Transformations)</p> <p>General Outcome [no outcomes at this grade level]</p>	<p>Strand: Statistics and Probability (Data Analysis)</p> <p>General Outcome Collect, display and analyze data to solve problems.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4–1.3, C7–1.1] Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7–1.3] <p>Strand: Statistics and Probability (Chance and Uncertainty)</p> <p>General Outcome [no outcomes at this grade level]</p>
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Mathematical Processes: Communication [C]
Reasoning [R]

Connections [CN]
Technology [T]

Mental Mathematics and Estimation [E]
Visualization [V]

Problem Solving [PS]

<p>SKILLS</p> <p>Science Inquiry</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed.</p> <p>2–2 Recognize pattern and order in objects and events studied; and, with guidance, record procedures and observations, using pictures and words; and make predictions and generalizations, based on observations.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <p>Focus</p> <ul style="list-style-type: none"> ask questions that lead to exploration and investigation identify one or more possible answers to questions asked by themselves and others. Ideas may take the form of predictions and hypotheses <p>Explore and Investigate</p> <ul style="list-style-type: none"> manipulate materials and make observations that are relevant to questions asked carry out simple procedures identified by others identify materials used and how they were used use, with guidance, print and other sources of information provided. Sources may include library, classroom, community and computer-based resources <p>Reflect and Interpret</p> <ul style="list-style-type: none"> describe what was observed, using captioned pictures and oral language describe and explain results; explanations may reflect an early stage of concept development identify applications of what was learned identify new questions that arise from the investigation. 	<p>ATTITUDES</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.</p> <p>Specific Learner Expectations <i>Students will show growth in acquiring and applying the following traits:</i></p> <ul style="list-style-type: none"> curiosity confidence in personal ability to explore materials and learn by direct study inventiveness perseverance: staying with an investigation over a sustained period of time appreciation of the value of experience and careful observation a willingness to work with others and to consider their ideas a sense of responsibility for actions taken respect for living things and environments, and commitment for their care. 					
<p>UNDERSTANDINGS</p> <table border="0"> <tr> <td data-bbox="130 983 699 1888"> <p>Exploring Liquids</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–5 Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things.</p> <p>2–6 Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Recognize and describe characteristics of liquids: <ul style="list-style-type: none"> recognize and describe liquid flow describe the shape of drops describe the surface of calm water. Compare water with one or more other liquids, such as cooking oil, glycerine or water mixed with liquid detergent. Comparisons may be based on characteristics, such as colour, ease of flow, tendency of drops to form a ball shape (bead), interactions with other liquids and interactions with solid materials. Compare the amount of liquid absorbed by different materials; e.g., students should recognize that some forms of paper are very absorbent but other forms of paper are not. <p style="text-align: right;"><i>(continued)</i></p> </td> <td data-bbox="699 983 1320 1888"> <p>Buoyancy and Boats</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–7 Construct objects that will float on and move through water, and evaluate various designs for watercraft.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Describe, classify and order materials on the basis of their buoyancy. Students who have achieved this expectation will distinguish between materials that sink in water and those that float. They will also be aware that some “floaters” sit mostly above water, while others sit mostly below water. The terms buoyancy and density may be introduced but are not required as part of this learning expectation. Alter or add to a floating object so that it will sink, and alter or add to a nonfloating object so that it will float. Assemble materials so they will float, carry a load and be stable in water. Modify a watercraft to increase the load it will carry. Modify a watercraft to increase its stability in water. Evaluate the appropriateness of various materials to the construction of watercraft, in particular: <ul style="list-style-type: none"> the degree to which the material is waterproof (not porous) the ability to form waterproof joints between parts the stiffness or rigidity of the material the buoyancy of the material. Develop or adapt methods of construction that are appropriate to the design task. <p style="text-align: right;"><i>(continued)</i></p> </td> <td data-bbox="1320 983 1880 1888"> <p>Magnetism</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–8 Describe the interaction of magnets with other magnets and with common materials.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Identify where magnets are used in the environment and why they are used. Distinguish materials that are attracted by a magnet from those that are not. Recognize that magnets attract materials with iron or steel in them; and given a variety of metallic and nonmetallic objects, predict those that will be attracted by a magnet. Recognize that magnets have polarity, demonstrate that poles may either repel or attract each other, and state a rule for when poles will repel or attract each other. Design and produce a device that uses a magnet. Demonstrate that most materials are transparent to the effects of a magnet. A magnetic field will pass through such materials, whereas other materials interact with a magnet. Compare and measure the strength of magnets. <p style="text-align: right;"><i>(continued)</i></p> </td> <td data-bbox="1880 983 2439 1888"> <p>Hot and Cold Temperature</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–9 Recognize the effects of heating and cooling, and identify methods for heating and cooling.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Describe temperature in relative terms, using expressions, such as hotter than, colder than. Measure temperature in degrees Celsius (°C). Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning. Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources. Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health. Identify ways in which the temperature in homes and buildings can be adjusted; e.g., by turning a thermostat up or down, by opening or closing windows, by using a space heater in a cold room. Describe, in general terms, how local buildings are heated: <ul style="list-style-type: none"> identify the energy source or fuel recognize that most buildings are heated by circulating hot air or hot water describe how heat is circulated through the school building and through their own homes. <p style="text-align: right;"><i>(continued)</i></p> </td> <td data-bbox="2439 983 2974 1888"> <p>Small Crawling and Flying Animals</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally. Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates—that is, animals such as insects, spiders, centipedes, slugs, worms. Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home. Identify each animal’s role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source. <p style="text-align: right;"><i>(continued)</i></p> </td> </tr> </table>		<p>Exploring Liquids</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–5 Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things.</p> <p>2–6 Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Recognize and describe characteristics of liquids: <ul style="list-style-type: none"> recognize and describe liquid flow describe the shape of drops describe the surface of calm water. 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Develop or adapt methods of construction that are appropriate to the design task. <p style="text-align: right;"><i>(continued)</i></p>	<p>Magnetism</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–8 Describe the interaction of magnets with other magnets and with common materials.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Identify where magnets are used in the environment and why they are used. Distinguish materials that are attracted by a magnet from those that are not. Recognize that magnets attract materials with iron or steel in them; and given a variety of metallic and nonmetallic objects, predict those that will be attracted by a magnet. Recognize that magnets have polarity, demonstrate that poles may either repel or attract each other, and state a rule for when poles will repel or attract each other. Design and produce a device that uses a magnet. Demonstrate that most materials are transparent to the effects of a magnet. A magnetic field will pass through such materials, whereas other materials interact with a magnet. Compare and measure the strength of magnets. <p style="text-align: right;"><i>(continued)</i></p>	<p>Hot and Cold Temperature</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–9 Recognize the effects of heating and cooling, and identify methods for heating and cooling.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Describe temperature in relative terms, using expressions, such as hotter than, colder than. Measure temperature in degrees Celsius (°C). Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning. Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources. Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health. Identify ways in which the temperature in homes and buildings can be adjusted; e.g., by turning a thermostat up or down, by opening or closing windows, by using a space heater in a cold room. Describe, in general terms, how local buildings are heated: <ul style="list-style-type: none"> identify the energy source or fuel recognize that most buildings are heated by circulating hot air or hot water describe how heat is circulated through the school building and through their own homes. <p style="text-align: right;"><i>(continued)</i></p>	<p>Small Crawling and Flying Animals</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally. Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates—that is, animals such as insects, spiders, centipedes, slugs, worms. Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home. Identify each animal’s role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source. <p style="text-align: right;"><i>(continued)</i></p>
<p>Exploring Liquids</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–5 Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things.</p> <p>2–6 Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Recognize and describe characteristics of liquids: <ul style="list-style-type: none"> recognize and describe liquid flow describe the shape of drops describe the surface of calm water. Compare water with one or more other liquids, such as cooking oil, glycerine or water mixed with liquid detergent. Comparisons may be based on characteristics, such as colour, ease of flow, tendency of drops to form a ball shape (bead), interactions with other liquids and interactions with solid materials. Compare the amount of liquid absorbed by different materials; e.g., students should recognize that some forms of paper are very absorbent but other forms of paper are not. <p style="text-align: right;"><i>(continued)</i></p>	<p>Buoyancy and Boats</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–7 Construct objects that will float on and move through water, and evaluate various designs for watercraft.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Describe, classify and order materials on the basis of their buoyancy. Students who have achieved this expectation will distinguish between materials that sink in water and those that float. They will also be aware that some “floaters” sit mostly above water, while others sit mostly below water. The terms buoyancy and density may be introduced but are not required as part of this learning expectation. Alter or add to a floating object so that it will sink, and alter or add to a nonfloating object so that it will float. Assemble materials so they will float, carry a load and be stable in water. Modify a watercraft to increase the load it will carry. Modify a watercraft to increase its stability in water. Evaluate the appropriateness of various materials to the construction of watercraft, in particular: <ul style="list-style-type: none"> the degree to which the material is waterproof (not porous) the ability to form waterproof joints between parts the stiffness or rigidity of the material the buoyancy of the material. Develop or adapt methods of construction that are appropriate to the design task. <p style="text-align: right;"><i>(continued)</i></p>	<p>Magnetism</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–8 Describe the interaction of magnets with other magnets and with common materials.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Identify where magnets are used in the environment and why they are used. Distinguish materials that are attracted by a magnet from those that are not. Recognize that magnets attract materials with iron or steel in them; and given a variety of metallic and nonmetallic objects, predict those that will be attracted by a magnet. Recognize that magnets have polarity, demonstrate that poles may either repel or attract each other, and state a rule for when poles will repel or attract each other. Design and produce a device that uses a magnet. Demonstrate that most materials are transparent to the effects of a magnet. A magnetic field will pass through such materials, whereas other materials interact with a magnet. Compare and measure the strength of magnets. <p style="text-align: right;"><i>(continued)</i></p>	<p>Hot and Cold Temperature</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–9 Recognize the effects of heating and cooling, and identify methods for heating and cooling.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Describe temperature in relative terms, using expressions, such as hotter than, colder than. Measure temperature in degrees Celsius (°C). Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning. Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources. Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health. Identify ways in which the temperature in homes and buildings can be adjusted; e.g., by turning a thermostat up or down, by opening or closing windows, by using a space heater in a cold room. Describe, in general terms, how local buildings are heated: <ul style="list-style-type: none"> identify the energy source or fuel recognize that most buildings are heated by circulating hot air or hot water describe how heat is circulated through the school building and through their own homes. <p style="text-align: right;"><i>(continued)</i></p>	<p>Small Crawling and Flying Animals</p> <p>General Learner Expectations <i>Students will:</i></p> <p>2–10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.</p> <p>Specific Learner Expectations <i>Students will:</i></p> <ol style="list-style-type: none"> Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally. Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates—that is, animals such as insects, spiders, centipedes, slugs, worms. Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home. Identify each animal’s role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source. <p style="text-align: right;"><i>(continued)</i></p>		

<p><i>(continued)</i></p> <p>4. Evaluate the suitability of different materials for containing liquids. Students should recognize that materials such as writing paper and unglazed pottery are not waterproof and would not be suitable as containers; but that waxed paper and glazed pottery are waterproof and, thus, could be used in constructing or lining a liquid container.</p> <p>5. Demonstrate an understanding that liquid water can be changed to other states:</p> <ul style="list-style-type: none"> • recognize that on cooling, liquid water freezes into ice and that on heating, it melts back into liquid water with properties the same as before • recognize that on heating, liquid water may be changed into steam or water vapor and that this change can be reversed on cooling • identify examples in which water is changed from one form to another. <p>6. Predict that the water level in open containers will decrease due to evaporation, but the water level in closed containers will not decrease.</p> <p>7. Predict that a wet surface will dry more quickly when exposed to wind or heating and apply this understanding to practical situations, such as drying of paints, clothes and hair.</p> <p>8. Recognize that water is a component of many materials and of living things.</p> <p>9. Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe.</p>	<p><i>(continued)</i></p> <p>8. Adapt the design of a watercraft so it can be propelled through water.</p> <p>9. Explain why a given material, design or component is appropriate to the design task.</p>	<p><i>(continued)</i></p> <p>8. Describe the role of insulation in keeping things hot or cold, and identify places where some form of insulation is used; e.g., clothing, refrigerator, coolers, homes.</p> <p>9. Identify materials that insulate animals from the cold; e.g., wool, fur and feathers; and identify materials that are used by humans for the same purpose.</p> <p>10. Design and construct a device to keep something hot or cold.</p> <p>11. Describe ways in which temperature changes affect us in our daily lives.</p>	<p><i>(continued)</i></p> <p>5. Describe the relationships of these animals to other living and nonliving things in their habitat, and to people.</p> <p>6. Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight.</p> <p>7. Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks.</p> <p>8. Identify ways in which animals are considered helpful or harmful to humans and to the environment.</p>
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2.1 CANADA’S DYNAMIC COMMUNITIES

General Outcome
Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada’s communities.

Specific Outcomes

► **Values and Attitudes**

Students will:

2.1.1 appreciate the physical and human geography of the communities studied:

- appreciate how a community’s physical geography shapes identity (I, LPP)
- appreciate the diversity and vastness of Canada’s land and peoples (CC, LPP)
- value oral history and stories as ways to learn about the land (LPP, TCC)
- acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)
- demonstrate care and concern for the environment (C, ER, LPP)

► **Knowledge and Understanding**

Students will:

2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:

- Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)
- How are the geographic regions different from where we live? (LPP)
- What are the major geographical regions, landforms and bodies of water in each community? (LPP)
- What are the main differences in climate among these communities? (LPP)
- What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)
- How does the physical geography of each community shape its identity? (CC, I)
- What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP)
- How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)

2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)
- What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
- How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)
- What are the linguistic roots and practices in the communities? (CC)
- What individuals and groups contributed to the development of the communities? (CC)
- How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC)
- How do the cultural and linguistic characteristics of the communities studied contribute to Canada’s identity? (CC, I)

(continued)

2.2 A COMMUNITY IN THE PAST

General Outcome
Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Specific Outcomes

► **Values and Attitudes**

Students will:

2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)

2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student’s community (C, CC, I)

2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)

2.2.4 appreciate how connections to a community contribute to one’s identity (I)

2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)

► **Knowledge and Understanding**

Students will:

2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:

- What characteristics define their community? (CC, I)
- What is unique about their community? (CC, I)
- What are the origins of their community? (TCC)
- What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC)
- What individuals or groups contributed to the development of their community? (CC, TCC)

2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:

- In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC)
- What has caused changes in their community? (CC, TCC)
- How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC)
- How have the people who live in the community contributed to change in the community? (CC, LPP, TCC)
- How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC)

SKILLS AND PROCESSES

► **DIMENSIONS OF THINKING**

Students will:

2.S.1 develop skills of critical thinking and creative thinking:

- distinguish between a fictional and a factual account about Canadian communities
- choose and justify a course of action
- compare and contrast information from similar types of electronic sources, such as information collected on the Internet.

2.S.2 develop skills of historical thinking:

- correctly apply terms related to time (i.e., long ago, before, after)
- arrange events, facts and/or ideas in sequence

2.S.3 develop skills of geographic thinking:

- use a simple map to locate communities studied in Canada
- determine distance on a map, using relative terms such as near/far, here/there
- apply the concept of relative location to determine locations of people and places
- use cardinal directions to locate communities studied in relation to one’s own community

2.S.4 demonstrate skills of decision making and problem solving:

- apply ideas and strategies to decision making and problem solving
- propose new ideas and strategies to contribute to decision making and problem solving

► **SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

Students will:

2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate the ability to deal constructively with diversity and disagreement
- work and play in harmony with others to create a safe and caring environment
- consider the needs and ideas of others
- share information collected from electronic sources to add to a group task

2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- participate in activities that enhance their sense of belonging within their school and community

► **RESEARCH FOR DELIBERATIVE INQUIRY**

Students will:

2.S.7 apply the research process:

- participate in formulating research questions
- develop questions that reflect a personal information need
- follow a plan to complete an inquiry
- access and retrieve appropriate information from electronic sources for a specific inquiry
- navigate within a document, compact disc or other software program that contains links
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- formulate new questions as research progresses
- draw conclusions from organized information
- make predictions based on organized information

Core Concepts: C Citizenship I Identity GC Global Connections
 Strands: ER Economics and Resources LPP The Land: Places and People TCC Time, Continuity and Change
 CC Culture and Community PADM Power, Authority and Decision Making

► ICT Outcomes

WELLNESS CHOICES	RELATIONSHIP CHOICES	LIFE LEARNING CHOICES
<p><i>Students will</i> make responsible and informed choices to maintain health and to promote safety for self and others.</p>	<p><i>Students will</i> develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.</p>	<p><i>Students will</i> use resources effectively to manage and explore life roles and career opportunities and challenges.</p>
<p>Personal Health</p>	<p>Understanding and Expressing Feelings</p>	<p>Learning Strategies</p>
<p><i>Students will:</i></p>	<p><i>Students will:</i></p>	<p><i>Students will:</i></p>
<p>W-2.1 describe the effects of combining healthy eating and physical activity</p>	<p>R-2.1 recognize that individuals make choices about how to express feelings; e.g., frustration</p>	<p>L-2.1 demonstrate organizational skills; e.g., notebook organization, desk organization</p>
<p>W-2.2 examine the need for positive health habits; e.g., adequate sleep, sun protection</p>	<p>R-2.2 become aware that the safe expression of feelings is healthy</p>	<p>L-2.2 identify personal behaviours that show readiness to learn</p>
<p>W-2.3 demonstrate appreciation for own body; e.g., make positive statements about activities one can do</p>	<p>R-2.3 identify possible psychological and physiological responses to stress</p>	<p>L-2.3 apply the decision-making process for age-appropriate issues</p>
<p>W-2.4 describe personal body image</p>	<p>R-2.4 develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell</p>	<p>L-2.4 recognize that it takes time and effort to accomplish goals</p>
<p>W-2.5 classify foods according to <i>Canada's Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p>	<p>Interactions</p>	<p>Life Roles and Career Development</p>
<p>W-2.6 determine safe and responsible use of medications</p>	<p><i>Students will:</i></p>	<p><i>Students will:</i></p>
<p>Safety and Responsibility</p>	<p>R-2.5 demonstrate ways to show appreciation to friends and others</p>	<p>L-2.5 recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills</p>
<p><i>Students will:</i></p>	<p>R-2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support</p>	<p>L-2.6 recognize that each individual has many roles in life; e.g., friend, sister</p>
<p>W-2.7 identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions</p>	<p>R-2.7 demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise</p>	<p>Volunteerism</p>
<p>W-2.8 describe and apply communication safety behaviours at home; e.g., answering the door/telephone</p>	<p>Group Roles and Processes</p>	<p><i>Students will:</i></p>
<p>W-2.9 describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates</p>	<p><i>Students will:</i></p>	<p>L-2.7 explain why volunteerism is important</p>
<p>W-2.10 identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours</p>	<p>R-2.8 recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer</p>	<p>L-2.8 select and perform volunteer tasks in the school</p>
	<p>R-2.9 explain how groups can contribute to a safe and caring environment</p>	

General Outcome A	General Outcome B	General Outcome C	General Outcome D
<p><i>Students will</i> acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.</p> <p><i>Students will:</i></p> <p>Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water A2-1 select and perform locomotor skills involved in a variety of activities</p> <p>Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging A2-3 select and perform nonlocomotor skills involved in a variety of activities</p> <p>Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining; e.g., dribbling, carrying, bouncing, trapping; sending; e.g., throwing, kicking, striking A2-5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</p> <p>Application of Basic Skills in an Alternative Environment A2-7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course</p> <p>Application of Basic Skills in Dance A2-8 demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship A2-9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</p> <p>Application of Basic Skills in Games A2-10 create and play body and space awareness games A2-11 apply basic rules and fair play while playing and learning the strategies of lead-up games</p> <p>Application of Basic Skills in Types of Gymnastics A2-12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence</p> <p>Application of Basic Skills in Individual Activities A2-13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching</p>	<p><i>Students will</i> understand, experience and appreciate the health benefits that result from physical activity.</p> <p><i>Students will:</i></p> <p>Functional Fitness B2-1 recognize that “energy” is required for muscle movement B2-2 describe ways to improve personal growth in physical abilities B2-3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities</p> <p>Body Image B2-4 identify personal physical attributes that contribute to physical activity</p> <p>Well-being B2-6 describe how the body benefits from physical activity B2-7 identify changes that take place in the body during physical activity B2-8 understand the connections between physical activity and emotional well-being; e.g., feels good</p>	<p><i>Students will</i> interact positively with others.</p> <p><i>Students will:</i></p> <p>Communication C2-1 identify and demonstrate respectful communication skills appropriate to context</p> <p>Fair Play C2-3 identify and demonstrate etiquette and fair play</p> <p>Leadership C2-4 accept responsibility for assigned roles while participating in physical activity</p> <p>Teamwork C2-5 display a willingness to play cooperatively with others of various abilities, in large or small groups</p>	<p><i>Students will</i> assume responsibility to lead an active way of life.</p> <p><i>Students will:</i></p> <p>Effort D2-1 express a willingness to participate regularly in physical education class D2-2 identify personal factors that encourage movement</p> <p>Safety D2-3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity D2-4 demonstrate and participate in safe warm-up and cool-down activities D2-5 demonstrate moving safely and sensitively in various environments; e.g., modified games</p> <p>Goal Setting/Personal Challenge D2-6 practise setting a short-term goal related to positive effort to participate in a physical activity D2-7 identify ways to change an activity to make it a challenge based on personal abilities</p> <p>Active Living in the Community D2-8 identify types of physical activities people choose within the community D2-9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment</p>

REFLECTION	DEPICTION	COMPOSITION	EXPRESSION
<p>Responses to visual forms in nature, designed objects and artworks.</p> <ol style="list-style-type: none"> 1. Students will notice commonalities within classes of natural objects or forms. <ol style="list-style-type: none"> A. Natural forms have common physical attributes according to the class in which they belong. B. Natural forms are related to the environment from which they originate. C. Natural forms have different surface qualities in colour, texture and tone. D. Natural forms display patterns and make patterns. 2. Students will assess the use or function of objects. <ol style="list-style-type: none"> A. Designed objects serve specific purposes. B. Designed objects serve people. C. Designed objects are made by people or machines. D. Designed objects must function well to be valuable. 3. Students will interpret artworks literally. <ol style="list-style-type: none"> A. Art takes different forms depending on the materials and techniques used. B. An art form dictates the way it is experienced. C. An artwork tells something about its subject matter and the artist who made it. D. Colour variation is built on three basic colours. E. Tints and shades of colours or hues affect the contrast of a composition. F. All aspects of an artwork contribute to the story it tells. 	<p>Development of imagery based on observations of the visual world.</p> <ol style="list-style-type: none"> 1. Students will learn the shapes of things as well as develop decorative styles. <ol style="list-style-type: none"> A. All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular. B. Shapes can be depicted as organic or geometric. C. Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching. D. Animals and plants can be represented in terms of their proportions. E. A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground. 2. Students will increase the range of actions and viewpoints depicted. <ol style="list-style-type: none"> A. Movement of figures and objects can be shown in different ways. B. An X-ray view shows the inside of something. C. Forms can be overlapping to show depth or distance. 3. Students will represent surface qualities of objects and forms. <ol style="list-style-type: none"> A. Texture is a surface quality that can be captured by rubbings or markings. B. Textures form patterns. C. Primary colours can be mixed to produce new hues. D. Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value. E. Images are stronger when contrasts of light and dark are used. F. Details enrich forms. 	<p>Organization of images and their qualities in the creation of unified statements.</p> <ol style="list-style-type: none"> 1. Students will create emphasis based on personal choices. <ol style="list-style-type: none"> A. An active, interesting part of a theme can become the main part of a composition. B. The main part of a composition can be treated thoroughly before adding related parts. C. Contrast subject matter with the ground for emphasis. D. Forms can run off the edges of the picture space in a composition. 2. Students will create unity through density and rhythm. <ol style="list-style-type: none"> A. Families of shapes, and shapes inside or beside shapes, create harmony. B. Overlapping forms help to unify a composition. C. Repetition of qualities such as colour, texture and tone produce rhythm and balance. D. A composition should develop the setting or supporting forms, as well as the subject matter. 3. Students will add finishing touches. <ol style="list-style-type: none"> A. Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful. B. Stepping back from a work helps in judging how it can be improved. 	<p>Use of art materials as a vehicle or medium for saying something in a meaningful way.</p> <ol style="list-style-type: none"> 1. Students will record or document activities, people and discoveries. <ol style="list-style-type: none"> A. Everyday activities can be documented visually. B. Special events, such as field trips, visits and festive occasions can be recorded visually. C. Family groups and people relationships can be recorded visually. D. Knowledge gained from study or experimentation can be recorded visually. 2. Students will illustrate or tell a story. <ol style="list-style-type: none"> A. A narrative can be retold or interpreted visually. B. An original story can be created visually. 3. Students will decorate items personally created. <ol style="list-style-type: none"> A. Details, patterns or textures can be added to two-dimensional works. B. Details, patterns or textures can be added to the surface of three-dimensional works. 4. Students will express a feeling or a message. <ol style="list-style-type: none"> A. Feelings and moods can be interpreted visually. B. Specific messages, beliefs and interests can be interpreted visually, or symbolized. 5. Students will create an original composition, object or space based on supplied motivation. <ol style="list-style-type: none"> A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually. 6. Students will develop themes, with an emphasis on personal concerns, based on: <ol style="list-style-type: none"> A. Plants and animals B. Environment and places C. Manufactured or human-made things D. Fantasy E. People 7. Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts. <ol style="list-style-type: none"> A. Drawing <ul style="list-style-type: none"> • Use a variety of drawing media in an exploratory way to see how each one has its own characteristics. • Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous. • Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric (rectangles, squares, circles and triangles) and free form. • Make drawings from direct observation. • Use drawing media in combination with other media such as painting, print making or fabric. • Use drawing to add details and textures, or to create pattern. B. Painting <ul style="list-style-type: none"> • Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush. • Experiment with the medium to explore its possibilities. • Work primarily with tempera paint or tempera paint with additives, using large brushes to paint. • Mix primary colours and lighten and darken colours. • Paint using experimental methods, including without a brush. • Paint directly without preliminary sketching. • Use paint in combination with other media and techniques. • Make small group and/or large group murals.

(continued)

			<p><i>(continued)</i></p> <p>C. Print Making</p> <ul style="list-style-type: none"> • Use frottage (texture rubbings). • Make lifts or transfers, using wax crayon or fabric crayon. • Explore the use of print-making materials and the application of paint, using brushes and rollers (brayers). • Explore found object printing and the making of pattern through stamping. • Use print-making images in making pictures or compositions. <p>D. Sculpture</p> <ul style="list-style-type: none"> • Make two- and three-dimensional assemblages from found materials. • Learn the care and handling of clay, and explore the modelling possibilities. • Use simple clay modelling techniques of rolling, pinching, adding, pressing, making coils, texturing. • Create three-dimensional forms, using paper sculpture techniques of folding, scoring, cutting, curling, weaving, rolling, twisting, joining. • Cast plaster of Paris relief sculptures in sand molds. <p>E. Fabric Arts</p> <ul style="list-style-type: none"> • Decorate fabric, using print-making techniques of relief printing, stamping, stencilling. • Use collage techniques for picture making with fabric. • Learn the basics of thread and needle manipulation, and use simple stitchery (running stitch and blanket stitch) for decoration and picture making. • Use a simple, handmade loom to weave plain or tabby pattern. • Braid wool or cloth strips to be used as enhancements. • Tie-dye using one colour of dye. • Use simple batik or resist dyeing using a safe resist such as flour and water paste, or margarine. <p>F. Photography and Technographic Arts</p> <ul style="list-style-type: none"> • Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level: <ul style="list-style-type: none"> – simple camera for documentation and sequencing of events – overhead projector for experimenting with shapes, colours, compositions and the relating of a story using cutout shapes, real objects or drawings on acetate rolls – computer software packages and devices, such as the light pen and the mouse, to explore, design and compose – copying devices for recording images and textures – slides: handmade using ink, crayon, acrylic paint or felt pen for exploring line and shape – emerging technologies, as available and applicable. • Employ technological media techniques, practices and capabilities to promote art understanding and create designs and compositions. Included at this level: <ul style="list-style-type: none"> – storyboards to show a sequence of events – roll movies to show sequence or tell a story – different kinds of viewfinders to select and frame shots – shadow puppets – moving, changing, experimenting to obtain different effects, designs, compositions – retaining copies of only that which is of particular interest – photograms with found objects.
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<p>GENERAL LEARNER EXPECTATIONS</p> <p>Through the elementary music program, students will develop:</p> <ul style="list-style-type: none"> • enjoyment of music • awareness and appreciation of a variety of music, including music of the many cultures represented in Canada • insights into music through meaningful musical activities • self-expression and creativity • musical skills and knowledge. 											
<p>CONCEPTS</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Rhythm The student will understand that:</p> <ul style="list-style-type: none"> • Rhythm patterns can accompany melody. • Rhythm patterns are made up of the beat and divisions of the beat. • Beats may be grouped by accent (a stress in music). • Sounds and silences have specific duration (quarter note (ta), eighth note (ti-ti), half note (ta-a) and whole note (ta-a-a) with the corresponding rests). θ , ε , η , ω , ε , — , ● , (</td> <td style="vertical-align: top;"> <p>Melody The student will understand that:</p> <ul style="list-style-type: none"> • Printed symbols in music show the direction of the melody. • Sounds that move up or down by steps or half steps within the octave are called scales. <ul style="list-style-type: none"> – Melodies may move by scale steps. – Melodies may move by leaps. </td> <td style="vertical-align: top;"> <p>Harmony The student will understand that:</p> <ul style="list-style-type: none"> • Some sounds seem to belong together and are called chords, three or more sounds together. • Major and minor chords have different sounds. </td> <td style="vertical-align: top;"> <p>Form The student will understand that:</p> <ul style="list-style-type: none"> • A whole piece of music may be comprised of a number of sections. • Sections may be identified by letters; e.g., AB, ABA, ABAB. • There may be an introduction, an interlude and an ending (coda). </td> <td style="vertical-align: top;"> <p>Expression The student will understand that:</p> <ul style="list-style-type: none"> • Music may be fast or slow and may change from one to the other suddenly or gradually (tempo). • Music dynamics may change suddenly (accent <) or gradually. (<< crescendo, >> decrescendo [diminuendo]) </td> <td></td> </tr> </table>						<p>Rhythm The student will understand that:</p> <ul style="list-style-type: none"> • Rhythm patterns can accompany melody. • Rhythm patterns are made up of the beat and divisions of the beat. • Beats may be grouped by accent (a stress in music). • Sounds and silences have specific duration (quarter note (ta), eighth note (ti-ti), half note (ta-a) and whole note (ta-a-a) with the corresponding rests). θ , ε , η , ω , ε , — , ● , (<p>Melody The student will understand that:</p> <ul style="list-style-type: none"> • Printed symbols in music show the direction of the melody. • Sounds that move up or down by steps or half steps within the octave are called scales. <ul style="list-style-type: none"> – Melodies may move by scale steps. – Melodies may move by leaps. 	<p>Harmony The student will understand that:</p> <ul style="list-style-type: none"> • Some sounds seem to belong together and are called chords, three or more sounds together. • Major and minor chords have different sounds. 	<p>Form The student will understand that:</p> <ul style="list-style-type: none"> • A whole piece of music may be comprised of a number of sections. • Sections may be identified by letters; e.g., AB, ABA, ABAB. • There may be an introduction, an interlude and an ending (coda). 	<p>Expression The student will understand that:</p> <ul style="list-style-type: none"> • Music may be fast or slow and may change from one to the other suddenly or gradually (tempo). • Music dynamics may change suddenly (accent <) or gradually. (<< crescendo, >> decrescendo [diminuendo]) 	
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<p>ATTITUDES</p> <p>An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost.</p> <p>Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.</p>											

OPTIONAL SUBJECT AREAS

GRADE 2 OUTCOMES

<p>Drama: For Grade 2 outcomes in Drama, please refer to the Fine Arts section of the <i>Program of Studies: Elementary Schools</i>.</p> <p>Languages Other than English: Please refer to the <i>Program of Studies: Elementary Schools</i> for Grade 2 outcomes in the following other languages programs:</p> <ul style="list-style-type: none"> • Français • French Language Arts • French as a Second Language • Ukrainian Language Arts • Blackfoot Language and Culture Program • Cree Language and Culture Program

<p>Communicating, Inquiring, Decision Making and Problem Solving</p> <p>General Outcome C1 Students will access, use and communicate information from a variety of technologies.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 access and retrieve appropriate information from electronic sources for a specific inquiry 1.2 process information from more than one source to retell what has been discovered <p>General Outcome C2 Students will seek alternative viewpoints, using information technologies.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 [no outcomes for this division] <p>General Outcome C3 Students will critically assess information accessed through the use of a variety of technologies.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 compare and contrast information from similar types of electronic sources <p>General Outcome C4 Students will use organizational processes and tools to manage inquiry.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 follow a plan to complete an inquiry 1.2 formulate new questions as research progresses 1.3 organize information from more than one source <p>General Outcome C5 Students will use technology to aid collaboration during inquiry.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 share information collected from electronic sources to add to a group task <p>General Outcome C6 Students will use technology to investigate and/or solve problems.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 identify a problem within a defined context 1.2 use technology to organize and display data in a problem-solving context 1.3 use technology to support and present conclusions <p>General Outcome C7 Students will use electronic research techniques to construct personal knowledge and meaning.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 develop questions that reflect a personal information need 1.2 summarize data by picking key words from gathered information and by using jottings, point form or retelling 1.3 draw conclusions from organized information 1.4 make predictions based on organized information 	<p>Foundational Operations, Knowledge and Concepts</p> <p>General Outcome F1 Students will demonstrate an understanding of the nature of technology.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 identify techniques and tools for communicating, storing, retrieving and selecting information 1.2 apply terminology appropriate to the technologies being used at this division level 1.3 demonstrate an understanding that the user manages and controls the outcomes of technology <p>General Outcome F2 Students will understand the role of technology as it applies to self, work and society.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 identify technologies used in everyday life 1.2 describe particular technologies being used for specific purposes <p>General Outcome F3 Students will demonstrate a moral and ethical approach to the use of technology.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies 1.2 work collaboratively to share limited resources 1.3 demonstrate appropriate care of technology equipment 1.4 recognize and acknowledge the ownership of electronic material 1.5 use appropriate communication etiquette <p>General Outcome F4 Students will become discerning consumers of mass media and electronic information.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 compare similar types of information from two different electronic sources <p>General Outcome F5 Students will practise the concepts of ergonomics and safety when using technology.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 demonstrate proper posture when using a computer 1.2 demonstrate safe behaviours when using technology <p>General Outcome F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down 1.2 use proper keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys 1.3 operate basic audio and video equipment, including inserting, playing, recording and ejecting media 	<p>Processes for Productivity</p> <p>General Outcome P1 Students will compose, revise and edit text.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques 1.2 edit complete sentences, using such features of word processing as cut, copy and paste <p>General Outcome P2 Students will organize and manipulate data.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 read information from a prepared database <p>General Outcome P3 Students will communicate through multimedia.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 access images, such as clip art, to support communication 1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes 1.3 access sound clips or recorded voice to support communication <p>General Outcome P4 Students will integrate various applications.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 integrate text and graphics to form a meaningful message 1.2 balance text and graphics for visual effect <p>General Outcome P5 Students will navigate and create hyperlinked resources.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 navigate within a document, compact disc or other software program that contains links 1.2 access hyperlinked sites on an intranet or the Internet <p>General Outcome P6 Students will use communication technology to interact with others.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 compose a message that can be sent through communication technology 1.2 communicate electronically with people outside the classroom
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Note: The ICT curriculum is not intended to stand alone as a course but rather to be infused within core courses and programs.