

Creative expression develops our unique identity and voice. T1	Inquiry through the arts creates opportunities for risk taking. T1	Dance, drama, music, and visual arts are each unique languages for creating and communicating. T1	People connect to the hearts and minds of others in a variety of places and times through the arts. T1
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Students will be able to use the creative processes to create and respond to the arts:

Term 1	Term 2	Term 3	<u>Arts Education Learning Outcomes for Grade 2</u>
<u>Exploring and Creating</u>			
✓			<ul style="list-style-type: none"> Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts
✓			<ul style="list-style-type: none"> Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
✓			<ul style="list-style-type: none"> Explore personal experience, community, and culture through arts activities
<u>Reasoning and Reflecting</u>			
✓			<ul style="list-style-type: none"> Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
✓			<ul style="list-style-type: none"> Develop processes and technical skills in a variety of art forms to refine artistic abilities
✓			<ul style="list-style-type: none"> Reflect on the creative processes and make connections to other experiences
<u>Communicating and Documenting</u>			
			<ul style="list-style-type: none"> Interpret symbolism and how it can be used to express meaning through the arts
✓			<ul style="list-style-type: none"> Express feelings, ideas, stories, observations, and experiences through creative works
✓			<ul style="list-style-type: none"> Describe and respond to works of art
✓			<ul style="list-style-type: none"> Experience, document, perform, and share creative works in a variety of ways

Physical and Health Education—Big Ideas

Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.	Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.	Adopting healthy personal practices and safety strategies protects ourselves and others.	Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.	Our physical, emotional, and mental health are interconnected.
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Students are expected to be able to do the following:

Term 1	Term 2	Term 3	Physical and Health Education Learning Outcomes for Grade 2
Physical Literacy			
			<ul style="list-style-type: none"> Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
			<ul style="list-style-type: none"> Apply methods of monitoring exertion levels in physical activity
			<ul style="list-style-type: none"> Identify and explain factors that contribute to positive experiences in different physical activities
✓			<ul style="list-style-type: none"> Develop and demonstrate safety, fair play, and leadership in physical activities
Healthy and Active Living			
✓			<ul style="list-style-type: none"> Participate daily in physical activity at moderate to vigorous intensity levels
			<ul style="list-style-type: none"> Identify and describe opportunities to be physically active at school, at home, and in the community
✓			<ul style="list-style-type: none"> Explore strategies for making healthy eating choices
			<ul style="list-style-type: none"> Describe ways to access information on and support services for a variety of health topics
✓			<ul style="list-style-type: none"> Explore and describe components of healthy living
Social and Community Health			
✓			<ul style="list-style-type: none"> Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
✓			<ul style="list-style-type: none"> Develop and demonstrate respectful behaviour when participating in activities with others
✓			<ul style="list-style-type: none"> Identify and describe characteristics of positive relationships
			<ul style="list-style-type: none"> Explain how participation in outdoor activities supports connections with the community and environment
Mental Well-being			
✓			<ul style="list-style-type: none"> Identify and apply strategies that promote mental well-being
			<ul style="list-style-type: none"> Identify and describe feelings and worries, and strategies for dealing with them
✓			<ul style="list-style-type: none"> Identify personal skills, interests, and preferences and describe how they influence self-identity

Science—Big Ideas

All living things have a life cycle.

T1

Materials can be changed through physical and chemical processes.

T1

Forces influence the motion of an object.

T1

Water is essential to all living things, and it cycles through the environment.

Students are expected to be able to do the following:

Term 1	Term 2	Term 3	<u>Science Learning Outcomes for Grade 2</u>
<u>Questioning and Predicting</u>			
✓			• Demonstrate curiosity and a sense of wonder about the world
✓			• Observe objects and events in familiar contexts
✓			• Ask simple questions about familiar objects and events
✓			• Make simple predictions about familiar objects and events
<u>Planning and Conducting</u>			
✓			• Make and record observations
✓			• Safely manipulate materials to test ideas and predictions
✓			• Make and record simple measurements using informal and non-standard methods
<u>Processing and Analyzing Data and Information</u>			
✓			• Experience and interpret the local environment
			• Sort and classify data and information using drawings or provided tables
✓			• Compare observations with predictions through discussion
✓			• Identify simple patterns and connections
<u>Evaluating</u>			
✓			• Compare observations with those of others
			• Consider some environmental consequences of their actions
<u>Applying and Innovating</u>			
✓			• Take part in caring for self, family, classroom and school through personal approaches
✓			• Transfer and apply learning to new situations
✓			• Generate and introduce new or refined ideas when problem solving
<u>Communicating</u>			
✓			• Communicate observations and ideas using oral or written language, drawing or role play
✓			• Express and reflect on personal experiences of place

Socials Studies—Big Ideas

We shape the local environment, and the local environment shapes who we are and how we live. T1

Our rights, roles, and responsibilities are important for building strong communities. T1

Healthy communities recognize and respect the diversity of individuals and care for the local environment. T1

Students are expected to be able to do the following:

Term 1	Term 2	Term 3	<u>Social Studies Learning Outcomes for Grade 2</u>
✓			<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to: ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions
✓			<ul style="list-style-type: none"> Explain why people, events, and places are significant to various individuals and groups
✓			<ul style="list-style-type: none"> Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
			<ul style="list-style-type: none"> Sequence objects, images, and events, and explain why some aspects change and others stay the same
✓			<ul style="list-style-type: none"> Recognize the causes and consequences of events, decisions, and developments
			<ul style="list-style-type: none"> Explain why people's beliefs, values, worldviews, experiences, and roles give them different <u>perspectives on people, places, issues, or events.</u>
✓			<ul style="list-style-type: none"> Make value judgments about events, decisions, and actions, and suggest lessons that can be learned

Mathematics—Big Ideas

<p>Number represents and describes quantity: Numbers to 100 can be decomposed into 10's and 1's.</p> <p>T1</p>	<p>Developing computational fluency comes from a strong sense of number. Fluency in addition and subtraction with numbers to 100 requires understanding of place value and mental math strategies.</p> <p>T1</p>	<p>We use patterns to represent identified regularities and to form generalizations: The regular change in increasing patterns can be identified.</p> <p>T1</p>	<p>We can describe, measure, and compare spatial relationships: Objects and shapes have attributes.</p>	<p>Analyzing data and chance help us to compare and interpret: Concrete items can be represented pictorially in a graph.</p>
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Students are expected to be able to do the following:

Term 1	Term 2	Term 3	Mathematic Learning Outcomes for Grade 2
Reasoning and Analyzing			
✓			<ul style="list-style-type: none"> Estimate reasonably
✓			<ul style="list-style-type: none"> Develop mental math strategies and abilities to make sense of quantities
✓			<ul style="list-style-type: none"> Use reasoning and logic to explore and make connections
Understanding and Solving			
✓			<ul style="list-style-type: none"> Use multiple strategies to engage in problem solving (e.g., visual, oral, role-play, experimental, written, symbolic)
✓			<ul style="list-style-type: none"> Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving
✓			<ul style="list-style-type: none"> Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community
Communicating and Representing			
✓			<ul style="list-style-type: none"> Communicate in many ways (concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, and apply mathematical ideas)
✓			<ul style="list-style-type: none"> Describe, create, and interpret relationships through concrete, pictorial, and symbolic
✓			<ul style="list-style-type: none"> Use technology appropriately to explore mathematics, solve problems, record, communicate,
Connecting and Reflecting			
✓			<ul style="list-style-type: none"> Visualize and describe mathematical concepts
✓			<ul style="list-style-type: none"> Connect mathematical concepts to each other and make mathematical connections to the real world (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration)
✓			<ul style="list-style-type: none"> Share and reflect upon mathematical thinking
			<ul style="list-style-type: none"> Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts

Language Arts—Big Ideas

Language and stories can be a source of creativity and joy. T1	Stories help us learn about ourselves and our families, and our communities. T1	Everyone can be a reader and writer. T1	Listening and speaking helps us to explore, share, and develop our ideas. T1
	Using language in creative and playful ways helps us understand how language works. T1	Readers use strategies to make sense of what they read, hear, and view.	

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Term 1	Term 2	Term 3	Language Arts Learning Outcomes for Grade 2
Comprehend and Connect			
✓			• Use play and other creative means to discover foundational concepts of print, oral, and visual texts
✓			• Begin to use sources of information and prior knowledge to make meaning
✓			• Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts
✓			• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
✓			• Use personal experience and knowledge to connect to text and make meaning
✓			• Recognize the importance of story in personal, family, and community identity
			• Recognize the structure and elements of story
			• Recognize how different text structures reflect different purposes.
✓			• Show awareness of how story in First Peoples' cultures connects people to family and community
✓			• Exchange ideas and perspectives to build shared understanding
Create and Communicate			
✓			• Create stories and other age-appropriate texts to deepen awareness of self, family, and
			• Plan and create a variety of communication forms for different purposes and audiences
✓			• Begin to communicate in print, using letters and words and applying some basic conventions of English spelling, grammar, and punctuation