

The Alberta Curriculum

GRADE 2

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2020 Alberta Curriculum



Content

Introduction	Page 3
Mathematics	Page 4
Language Arts	Page 8
Science & Technology	Page 14
Social Studies	Page 19
The Arts	Page 21
Health & Physical Education	Page 38

Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Alberta, the full curriculum outline is freely available through the Alberta Education website (<https://new.learnalberta.ca/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade One Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education in Alberta.

French as a second language isn't technically required until about the 4th grade, which is why I haven't included it in this Grade 2 checklist.

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Alberta Education's website for the most up-to-date information.

Thank you to Alaina K. for her help in compiling this resource.

Happy learning!



Lisa Marie Fletcher
The Canadian Homeschooler
(<http://thecanadianhomeschooler.com>)

Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Math

Number

	Specific Expectations
<i>Develop number sense.</i>	
<input type="checkbox"/> Say the number sequence 0 to 100 by :	
	<input type="checkbox"/> 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively
	<input type="checkbox"/> 10s, using starting points from 1 to 9
	<input type="checkbox"/> 2s forward from 0 to 20
	<input type="checkbox"/> 2s, starting from 1.
<input type="checkbox"/> Demonstrate if a number (up to 100) is even or odd.	
<input type="checkbox"/> Describe order or relative position, using ordinal numbers (up to tenth).	
<input type="checkbox"/> Represent and describe numbers to 100, concretely, pictorially and symbolically.	
<input type="checkbox"/> Compare and order numbers up to 100.	
<input type="checkbox"/> Estimate quantities to 100, using referents.	
<input type="checkbox"/> Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.	
<input type="checkbox"/> Represent and describe numbers to 20, concretely, pictorially and symbolically	
<input type="checkbox"/> Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number.	
<input type="checkbox"/> Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by:	
	<input type="checkbox"/> using personal strategies for adding and subtracting with and without the support of manipulatives
	<input type="checkbox"/> creating and solving problems that involve addition and subtraction
	<input type="checkbox"/> using the commutative property of addition (the order in which numbers are added does not affect the sum)
	<input type="checkbox"/> using the associative property of addition (grouping a set of numbers in different ways does not affect the sum)
	<input type="checkbox"/> explaining that the order in which numbers are subtracted may affect the difference.
<input type="checkbox"/> Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18:	

	<input type="checkbox"/> Understand and apply strategies for addition facts up to and including $9 + 9$ and related subtraction facts.
	<input type="checkbox"/> Recall addition facts up to and including $5 + 5$ and related subtraction facts.

Patterns & Relations (Patterns)

Specific Expectations	
<i>Use patterns to describe the world and to solve problems.</i>	
<input type="checkbox"/> Demonstrate an understanding of repeating patterns (three to five elements) by: (using manipulatives, diagrams, sounds and actions)	
	<input type="checkbox"/> describing
	<input type="checkbox"/> reproducing
	<input type="checkbox"/> extending
	<input type="checkbox"/> creating
<input type="checkbox"/> Demonstrate an understanding of increasing numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions by:	
	<input type="checkbox"/> describing
	<input type="checkbox"/> reproducing
	<input type="checkbox"/> extending
	<input type="checkbox"/> creating
<input type="checkbox"/> Sort a set of objects, using two attributes, and explain the sorting rule.	

Patterns & Relations (Variables & Equations)

Specific Expectations	
<i>Represent algebraic expressions in multiple ways</i>	
<input type="checkbox"/> Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.	
<input type="checkbox"/> Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.	

Shape and Space (Measurement)

Specific Expectations	
<i>Use direct and indirect measurement to solve problems.</i>	
<input type="checkbox"/> Relate the number of days to a week and the number of months to a year in a problem-solving context.	
<input type="checkbox"/> Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight).	
<input type="checkbox"/> Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison.	
<input type="checkbox"/> Measure length to the nearest nonstandard unit by: using multiple copies of a unit	
	<input type="checkbox"/> using multiple copies of a unit
	<input type="checkbox"/> using a single copy of a unit (iteration process).
<input type="checkbox"/> Demonstrate that changing the orientation of an object does not alter the measurements of its attributes	

Shape and Space (3-D Objects and 2-D Shapes)

Specific Expectations	
<i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>	
<input type="checkbox"/> Sort 3-D objects and 2-D shapes, using two attributes, and explain the sorting rule.	
<input type="checkbox"/> Describe, compare and construct 3-D objects, including:	
	<input type="checkbox"/> cubes
	<input type="checkbox"/> spheres
	<input type="checkbox"/> cones
	<input type="checkbox"/> cylinders
	<input type="checkbox"/> pyramids
<input type="checkbox"/> Describe, compare and construct 2-D shapes, including	
	<input type="checkbox"/> triangles
	<input type="checkbox"/> squares
	<input type="checkbox"/> rectangles
	<input type="checkbox"/> circles
<input type="checkbox"/> Identify 2-D shapes as parts of 3-D objects in the environment.	

Statistics and Probability (Data Analysis)

	Specific Expectations
	<i>Collect, display and analyze data to solve problems.</i>
	<input type="checkbox"/> Gather and record data about self and others to answer questions.
	<input type="checkbox"/> Construct and interpret concrete graphs and pictographs to solve problems.

Language Arts

General Outcome	Specific Expectations
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	<i>Discover and Explore</i>
	<input type="checkbox"/> Contribute relevant ideas and information from personal experiences to group language activities
	<input type="checkbox"/> Talk about how new ideas and information have changed previous understanding
	<input type="checkbox"/> Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media text
	<input type="checkbox"/> Use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information
	<input type="checkbox"/> Explain why particular oral, print or other media texts are personal favourites
	<input type="checkbox"/> Recognize and talk about developing abilities as readers, writers and illustrators
	<i>Clarify and Extend</i>
	<input type="checkbox"/> Connect own ideas and experiences with those shared by others
	<input type="checkbox"/> Record ideas and information in ways that make sense
	<input type="checkbox"/> Find more information about new ideas and topics
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	<i>Use Strategies and Cues</i>
	<input type="checkbox"/> Use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning
	<input type="checkbox"/> Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning
	<input type="checkbox"/> Use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning
	<input type="checkbox"/> Use knowledge of oral language to predict words when reading stories and poems

	<input type="checkbox"/> Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions
	<input type="checkbox"/> Identify the main idea or topic and supporting details of simple narrative and expository texts
	<input type="checkbox"/> Identify by sight an increasing number of high frequency words and familiar words from favourite books
	<input type="checkbox"/> Read aloud with fluency, accuracy and expression
	<input type="checkbox"/> 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
	<input type="checkbox"/> Preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning
	<input type="checkbox"/> 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
	<input type="checkbox"/> Apply phonic rules and generalizations to read unfamiliar words in context
	<input type="checkbox"/> Apply knowledge of long and short vowel sounds to read unfamiliar words in context
	<input type="checkbox"/> Use knowledge of word parts, contractions and compound words to read unfamiliar words in context
	<input type="checkbox"/> Associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context
	<input type="checkbox"/> Put words in alphabetical order by first letter
	<input type="checkbox"/> Use picture dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts
	<i>Respond to Texts</i>
	<input type="checkbox"/> 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

	<input type="checkbox"/> Identify favourite kinds of oral, print and other media texts
	<input type="checkbox"/> Model own oral, print and other media texts on familiar forms
	<input type="checkbox"/> Respond to mood established in a variety of oral, print and other media texts
	<input type="checkbox"/> Connect situations portrayed in oral, print and other media texts to personal and classroom experiences
	<input type="checkbox"/> Retell the events portrayed in oral, print and other media texts in sequence
	<input type="checkbox"/> Suggest alternative endings for oral, print and other media text
	<input type="checkbox"/> Discuss, represent or write about interesting or important aspects of oral, print and other media texts
	<input type="checkbox"/> Express thoughts or feelings related to the events and characters in oral, print and other media texts
	<input type="checkbox"/> Identify and use words and sentences that have particular emotional effects
	<input type="checkbox"/> Identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights
	<i>Understand Forms, Elements, and Techniques</i>
	<input type="checkbox"/> Recognize that ideas and information can be expressed in a variety of oral, print and other media texts
	<input type="checkbox"/> Identify and explain the use of various communication technologies
	<input type="checkbox"/> Identify main characters, places and events in a variety of oral, print and other media texts
	<input type="checkbox"/> Identify how pictures, illustrations and special fonts relate to and enhance print and other media texts
	<input type="checkbox"/> Demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations
	<i>Create Original Text</i>
	<input type="checkbox"/> Use own and respond to others' ideas to create oral, print and other media texts
	<input type="checkbox"/> Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts
	<input type="checkbox"/> Create narratives that have beginnings, middles and ends;

	settings; and main characters that perform actions
	<input type="checkbox"/> Use traditional story beginnings, patterns and stock characters in own oral, print and other media texts
Students will listen, speak, read, write, view and represent to manage ideas and information.	<i>Plan and Focus</i>
	<input type="checkbox"/> Relate personal knowledge to ideas and information in oral, print and other media texts
	<input type="checkbox"/> Ask questions to determine the main idea of oral, print and other media texts
	<input type="checkbox"/> Ask questions to focus on particular aspects of topics for own investigations
	<input type="checkbox"/> Recall and follow directions for accessing and gathering ideas and information
	<i>Select and Process</i>
	<input type="checkbox"/> Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community
	<input type="checkbox"/> Use text features, such as table of contents, key words, captions and hot links, to access information
	<input type="checkbox"/> Use given categories and specific questions to find information in oral, print and other media texts
	<input type="checkbox"/> Use the library organizational system to locate information
	<input type="checkbox"/> Recognize when information answers the questions asked
	<i>Organize, Record and Evaluate</i>
	<input type="checkbox"/> Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order
	<input type="checkbox"/> Produce oral, print and other media texts with introductions, middles and conclusions
	<input type="checkbox"/> Record key facts and ideas in own words; identify titles and authors of sources
	<input type="checkbox"/> Examine gathered information to decide what information to share or omit
	<i>Share and Review</i>
	<input type="checkbox"/> Share, with familiar audiences, ideas and information on topics
	<input type="checkbox"/> Clarify information by responding to questions

	<input type="checkbox"/> Answer questions, such as “What did I do that worked well?” to reflect on research experiences
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.	<i>Enhance and Improve</i>
	<input type="checkbox"/> Identify features that make own or peers’ oral, print or other media texts interesting or appealing
	<input type="checkbox"/> Revise words and sentences to improve sequence or add missing information
	<input type="checkbox"/> Check for capital letters, punctuation at the end of sentences and errors in spelling
	<input type="checkbox"/> Print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately
	<input type="checkbox"/> Use margins and spacing appropriately
	<input type="checkbox"/> Explore and use the keyboard to compose and revise text
	<input type="checkbox"/> Develop categories of words associated with experiences and topics of interest
	<input type="checkbox"/> Use knowledge of word patterns, word combinations and parts of words to learn new words
	<input type="checkbox"/> Choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts
	<i>Attend to Conventions</i>
	<input type="checkbox"/> Write complete sentences, using capital letters and periods
	<input type="checkbox"/> Use connecting words to join related ideas in a sentence
	<input type="checkbox"/> Identify nouns and verbs, and use in own writing
	<input type="checkbox"/> Identify adjectives and adverbs that add interest and detail to stories
	<input type="checkbox"/> 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
	<input type="checkbox"/> Use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing
	<input type="checkbox"/> Use the conventional spelling of common words necessary for the efficient communication of ideas in writing
	<input type="checkbox"/> Use capital letters for proper nouns and at the beginning of sentences in own writing
	<input type="checkbox"/> Use periods and question marks, appropriately, as end

	punctuation in own writing
	<input type="checkbox"/> Use commas after greetings and closures in friendly letters and to separate words in a series in own writing
	<input type="checkbox"/> Identify commas and apostrophes when reading, and use them to assist comprehension
	<i>Present and Share</i>
	<input type="checkbox"/> Present ideas and information by combining illustrations and written texts
	<input type="checkbox"/> Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments
	<input type="checkbox"/> Speak in a clear voice, with appropriate volume, at an understandable pace and with expression
	<input type="checkbox"/> Ask relevant questions to clarify understanding and to have information explained
	<input type="checkbox"/> Show enjoyment and appreciation during listening and viewing activities
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	<i>Respect Others and Strengthen Community</i>
	<input type="checkbox"/> Discuss the experiences and traditions of various communities portrayed in oral, print and other media texts
	<input type="checkbox"/> Discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities
	<input type="checkbox"/> Participate in shared language experiences to acknowledge and celebrate individual and class accomplishments
	<input type="checkbox"/> Adjust own language use according to the context, purpose and audience
	<i>Work within a Group</i>
	<input type="checkbox"/> Work in a variety of partnerships and group structures
	<input type="checkbox"/> Identify ways that class members can help each other
	<input type="checkbox"/> Contribute relevant information and questions to extend group understanding of topics and tasks
	<input type="checkbox"/> Stay on topic during class and group discussions
<input type="checkbox"/> Recognize own and others' contributions to group process	

Science & Technology

Exploring Liquids

Section	Specific Expectations
<p>By the end of Grade 2, students will:</p> <p>-Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things</p> <p>-Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment.</p>	<input type="checkbox"/> 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.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> Demonstrate an understanding that liquid water can be changed to other states: <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.
	<input type="checkbox"/> Predict that the water level in open containers will decrease due to evaporation, but the water level in closed containers will not decrease.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> Recognize that water is a component of many materials and of

	living things.
	<input type="checkbox"/> Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe

Buoyancy and Boats

Section	Specific Expectations
<p>By the end of Grade 2, students will:</p> <p>- Construct objects that will float on and move through water, and evaluate various designs for watercraft.</p>	<input type="checkbox"/> 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.
	<input type="checkbox"/> 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
	<input type="checkbox"/> Assemble materials so they will float, carry a load and be stable in water
	<input type="checkbox"/> Modify a watercraft to increase the load it will carry.
	<input type="checkbox"/> Modify a watercraft to increase its stability in water.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> Develop or adapt methods of construction that are appropriate to the design task.
	<input type="checkbox"/> Adapt the design of a watercraft so it can be propelled through water.
	<input type="checkbox"/> Explain why a given material, design or component is appropriate to the design task.

Magnetism

Section	Specific Expectations
<p>By the end of Grade 2, students will:</p> <p>-Describe the interaction of magnets with other magnets and with common materials.</p>	<input type="checkbox"/> Identify where magnets are used in the environment and why they are used.
	<input type="checkbox"/> Distinguish materials that are attracted by a magnet from those that are not.
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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.
	<input type="checkbox"/> Design and produce a device that uses a magnet.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> Compare and measure the strength of magnets.

Hot and Cold Temperature

Section	Specific Expectations
<p>By the end of Grade 2, students will:</p> <p>-Recognize the effects of heating and cooling, and identify methods for heating and cooling</p>	<input type="checkbox"/> Describe temperature in relative terms, using expressions, such as hotter than, colder than.
	<input type="checkbox"/> Measure temperature in degrees Celsius (°C).
	<input type="checkbox"/> Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning.
	<input type="checkbox"/> Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources.
	<input type="checkbox"/> Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health.
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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

	<ul style="list-style-type: none"> • describe how heat is circulated through the school building and through their own homes.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> 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
	<input type="checkbox"/> Design and construct a device to keep something hot or cold.
	<input type="checkbox"/> Describe ways in which temperature changes affect us in our daily lives.

Small Crawling and Flying Animals

Section	Specific Expectations
<p>By the end of Grade 2, students will:</p> <p>-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>	<input type="checkbox"/> Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> Describe the relationships of these animals to other living and nonliving things in their habitat, and to people.
	<input type="checkbox"/> Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight.
	<input type="checkbox"/> Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks.

- | | |
|--|--|
| | <input type="checkbox"/> Identify ways in which animals are considered helpful or harmful to humans and to the environment |
|--|--|

Social Studies

Canada's Dynamic Communities

Section	Specific Expectations
<i>Values and Attitudes</i>	
<p>By the end of Grade 2, students will:</p> <p>-appreciate the physical and human geography of the communities studied</p>	<input type="checkbox"/> Appreciate how a community's physical geography shapes identity
	<input type="checkbox"/> Appreciate the diversity and vastness of Canada's land and peoples
	<input type="checkbox"/> Value oral history and stories as ways to learn about the land
	<input type="checkbox"/> Acknowledge, explore and respect historic sites and monuments
	<input type="checkbox"/> Demonstrate care and concern for the environment
<i>Knowledge and Understanding</i>	
<p>By the end of Grade 2, students will:</p> <p>-investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:</p>	<input type="checkbox"/> Where are the Inuit, Acadian and prairie communities located in Canada?
	<input type="checkbox"/> How are the geographic regions different from where we live?
	<input type="checkbox"/> What are the major geographical regions, landforms and bodies of water in each community?
	<input type="checkbox"/> What are the main differences in climate among these communities?
	<input type="checkbox"/> What geographic factors determined the establishment of each community (e.g., soil, water and climate)?
	<input type="checkbox"/> How does the physical geography of each community shape its identity
	<input type="checkbox"/> What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)?
	<input type="checkbox"/> How does the vastness of Canada affect how we connect to other Canadian communities?

<p>By the end of Grade 2, students will:</p> <p>- 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:</p>	<input type="checkbox"/> What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)?
	<input type="checkbox"/> What are the traditions and celebrations in the communities that connect the people to the past and to each other?
	<input type="checkbox"/> How are the communities strengthened by their stories, traditions and events of the past?
	<input type="checkbox"/> What are the linguistic roots and practices in the communities?
	<input type="checkbox"/> What individuals and groups contributed to the development of the communities?
	<input type="checkbox"/> How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)?
	<input type="checkbox"/> How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity?
<p>By the end of Grade 2, students will:</p> <p>-Investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:</p>	<input type="checkbox"/> What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)?
	<input type="checkbox"/> What are the occupations in each of the communities?
	<input type="checkbox"/> What kinds of goods and services are available in the communities?
	<input type="checkbox"/> What impact does industry have on the communities (i.e., agriculture, manufacturing)?

A Community in the Past

Section	Specific Expectations
<i>Values and Attitudes</i>	
Students will:	<input type="checkbox"/> Appreciate how stories of the past connect individuals and communities to the present
	<input type="checkbox"/> Appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
	<input type="checkbox"/> Appreciate the importance of collaboration and living in harmony
	<input type="checkbox"/> Appreciate how connections to a community contribute to one's identity
	<input type="checkbox"/> Appreciate how cultural and linguistic exchanges connect one community to another
<i>Knowledge and Understanding</i>	
Students will: -Analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:	<input type="checkbox"/> What characteristics define their community?
	<input type="checkbox"/> What is unique about their community?
	<input type="checkbox"/> What are the origins of their community?
	<input type="checkbox"/> What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)?
	<input type="checkbox"/> What individuals or groups contributed to the development of their community?
Students will: - Examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:	<input type="checkbox"/> In what ways has our community changed over time (e.g., changes in transportation, land use)?
	<input type="checkbox"/> What has caused changes in their community?
	<input type="checkbox"/> How has the population of their community changed over time (e.g., ethnic mix, age, occupations)?
	<input type="checkbox"/> How have the people who live in the community contributed to change in the community?
	<input type="checkbox"/> How is the presence of Aboriginal and/or Francophone origins reflected in the community today?

Information and Communication Technology (infused throughout the social studies curriculum)

Section	Specific Expectations
<i>Dimensions of Thinking</i>	
Students will: -Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> <li data-bbox="691 380 1451 464">☐ Distinguish between a fictional and a factual account about Canadian communities <li data-bbox="691 474 1230 520">☐ Choose and justify a course of action <li data-bbox="691 552 1382 659">☐ Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
Students will: - Develop skills of historical thinking:	<ul style="list-style-type: none"> <li data-bbox="691 697 1430 772">☐ Correctly apply terms related to time (i.e., long ago, before, after) <li data-bbox="691 800 1370 835">☐ Arrange events, facts and/or ideas in sequence
Students will: -Develop skills of geographic thinking:	<ul style="list-style-type: none"> <li data-bbox="691 915 1422 982">☐ Use a simple map to locate communities studied in Canada <li data-bbox="691 1020 1419 1087">☐ Determine distance on a map, using relative terms such as near/far, here/there <li data-bbox="691 1125 1425 1192">☐ Apply the concept of relative location to determine locations of people and places <li data-bbox="691 1230 1354 1297">☐ Use cardinal directions to locate communities studied in relation to one's own community
Students will: -Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> <li data-bbox="691 1335 1414 1402">☐ Apply ideas and strategies to decision making and problem solving <li data-bbox="691 1440 1409 1507">☐ Propose new ideas and strategies to contribute to decision making and problem solving

The Arts

Drama

Section	Specific Expectations
<i>STRUCTURED DRAMATIC PLAY</i>	
Physical	<ul style="list-style-type: none"> <input type="checkbox"/> develop sensory awareness <input type="checkbox"/> become aware of body and voice as instruments of expression <input type="checkbox"/> explore and express large and small body movements <input type="checkbox"/> develop techniques for relaxation
Intellectual	<ul style="list-style-type: none"> <input type="checkbox"/> develop and exercise imagination <input type="checkbox"/> develop concentration <input type="checkbox"/> recognize and learn to trust the intuitive response <input type="checkbox"/> exercise divergent and convergent thinking
Emotional	<ul style="list-style-type: none"> <input type="checkbox"/> explore emotion <input type="checkbox"/> control emotion <input type="checkbox"/> express emotion
Social	<ul style="list-style-type: none"> <input type="checkbox"/> understand self <input type="checkbox"/> understand others <input type="checkbox"/> discipline self <input type="checkbox"/> develop acceptance of self/others (tolerance) <input type="checkbox"/> develop appreciation of the work of self and others <input type="checkbox"/> cope with emotional responses
Integrative	<ul style="list-style-type: none"> <input type="checkbox"/> understand and respond to environment <input type="checkbox"/> respect and investigate ideas of others <input type="checkbox"/> role play <input type="checkbox"/> develop a sense of form <input type="checkbox"/> make the abstract concrete <input type="checkbox"/> learn to respond to stimuli; e.g., music, pictures, objects, literature <input type="checkbox"/> develop the confidence to make choices <input type="checkbox"/> respect the space of others <input type="checkbox"/> communicate through space <input type="checkbox"/> test and reflect on the consequences of dramatic decisions

<i>Dramatic Movement</i>	
	<ul style="list-style-type: none"> <input type="checkbox"/> understand personal space, general space and the inherent differences between the two <input type="checkbox"/> develop flexible, free and controlled movement <input type="checkbox"/> practise moving in different ways in response to a variety of stimuli <input type="checkbox"/> discover how to use the body as a vehicle for expressing and interpreting feelings and ideas <input type="checkbox"/> analyze different ways of moving alone and with others <input type="checkbox"/> express simple characterization through movement <input type="checkbox"/> appreciate the aesthetics of movement <input type="checkbox"/> use dramatic movement to investigate the environment <input type="checkbox"/> develop the ability to use dramatic movement to enhance learning in the other areas of the curriculum
<i>Mime</i>	
	<ul style="list-style-type: none"> <input type="checkbox"/> The child should learn to express oneself physically and imaginatively through movement and gesture
	<ul style="list-style-type: none"> <input type="checkbox"/> The child should observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment (animal mime)
	<ul style="list-style-type: none"> <input type="checkbox"/> The child should explore the weight, shape, size, texture and resistance of objects in order to develop insights into the ways humans contribute to their society (occupational mime)
	<ul style="list-style-type: none"> <input type="checkbox"/> The child should observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)
	<ul style="list-style-type: none"> <input type="checkbox"/> The child should learn to communicate feelings and ideas that cannot be expressed adequately in words (abstract mime)
	<ul style="list-style-type: none"> <input type="checkbox"/> The child should investigate physical comedy through examination of the allied art of clowning
	<ul style="list-style-type: none"> <input type="checkbox"/> The child should develop an understanding and appreciation for an art form
	<ul style="list-style-type: none"> <input type="checkbox"/> The child should apply mime skills to learning situations

Choral Speech

Develop the following vocal skills:

- recognize and reproduce the articulated sounds of standard speech
- speak clearly
- speak with ease
- speak expressively
- speak with energy
- speak with an appreciation of the flexibility of the voice as an instrument
- learn concepts of pitch, pace, pause, rate, intensity, volume

Develop the following interpretive skills:

- communicate the meaning of a piece of literature
- express mood
- explore natural rhythm
- phrase for meaning
- colour individual words
- develop skills of presentation by becoming aware of the importance of face, voice and body

Develop appreciation for enjoyment of literature

Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories

Develop language skills through the language processes of speaking, listening, writing and reading

Listen to self and others

Blend the voice with others

Respond to cues given by leader

Speak: – in unison

Storytelling

Develop the following vocal skills:

- recognize and reproduce the articulated sounds of standard speech
- speak clearly
- speak with ease
- speak expressively
- speak with energy
- speak with an appreciation of the flexibility of the voice as an instrument

	<input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: <ul style="list-style-type: none"> <input type="checkbox"/> communicate the meaning of a piece of literature <input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Develop and extend the ability to recall and sequence events
	<input type="checkbox"/> Develop an awareness and understanding of differentiation of character within a story
	<input type="checkbox"/> Apply storytelling skills to other areas of study
<i>Dramatization</i>	
	Develop role-playing skills: <ul style="list-style-type: none"> <input type="checkbox"/> accept role playing as a positive learning experience <input type="checkbox"/> take on the attitude of another <input type="checkbox"/> assume the physical attributes of another <input type="checkbox"/> emphasize the situation of another <input type="checkbox"/> use role playing as a problem-solving tool
	Recognize and use dramatic form: <ul style="list-style-type: none"> <input type="checkbox"/> appreciate and use the possibilities of a story line in sequence <input type="checkbox"/> recognize and incorporate structure; i.e., beginning, middle and end <input type="checkbox"/> respond in language appropriate to different situations <input type="checkbox"/> recognize dramatic elements; e.g., conflict, tension, resolution, characterization, environment
	<input type="checkbox"/> Develop an appreciation of the art form of acting out literature
	<input type="checkbox"/> Be motivated to extend the dramatization experience into other subject areas
<i>Puppetry</i>	
	Become aware of the puppet as a communicative medium by:

	<input type="checkbox"/> moving as a puppet <input type="checkbox"/> moving another as a puppet <input type="checkbox"/> constructing a simple puppet
	Apply moving skills to puppetry by: <input type="checkbox"/> experimenting with puppet manipulation <input type="checkbox"/> exploring and creating various environments through which the child can move the puppet
	Appreciate the complexities of a puppet performance by: <input type="checkbox"/> sharing their own puppet scene/episodes/play with each other <input type="checkbox"/> viewing other puppet performances; e.g., student or professional
	<input type="checkbox"/> Apply the skills of puppetry to other subject areas

Choric Drama

	Develop the following vocal skills: <input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech <input type="checkbox"/> speak clearly <input type="checkbox"/> speak with ease <input type="checkbox"/> speak expressively <input type="checkbox"/> speak with energy <input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument <input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: <input type="checkbox"/> communicate the meaning of a piece of literature <input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Use skills as outlined in choral speech, dramatic movement,

	<p>mime and dramatization</p> <p><input type="checkbox"/> Create individual and/or group characterization</p> <p><input type="checkbox"/> Explore appropriate movement and speech qualities for characterization</p> <p><input type="checkbox"/> Apply choric drama skills to the investigation of other areas of study</p>
<i>Reader's Theatre</i>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech <input type="checkbox"/> speak clearly <input type="checkbox"/> speak with ease <input type="checkbox"/> speak expressively <input type="checkbox"/> speak with energy speak with an appreciation of the flexibility of the voice as an instrument <input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume <p><input type="checkbox"/> Develop the following interpretive skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicate the meaning of a piece of literature <input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body <p><input type="checkbox"/> Develop appreciation for enjoyment of literature</p> <p><input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories</p> <p><input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading</p> <p><input type="checkbox"/> Appreciate readers' theatre as an art form</p>
<i>Story Theatre</i>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech <input type="checkbox"/> speak clearly <input type="checkbox"/> speak with ease <input type="checkbox"/> speak expressively <input type="checkbox"/> speak with energy

	<ul style="list-style-type: none"> <input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument <input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume <p>Develop the following interpretive skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicate the meaning of a piece of literature <input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body <ul style="list-style-type: none"> <input type="checkbox"/> Develop appreciation for enjoyment of literature <input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories <input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading <input type="checkbox"/> Develop an appreciation of story theatre as an art form
<i>Playmaking</i>	
	<ul style="list-style-type: none"> <input type="checkbox"/> Appreciate playmaking by others; e.g., other students or professionals
<i>Group Drama</i>	
	<p>Develop the ability to make decisions in a group:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accept self as part of a group <input type="checkbox"/> listen to ideas of another <input type="checkbox"/> offer own ideas <input type="checkbox"/> become aware of and accept the group purpose <p>Cooperatively build a drama to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> send both verbal and non-verbal signals to others <input type="checkbox"/> receive and respond to verbal and non-verbal signals <input type="checkbox"/> solve problems <input type="checkbox"/> recognize and use group space <input type="checkbox"/> become aware of and use tensions/conflicts <input type="checkbox"/> appreciate the shared creation of a drama <ul style="list-style-type: none"> <input type="checkbox"/> Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama

Music

Section	Specific Expectations
<i>Rhythm</i>	
By the end of Grade 2, students will understand that:	<input type="checkbox"/> Rhythm patterns can accompany melody.
	<input type="checkbox"/> Rhythm patterns are made up of the beat and divisions of the beat.
	<input type="checkbox"/> Beats may be grouped by accent (a stress in music).
	<input type="checkbox"/> Sounds and silences have specific duration [quarter note (ta), eighth note (ti-ti), half note (ta-a), and whole note (ta-a-a-a) with the corresponding rests].
<i>Melody</i>	
By the end of Grade 2, students will understand that:	<input type="checkbox"/> Printed symbols in music show the direction of the melody.
	<input type="checkbox"/> Sounds that move up or down by steps or half steps within the octave are called scales. – Melodies may move by scale steps. – Melodies may move by leaps.
<i>Harmony</i>	
By the end of Grade 2, students will understand that:	<input type="checkbox"/> Some sounds seem to belong together and are called chords, three or more sounds together.
	<input type="checkbox"/> Major and minor chords have different sounds.
<i>Form</i>	
By the end of Grade 2, students will understand that:	<input type="checkbox"/> A whole piece of music may be comprised of a number of sections.
	<input type="checkbox"/> Sections may be identified by letters; e.g., AB, ABA, ABAB.
	<input type="checkbox"/> There may be an introduction, an interlude and an ending (coda).
<i>Expression (tempo, dynamics, tone colour)</i>	
By the end of Grade 2, students will understand that:	<input type="checkbox"/> Music may be fast or slow and may change from one to the other suddenly or gradually (tempo).
	<input type="checkbox"/> Music dynamics may change suddenly (accent <) or gradually. [crescendo; decrescendo (diminuendo)]
<i>Listening</i>	
By the end of Grade 2, students will be able to:	<input type="checkbox"/> Detect the rise and fall of melody.
	<input type="checkbox"/> Identify “like” and “unlike” patterns in music.

	<input type="checkbox"/> Respond to phrases in music.
	<input type="checkbox"/> Identify male, female and children’s singing voices
<i>Moving</i>	
By the end of Grade 2, students will be able to:	<input type="checkbox"/> Improvise movements to poems, stories and songs.
	<input type="checkbox"/> Move to form in music, like phrases and unlike phrases.
	<input type="checkbox"/> Through movement show awareness of changes in tempo, dynamics and mood.
<i>Singing</i>	
By the end of Grade 2, students will be able to:	<input type="checkbox"/> Extend the use of sol-fa training with hand signals to include “re” and “do”.
	<input type="checkbox"/> Respond to tone matching with other voices and instruments.
	<input type="checkbox"/> Sing many folk, ethnic, seasonal and holiday songs
<i>Playing Instruments</i>	
By the end of Grade 2, students will be able to:	<input type="checkbox"/> Play simple rhythm patterns (the beat and divisions of the beat).
	<input type="checkbox"/> Follow simple rhythm scores.
	<input type="checkbox"/> Play rhythmic and ostinato patterns to accompany songs.
<i>Reading and Writing</i>	
By the end of Grade 2, students will be able to:	<input type="checkbox"/> Draw “stick” rhythm patterns from dictation (teacher claps pattern).
	<input type="checkbox"/> Extend the use of sol-fa training to include “do” and “re”
	<input type="checkbox"/> Follow notation from left to right while singing and playing.
	<input type="checkbox"/> Recognize whole, half, quarter, eighth notes and the whole, half and quarter rests
	<input type="checkbox"/> Recognize 2/4 and 3/4 time signatures.
	<input type="checkbox"/> Recognize the music staff and treble clef sign.
	<input type="checkbox"/> Recognize “like” and “unlike” phrases.
	<input type="checkbox"/> Recognize the symbols for crescendo, decrescendo (diminuendo), and accent (<).
<i>Creating</i>	
	<input type="checkbox"/> Make up new words to songs
	<input type="checkbox"/> Create melodic and/or percussion accompaniments for poems and songs.

<i>Enjoying</i>	<ul style="list-style-type: none"> <input type="checkbox"/> 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.
<i>Positive Attitudes</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.

Visual Arts

Section	Concepts
<i>Reflection</i>	
ANALYSIS: Students will notice commonalities within classes of natural objects or forms.	<input type="checkbox"/> Natural forms have common physical attributes according to the class in which they belong
	<input type="checkbox"/> Natural forms are related to the environment from which they originate.
	<input type="checkbox"/> Natural forms have different surface qualities in colour, texture and tone.
	<input type="checkbox"/> Natural forms display patterns and make patterns.
ASSESSMENT: Students will assess the use or function of objects.	<input type="checkbox"/> Designed objects serve specific purposes.
	<input type="checkbox"/> Designed objects serve people.
	<input type="checkbox"/> Designed objects are made by people or machines.
	<input type="checkbox"/> Designed objects must function well to be valuable.
APPRECIATION: Students will interpret artworks literally.	<input type="checkbox"/> Art takes different forms depending on the materials and techniques used.
	<input type="checkbox"/> An art form dictates the way it is experienced.
	<input type="checkbox"/> An artwork tells something about its subject matter and the artist who made it.
	<input type="checkbox"/> Colour variation is built on three basic colours.
	<input type="checkbox"/> Tints and shades of colours or hues affect the contrast of a composition.
	<input type="checkbox"/> All aspects of an artwork contribute to the story it tells.
<i>Depiction</i>	
MAIN FORMS AND PROPORTIONS: Students	<input type="checkbox"/> All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular.

will learn the shapes of things as well as develop decorative styles.	<input type="checkbox"/> Shapes can be depicted as organic or geometric.
	<input type="checkbox"/> Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.
	<input type="checkbox"/> Animals and plants can be represented in terms of their proportions.
	<input type="checkbox"/> A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.
ACTIONS AND VIEWPOINTS: Students will increase the range of actions and viewpoints depicted.	<input type="checkbox"/> Movement of figures and objects can be shown in different ways.
	<input type="checkbox"/> An X-ray view shows the inside of something.
	<input type="checkbox"/> Forms can be overlapping to show depth or distance.
QUALITIES AND DETAILS: Students will represent surface qualities of objects and forms.	<input type="checkbox"/> Texture is a surface quality that can be captured by rubbings or markings.
	<input type="checkbox"/> Textures form patterns.
	<input type="checkbox"/> Primary colours can be mixed to produce new hues.
	<input type="checkbox"/> Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.
	<input type="checkbox"/> Images are stronger when contrasts of light and dark are used.
	<input type="checkbox"/> Details enrich forms.
EMPHASIS: Students will create emphasis based on personal choices.	<input type="checkbox"/> An active, interesting part of a theme can become the main part of a composition.
	<input type="checkbox"/> The main part of a composition can be treated thoroughly before adding related parts.
	<input type="checkbox"/> Contrast subject matter with the ground for emphasis
	<input type="checkbox"/> Forms can run off the edges of the picture space in a composition.
UNITY: Students will create unity through density and rhythm	<input type="checkbox"/> Families of shapes, and shapes inside or beside shapes, create harmony.
	<input type="checkbox"/> Overlapping forms help to unify a composition.
	<input type="checkbox"/> Repetition of qualities such as colour, texture and tone produce rhythm and balance.

	<input type="checkbox"/> A composition should develop the setting or supporting forms, as well as the subject matter.
CRAFTSMANSHIP: Students will add finishing touches	<input type="checkbox"/> Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful.
	<input type="checkbox"/> Stepping back from a work helps in judging how it can be improved.
<i>Expression</i>	
PURPOSE 1: Students will record or document activities, people and discoveries.	<input type="checkbox"/> Everyday activities can be documented visually.
	<input type="checkbox"/> Special events, such as field trips, visits and festive occasions can be recorded visually.
	<input type="checkbox"/> Family groups and people relationships can be recorded visually
	<input type="checkbox"/> Knowledge gained from study or experimentation can be recorded visually.
PURPOSE 2: Students will illustrate or tell a story	<input type="checkbox"/> A narrative can be retold or interpreted visually.
	<input type="checkbox"/> An original story can be created visually.
PURPOSE 3: Students will decorate items personally created.	<input type="checkbox"/> Details, patterns or textures can be added to two-dimensional works.
	<input type="checkbox"/> Details, patterns or textures can be added to the surface of three-dimensional works.
PURPOSE 4: Students will express a feeling or a message.	<input type="checkbox"/> Feelings and moods can be interpreted visually.
	<input type="checkbox"/> Specific messages, beliefs and interests can be interpreted visually, or symbolized.
PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.	<input type="checkbox"/> Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.
SUBJECT MATTER: Students will develop themes, with an emphasis on personal concerns, based on:	<input type="checkbox"/> A. Plants and animals <input type="checkbox"/> B. Environment and places <input type="checkbox"/> C. Manufactured or human-made things <input type="checkbox"/> D. Fantasy <input type="checkbox"/> E. People

<p>MEDIA AND TECHNIQUES: 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.</p>	<p><i>Drawing</i></p>
	<input type="checkbox"/> Use a variety of drawing media in an exploratory way to see how each one has its own characteristics.
	<input type="checkbox"/> Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous.
	<input type="checkbox"/> Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric (rectangles, squares, circles and triangles) and free form
	<input type="checkbox"/> Make drawings from direct observation.
	<input type="checkbox"/> Use drawing media in combination with other media such as painting, print making or fabric.
	<input type="checkbox"/> Use drawing to add details and textures, or to create pattern.
	<p><i>Painting</i></p>
	<input type="checkbox"/> Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush.
	<input type="checkbox"/> Experiment with the medium to explore its possibilities.
	<input type="checkbox"/> Work primarily with tempera paint or tempera paint with additives, using large brushes to paint.
	<input type="checkbox"/> Mix primary colours and lighten and darken colours.
	<input type="checkbox"/> Paint using experimental methods, including without a brush.
	<input type="checkbox"/> Paint directly without preliminary sketching
	<input type="checkbox"/> Use paint in combination with other media and techniques
	<input type="checkbox"/> Make small group and/or large group murals.
	<p><i>Print Making</i></p>
	<input type="checkbox"/> Use frottage (texture rubbings)
	<input type="checkbox"/> Make lifts or transfers, using wax crayon or fabric crayon.
	<input type="checkbox"/> Explore the use of print-making materials and the application of paint, using brushes and rollers (brayers).
	<input type="checkbox"/> Explore found object printing and the making of pattern through stamping
	<input type="checkbox"/> Use print-making images in making pictures or compositions.
	<p><i>Sculpture</i></p>
<input type="checkbox"/> Make two- and three-dimensional assemblages from found materials	

	<input type="checkbox"/> Learn the care and handling of clay, and explore the modelling possibilities.
	<input type="checkbox"/> Use simple clay modelling techniques of rolling, pinching, adding, pressing, making coils, texturing.
	<input type="checkbox"/> Create three-dimensional forms, using paper sculpture techniques of folding, scoring, cutting, curling, weaving, rolling, twisting, joining.
	<input type="checkbox"/> Cast plaster of Paris relief sculptures in sand molds.
	<i>Fabric Arts</i>
	<input type="checkbox"/> Decorate fabric, using print-making techniques of relief printing, stamping, stencilling
	<input type="checkbox"/> Use collage techniques for picture making with fabric.
	<input type="checkbox"/> Learn the basics of thread and needle manipulation, and use simple stitchery (running stitch and blanket stitch) for decoration and picture making
	<input type="checkbox"/> Use a simple, handmade loom to weave plain or tabby pattern.
	<input type="checkbox"/> Braid wool or cloth strips to be used as enhancements.
	<input type="checkbox"/> Tie-dye using one colour of dye.
	<input type="checkbox"/> Use simple batik or resist dyeing using a safe resist such as flour and water paste, or margarine.
	<i>Photography and Technographic Arts</i>
	<input type="checkbox"/> 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

	<ul style="list-style-type: none">□ 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.
--	--

Health & Physical Education

Activity

Section	Specific Expectations
<p>By the end of Grade 2, students will:</p> <p>-acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment</p>	<i>Basic Skills—Locomotor</i>
	<input type="checkbox"/> Select and perform locomotor skills involved in a variety of activities
	<i>Basic Skills—Nonlocomotor</i>
	<input type="checkbox"/> Select and perform nonlocomotor skills involved in a variety of activities
	<i>Basic Skills—Manipulative: Receiving, Retaining, Sending</i>
	<input type="checkbox"/> Select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others
	<i>Application of Basic Skills in an Alternative Environment</i>
	<input type="checkbox"/> Select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course
	<i>Application of Basic Skills in Dance</i>
	<input type="checkbox"/> 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
	<input type="checkbox"/> Perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
	<i>Application of Basic Skills in Games</i>
	<input type="checkbox"/> Create and play body and space awareness games
	<input type="checkbox"/> Apply basic rules and fair play while playing and learning the strategies of lead-up games
<i>Application of Basic Skills in Types of Gymnastics</i>	
<input type="checkbox"/> 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	
<input type="checkbox"/> Select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching	

Benefits Health

Section	Specific Expectations
<p>By the end of Grade 2, students will:</p> <p>-understand, experience and appreciate the health benefits that result from physical activity</p>	<i>Functional Fitness</i>
	<input type="checkbox"/> Recognize that “energy” is required for muscle movement
	<input type="checkbox"/> Describe ways to improve personal growth in physical abilities
	<input type="checkbox"/> Experience movement involving the components of healthrelated fitness; e.g., flexibility, endurance, strength, cardiorespiratory activities
	<i>Body Image</i>
	<input type="checkbox"/> Identify personal physical attributes that contribute to physical activity
	<i>Well-being</i>
	<input type="checkbox"/> Describe how the body benefits from physical activity
	<input type="checkbox"/> Identify changes that take place in the body during physical activity
<input type="checkbox"/> Understand the connections between physical activity and emotional well-being; e.g., feels good	

Cooperation

Section	Specific Expectations
<p>By the end of Grade 2, students will:</p> <p>-interact positively with others.</p>	<i>Communication</i>
	<input type="checkbox"/> Identify and demonstrate respectful communication skills appropriate to context
	<i>Fair Play</i>
	<input type="checkbox"/> Identify and demonstrate etiquette and fair play
	<i>Leadership</i>
	<input type="checkbox"/> Accept responsibility for assigned roles while participating in physical activity
	<i>Teamwork</i>
<input type="checkbox"/> Display a willingness to play cooperatively with others of various abilities, in large or small groups	

Do it Daily ... for Life!

Section	Specific Expectations
<p>By the end of Grade 2, students will:</p> <p>-assume responsibility to lead an active way of life.</p>	<i>Effort</i>
	<input type="checkbox"/> Express a willingness to participate regularly in physical education class
	<input type="checkbox"/> Identify personal factors that encourage movement
	<i>Safety</i>
	<input type="checkbox"/> Demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity
	<input type="checkbox"/> Demonstrate and participate in safe warm-up and cooldown activities
	<input type="checkbox"/> Demonstrate moving safely and sensitively in various environments; e.g., modified games
	<i>Goal Setting/Personal Challenge</i>
	<input type="checkbox"/> Practise setting a short-term goal related to positive effort to participate in a physical activity
	<input type="checkbox"/> Identify ways to change an activity to make it a challenge based on personal abilities
	<i>Active Living in the Community</i>
	<input type="checkbox"/> Identify types of physical activities people choose within the community
	<input type="checkbox"/> Make appropriate movement choices considering personal space, safety, ability and the surrounding environment