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|  | **Learning Outcomes for Grade 2** |
|  | **English Language Arts** |
|  | **Oral Language (Speaking and Listening)** |
| A1 | * use speaking and listening to interact with others for the purposes of   – contributing to a class goal  – exchanging ideas on a topic  – making connections  – completing tasks  – engaging in play |
| A2 | * use speaking to explore, express, and present ideas, information, and feelings, by   – staying on topic in a focussed discussion  – recounting experiences in a logical sequence  – retelling stories, including characters, setting, and plot  – reporting on a topic with a few supporting facts and details  – sharing connections made |
| A3 | * listen attentively for a variety of purposes and demonstrate comprehension, by   – retelling or paraphrasing information shared orally  – following three- and four-step instructions  – asking for clarification and explanation  – sharing connections made |
|  | **Strategies (Oral Language)** |
| A4 | * use strategies when interacting with others, including   – accessing prior knowledge  – making and sharing connections  – asking questions for clarification and understanding  – taking turns as speaker and listener |
| A5 | * use strategies when expressing and presenting ideas, information, and feelings, including   – accessing prior knowledge  – organizing thinking by following a framework or rehearsing  – clarifying and confirming meaning  – predicting what the audience needs to know for understanding  – adjusting volume and tone to the needs of the audience |
| A6 | * use strategies when listening to make and clarify meaning, including   – making a prediction  – focussing on the speaker  – asking questions  – recalling main ideas |
|  | **Thinking (Oral Language)** |
| A7 | * demonstrate enhanced vocabulary knowledge and usage |
| A8 | * engage in speaking and listening activities to develop a deeper understanding of texts (e.g., listening to the telling of a story from an oral tradition, listening to information text from science or social studies) |
| A9 | * use speaking and listening to develop thinking, by acquiring new ideas, making connections, inquiring, comparing and contrasting, and summarizing |
| A10 | * reflect on and assess their speaking and listening, by   – referring to class-generated criteria  – setting a goal for improvement  – making a simple plan to work on their goal |
|  | **Features (Oral Language)** |
| A11 | * use the features of oral language to convey and derive meaning, including text structure, grammar and usage, enunciation, and receptive listening posture |
| A12 | * 2 recognize the structures and patterns of language in oral texts, including, word families, root words, rhyme, and structural sequencing cues |
|  | **Purposes (Reading and Viewing)** |
| B1 | * read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems) |
| B2 | * read fluently and demonstrate comprehension of grade-appropriate information texts |
| B3 | * read and reread just-right texts independently for 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension |
| B4 | * view and demonstrate comprehension of visual texts (e.g., signs, illustrations, diagrams) |
|  | **Strategies (Reading and Viewing)** |
| B5 | * use strategies before reading and viewing, including   – accessing prior knowledge to make connections  – making predictions  – asking questions  – setting a purpose |
| B6 | * use strategies during reading and viewing to construct, monitor, and confirm meaning, including   – predicting and making connections  – visualizing  – figuring out unknown words  – self-monitoring and self-correcting  – retelling and beginning to summarize |
| B7 | * use strategies after reading and viewing to confirm and extend meaning, including   – rereading or “re-viewing”  – discussing with others  – retelling and beginning to summarize  – sketching  – writing a response |
|  | **Strategies (Reading and Viewing)** |
| B8 | * respond to selections they read or view, by expressing an opinion supported with reasons, making text-to-self, text-to-text, and text-to-world connections |
| B9 | * read and view to expand knowledge, by predicting and connecting, comparing and inferring, inquiring and generalizing |
| B10 | * reflect on and assess their reading and viewing, by referring to class-generated criteria , setting a goal for improvement and by making a simple plan to work on their goal |
|  | **Features (Reading and Viewing)** |
| B11 | * recognize and derive meaning from the structures and features of texts, including   – concepts about print and concepts about books  – elements of stories (e.g., character, setting, problem, solution)  – ‘text features’  – the vocabulary associated with texts (e.g., pictures, headings, table of contents, key facts) |
| B12 | * use knowledge of word patterns, word families, and letter-sound relationships to decode unknown words and recognize an increasing number of high-frequency words |
|  | **Purposes (Writing and Representing)** |
| C1 | * create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring   – ideas developed through the use of relevant details that connect to a topic  – sentence fluency using some variety in sentence length and pattern  – developing word choice by using some varied and descriptive language  – developing voice by showing some evidence of individuality  – a logical organization |
| C2 | * create informational writing and representations about non-complex topics and procedures, featuring   – ideas beginning to be developed through the use of relevant details  – sentence fluency using some variety of sentence length and an emerging variety in pattern  – developing word choice by using some content-specific vocabulary and details  – developing voice by showing how they think and feel about a topic  – an organization that includes a beginning that signals a topic and ideas that are generally logically sequenced |
| C3 | * create imaginative writing and representations, sometimes based on models they have read, heard, or viewed, featuring   – ideas developed through the use of details that enhance the topic or mood  – sentence fluency using sentence variety, dialogue, phrases, and poetic language  – developing word choice by using some varied descriptive and sensory language  – developing voice by showing some evidence of individuality  – an organization that includes a well-developed beginning and logically ordered, imaginative ideas or details |
|  | **Strategies (Writing and Representing)** |
| C4 | * use strategies before writing and representing, including   – setting a purpose  – identifying an audience  – participating in developing class-generated criteria  – generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics |
| C5 | * use strategies during writing and representing to express thoughts, including   – referring to class-generated criteria  – referring to word banks  – examining models of literature/visuals  – revising and editing |
| C6 | * use strategies after writing and representing to improve their work, including   – checking their work against established criteria  – revising to enhance a writing trait (e.g., ideas, sentence fluency, word choice, voice, organization)  – editing for conventions (e.g., capitals, punctuation, spelling) |
|  | **Thinking (Writing and Representing)** |
| C7 | * use writing and representing to express personal responses and opinions about experiences or texts |
| C8 | * use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer) |
| C9 | * reflect on and assess their writing and representing, by – referring to class-generated criteria – setting a goal for improvement – making a simple plan to work on their goal |
|  | **Features (Writing and Representing)** |
| C10 | * use some features and conventions of language to express meaning in their writing and representing, including   – complete simple sentences, and begin to use compound sentences  – some paragraph divisions  – generally correct noun-pronoun and subject-verb agreement  – past and present tenses  – capital letters at the beginning of proper nouns and sentences  – periods, question marks, or exclamation marks at the end of sentences  – commas to separate items in a series  – words from their oral vocabulary, personal word list, and class lists  – spelling words of more than one syllable, high-frequency irregular words, and regular plurals by applying phonic knowledge and skills and visual memory  – attempting to spell unfamiliar words by applying phonic knowledge and skills and visual memory  – conventional Canadian spelling of common words  – letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words |
|  | **Mathematics** |
|  | **Number** |
| A1 | * say the number sequence from 0 to 100 by 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 |
| A2 | * demonstrate if a number (up to 100) is even or odd |
| A3 | * describe order or relative position using ordinal numbers (up to tenth) |
| A4 | * represent and describe numbers to 100, concretely, pictorially, and symbolically |
| A5 | * compare and order numbers up to 100 |
| A6 | * estimate quantities to 100 using referents |
| A7 | * illustrate, concretely and pictorially, the meaning of place value for numerals to 100 |
| A8 | * demonstrate and explain the effect of adding zero to or subtracting zero from any number |
| A9 | * demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by   -using personal strategies for adding and subtracting with and without the support of manipulatives  -creating and solving problems that involve addition and subtraction  -explaining that the order in which numbers are added does not affect the sum  -explaining that the order in which numbers are subtracted may affect the difference |
| A10 | * apply mental mathematics strategies, such as   -using doubles  -making 10  -one more, one less  -two more, two less  -building on a known double  - addition for subtraction to determine basic addition facts to 18 and related subtraction facts |
|  | **PATTERNS AND RELATIONS** |
|  | **Patterns** |
| B1 | * demonstrate an understanding of repeating patterns (three to five elements) by   -describing  -extending  -comparing  -creating patterns using manipulatives, diagrams, sounds, and actions. |
| B2 | * demonstrate an understanding of increasing patterns by   -describing  -reproducing  -extending  -creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100) |
|  | **Variables and Equations** |
| B3 | * demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams |
| B4 | * record equalities and inequalities symbolically using the equal symbol or the not equal symbol |
|  | **SHAPE AND SPACE** |
|  | **Measurement** |
| C1 | * relate the number of days to a week and the number of months to a year in a problem-solving context |
| C2 | * relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass |
| C3 | * compare and order objects by length, height, distance around, and mass (weight) using nonstandard units, and make statements of comparison |
| C4 | * measure length to the nearest non-standard unit by using multiple copies of a unit and using a single copy of a unit (iteration process) |
| C5 | * demonstrate that changing the orientation of an object does not alter the measurements of its attributes |
|  | **3-D Objects and 2-D Shapes** |
| C6 | * sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule |
| C7 | * describe, compare, and construct 3-D objects, including   -cubes  -spheres  -cones  -cylinders  -pyramids |
| C8 | * describe, compare, and construct 2-D shapes, including triangles, squares, rectangles and circles |
| C9 | * identify 2-D shapes as parts of 3-D objects in the environment |
|  | **STATISTICS AND PROBABILITY** |
|  | **Data Analysis** |
| D1 | * gather and record data about self and others to answer questions |
| D2 | * construct and interpret concrete graphs and pictographs to solve problems |
|  | **Science** |
|  | **Processes and Skills of Science** |
|  | **It is expected that students will:** |
| 1 | * use their senses to interpret observations |
| 2 | * infer the probable outcome of an event or behaviour based on observations |
|  | **Life Science: Animal Growth and Changes** |
|  | **It is expected that students will:** |
| 3 | * classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles |
| 4 | * describe some changes that affect animals (e.g., hibernation, migration, decline in population) |
| 5 | * describe how animals are important in the lives of Aboriginal peoples in BC |
| 6 | * describe ways in which animals are important to other living things and the environment |
|  | **Physical Science: Properties of Matter** |
|  | **It is expected that students will:** |
| 7 | * identify the properties of solids, liquids, and gases |
| 8 | * investigate changes to the properties of matter when it is heated or cooled |
| 9 | * investigate the interactions of liquids and solids |
|  | **Earth and Space Science: Air, Water and Soil** |
|  | **It is expected that students will:** |
| 10 | * describe physical properties of air, water, and soil |
| 11 | * distinguish ways in which air, water, and soil interact |
| 12 | * explain why air, water, and soil are important for living things |
|  | **Social Studies** |
|  | **SKILLS AND PROCESSES OF SOCIAL STUDIES** |
|  | **It is expected that students will:** |
| A1 | * interpret simple maps using cardinal directions, symbols, and simple legends |
| A2 | * create simple maps representing familiar locations |
| A3 | * gather information from a variety of sources for presentation |
| A4 | * present information using oral, written, or visual representations |
| A5 | * select a solution to a classroom or school problem |
|  | **IDENTITY, SOCIETY, AND CULTURE** |
|  | **It is expected that students will:** |
| B1 | * identify changes that occur in the school and community throughout the year |
| B2 | * describe ways individuals contribute to a community |
| B3 | * identify factors that influence who they are |
| B4 | * identify significant language and cultural characteristics of Canadian society |
|  | **GOVERNANCE** |
|  | **It is expected that students will:** |
| C1 | * distinguish their roles, rights, and responsibilities within the classroom and school |
| C2 | * describe how decisions are made in groups, the classroom, and the school |
|  | **ECONOMY AND TECHNOLOGY** |
|  | **It is expected that students will:** |
| D1 | * describe work done in the school |
| D2 | * describe the purpose of money |
| D3 | * describe how technology affects individuals and schools |
|  | **HUMAN AND PHYSICAL ENVIRONMENT** |
|  | **It is expected that students will:** |
| E1 | * locate on a map landforms and bodies of water of local and national significance, including Pacific Ocean, Atlantic Ocean, Arctic Ocean, Vancouver Island, Rocky Mountains, and locally relevant examples |
| E2 | * describe their responsibility to the local environment |
| E3 | * describe how the physical environment influences human activities |
|  | **Health and Career Education** |
|  | **Goals and Decisions** |
|  | **It is expected that students will:** |
| A1 | * identify the steps needed to achieve a goal (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like) |
| A2 | * identify opportunities to make decisions (e.g., healthy eating choices, recess activities) |
|  | **Career Development** |
|  | **It is expected that students will:** |
| B1 | * describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills) |
| B2 | * identify effective work habits (e.g., staying on task, being prepared, co-operating with others) |
|  | **Health** |
|  | **Healthy Living** |
|  | **It is expected that students will:** |
| C1 | * describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships) |
| C2 | * identify healthy eating practices as described in Canada’s Food Guide to Healthy Eating |
| C3 | * describe practices that help to prevent the spread of communicable diseases (e.g., hand washing, covering mouth when coughing, resting when sick, staying away from others when sick) |
|  | **Healthy Relationships** |
|  | **It is expected that students will:** |
| C4 | * describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings) |
| C5 | * identify positive ways to initiate and maintain healthy friendships |
|  | **Safety and Injury Prevention** |
|  | **It is expected that students will:** |
| C6 | * demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including   -using a strong voice to say “no,” “stop,” “I don’t like this”  -calling out for help and getting away if possible  -telling a trusted adult, keep telling a trusted adult until you get help  -not giving out personal information without your parents’ knowledge and permission |
| C7 | * describe appropriate ways to avoid or respond to hazardous and high-risk situations in the home, at school, on the road, and in the community |
|  | **Substance Misuse Prevention** |
|  | **It is expected that students will:** |
| C8 | * describe the potential harm associated with various unsafe substances (e.g., illness, burns) |
| C9 | * demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., say no and move away, refuse to go along with ideas you aren’t sure of, tell a trusted adult if a confusing situation arises) |
|  | **Physical Education** |
|  | **Active Living** |
|  | **Knowledge** |
|  | **It is expected that students will:** |
| A1 | * describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall heath, it’s a way to make new friends) |
| A2 | * describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired) |
| A3 | * describe the importance of food, water, and sleep as fuel for physical activity |
| A4 | * identify physical abilities they would like to develop |
|  | **Participation** |
|  | **It is expected that students will:** |
| A5 | * participate daily (e.g., five times a week) in moderate to vigorous physical activities |
|  | **Movement Skills** |
|  | **It is expected that students will:** |
| B1 | * move through general space, incorporating directional changes |
| B2 | * demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following: rock and sway, swing, and step turn |
| B3 | * demonstrate proper ready position for locomotor movement skills |
| B4 | * demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:   -one-handed throw underhand  -two-handed catch without trapping against body |
|  | **Safety, Fair Play, and Leadership** |
|  | **It is expected that students will:** |
| C1 | * demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles) |
| C2 | * follow established procedures and directions when participating in physical activity |
| C3 | * demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement) |
|  | **Fine Arts** |
|  | **Dance** |
|  | **Creating Dance** |
|  | **It is expected that students will:** |
| A1 | * move expressively to a variety of sounds and music |
| A2 | * create movement sequences based on patterns, stories, and themes |
| A3 | * identify the stages of the creative process |
|  | **Elements of Dance** |
| B1 | * move safely in both personal space and general space during dance activities |
| B2 | * move in a variety of levels, pathways, dynamics, and directions, using a variety of body shapes |
| B3 | * move in time to a variety of rhythms, metres, and tempi |
|  | **Context** |
| C1 | * identify similarities and differences among dances |
| C2 | * describe a variety of reasons people dance |
|  | **Presenting and Performing** |
| D1 | * demonstrate willingness to rehearse and perform dance |
| D2 | * demonstrate willingness to rehearse and perform dance |
|  | **Drama** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * share ideas that can be used in a drama work |
| A2 | * use imagination and exploration to create drama |
| A3 | * demonstrate co-operative effort in drama work |
| A4 | * reflect on classroom drama experiences |
|  | **Drama Forms, Strategies, and Skills** |
| B1 | * use voice to express a range of ideas and feelings while working in role |
| B2 | * use movement and their bodies to express a range of ideas and feelings while working in role |
| B3 | * use a variety of drama forms to represent ideas and feelings |
| B4 | * participate safely in drama environments |
|  | **Context** |
| C1 | * identify a variety of purposes of drama |
|  | **Presenting and Performing** |
| D1 | * demonstrate the ability to present drama work while in role |
| D2 | * respond to specific aspects of a drama performance |
|  | **Music** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * sing and play classroom repertoire |
| A2 | * represent personal thoughts, images, and feelings experienced in classroom repertoire |
| A3 | * create sounds to accompany stories, nursery rhymes, or songs |
|  | **Elements and Skills** |
| B1 | * perform rhythmic patterns and sequences from classroom repertoire |
| B2 | * sing simple songs |
| B3 | * represent metre, rhythmic patterns, and melody |
| B4 | * use tempo, dynamics, articulation, and timbre in classroom repertoire |
| B5 | * demonstrate appropriate use of classroom instruments |
|  | **Context** |
| C1 | * participate in music activities from a variety of historical, cultural, and social contexts |
|  | **Presenting and Performing** |
| D1 | * demonstrate appropriate performance skills in a range of music settings |
| D2 | * respond to specific aspects of a music work or performance |
|  | **Visual Arts** |
|  | **Creative Processes** |
|  | **It is expected that students will:** |
| A1 | * use a variety of image sources to create images, including feelings, imagination, memory, and observation |
| A2 | * create images using the image development strategies of simplification and abstraction |
| A3 | * create images featuring one or more visual elements and principles of design including   − colour  − line  − shape  − texture  − pattern  − symmetrical balance |
| A4 | * experiment with materials, technologies, and processes to create particular effects |
| A5 | * create 2-D and 3-D images   − to communicate experiences, moods, and stories  − to illustrate and decorate  − that represent a point in time  − that represent specific places  − based on events or issues topics in their school and community |
|  | Skills and Strategies |
| B1 | * describe and apply image development strategies including, simplification, and abstraction |
| B2 | * describe and apply the use of specific elements and principles in images, including   − colour  − shape  − line  − pattern  − symmetrical balance |
| B3 | * describe and apply a variety of materials, technologies, and processes to create images |
| B4 | * demonstrate safe and environmentally responsible use of materials, technologies, and processes |
|  | **Context** |
| C1 | * describe a variety of reasons people make and use visual arts |
| C2 | * identify differences between original artworks and reproductions |
|  | **Exhibition and Response** |
| D1 | * describe their response to artworks |
| D2 | * display individual and group artworks in a variety of ways |