

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	<ul style="list-style-type: none"> reflect on and assess their speaking and listening, by <ul style="list-style-type: none"> referring to class-generated criteria setting a goal for improvement making a simple plan to work on their goal
Features (Oral Language)	
A11	<ul style="list-style-type: none"> use the features of oral language to convey and derive meaning, including text structure, grammar and usage, enunciation, and receptive listening posture
A12	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)
B2	<ul style="list-style-type: none"> read fluently and demonstrate comprehension of grade-appropriate information texts
B3	<ul style="list-style-type: none"> read and reread just-right texts independently for 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension
B4	<ul style="list-style-type: none"> view and demonstrate comprehension of visual texts (e.g., signs, illustrations, diagrams)
Strategies (Reading and Viewing)	
B5	<ul style="list-style-type: none"> use strategies before reading and viewing, including <ul style="list-style-type: none"> accessing prior knowledge to make connections making predictions asking questions setting a purpose
B6	<ul style="list-style-type: none"> use strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> predicting and making connections visualizing figuring out unknown words self-monitoring and self-correcting retelling and beginning to summarize
B7	<ul style="list-style-type: none"> use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> rereading or “re-viewing” discussing with others retelling and beginning to summarize sketching writing a response
Strategies (Reading and Viewing)	
B8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> read and view to expand knowledge, by predicting and connecting, comparing and inferring, inquiring and generalizing
B10	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • recognize and derive meaning from the structures and features of texts, including <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • create informational writing and representations about non-complex topics and procedures, featuring <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • create imaginative writing and representations, sometimes based on models they have read, heard, or viewed, featuring <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • use strategies before writing and representing, including <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • use strategies during writing and representing to express thoughts, including <ul style="list-style-type: none"> – referring to class-generated criteria – referring to word banks – examining models of literature/visuals – revising and editing
C6	<ul style="list-style-type: none"> • use strategies after writing and representing to improve their work, including <ul style="list-style-type: none"> – checking their work against established criteria

	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • use writing and representing to express personal responses and opinions about experiences or texts
C8	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • use some features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • demonstrate if a number (up to 100) is even or odd
A3	<ul style="list-style-type: none"> • describe order or relative position using ordinal numbers (up to tenth)
A4	<ul style="list-style-type: none"> • represent and describe numbers to 100, concretely, pictorially, and symbolically
A5	<ul style="list-style-type: none"> • compare and order numbers up to 100
A6	<ul style="list-style-type: none"> • estimate quantities to 100 using referents
A7	<ul style="list-style-type: none"> • illustrate, concretely and pictorially, the meaning of place value for numerals to 100
A8	<ul style="list-style-type: none"> • demonstrate and explain the effect of adding zero to or subtracting zero from any number
A9	<ul style="list-style-type: none"> • demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by <ul style="list-style-type: none"> -using personal strategies for adding and subtracting with and without the support of manipulatives

	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> • apply mental mathematics strategies, such as <ul style="list-style-type: none"> -using doubles -making 10 -one more, one less -two more, two less -building on a known double - addition for subtraction to determine basic addition facts to 18 and related subtraction facts
PATTERNS AND RELATIONS	
Patterns	
B1	<ul style="list-style-type: none"> • demonstrate an understanding of repeating patterns (three to five elements) by <ul style="list-style-type: none"> -describing -extending -comparing -creating patterns using manipulatives, diagrams, sounds, and actions.
B2	<ul style="list-style-type: none"> • demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> -describing -reproducing -extending -creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100)
Variables and Equations	
B3	<ul style="list-style-type: none"> • demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams
B4	<ul style="list-style-type: none"> • record equalities and inequalities symbolically using the equal symbol or the not equal symbol
SHAPE AND SPACE	
Measurement	
C1	<ul style="list-style-type: none"> • relate the number of days to a week and the number of months to a year in a problem-solving context
C2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • compare and order objects by length, height, distance around, and mass (weight) using nonstandard units, and make statements of comparison
C4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • demonstrate that changing the orientation of an object does not alter the measurements of its attributes
3-D Objects and 2-D Shapes	
C6	<ul style="list-style-type: none"> • sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule
C7	<ul style="list-style-type: none"> • describe, compare, and construct 3-D objects, including <ul style="list-style-type: none"> -cubes

	<ul style="list-style-type: none"> -spheres -cones -cylinders -pyramids
C8	<ul style="list-style-type: none"> describe, compare, and construct 2-D shapes, including triangles, squares, rectangles and circles
C9	<ul style="list-style-type: none"> identify 2-D shapes as parts of 3-D objects in the environment
STATISTICS AND PROBABILITY	
Data Analysis	
D1	<ul style="list-style-type: none"> gather and record data about self and others to answer questions
D2	<ul style="list-style-type: none"> construct and interpret concrete graphs and pictographs to solve problems
Science	
Processes and Skills of Science	
It is expected that students will:	
1	<ul style="list-style-type: none"> use their senses to interpret observations
2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles
4	<ul style="list-style-type: none"> describe some changes that affect animals (e.g., hibernation, migration, decline in population)
5	<ul style="list-style-type: none"> describe how animals are important in the lives of Aboriginal peoples in BC
6	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> identify the properties of solids, liquids, and gases
8	<ul style="list-style-type: none"> investigate changes to the properties of matter when it is heated or cooled
9	<ul style="list-style-type: none"> investigate the interactions of liquids and solids
Earth and Space Science: Air, Water and Soil	
It is expected that students will:	
10	<ul style="list-style-type: none"> describe physical properties of air, water, and soil
11	<ul style="list-style-type: none"> distinguish ways in which air, water, and soil interact
12	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> interpret simple maps using cardinal directions, symbols, and simple legends
A2	<ul style="list-style-type: none"> create simple maps representing familiar locations
A3	<ul style="list-style-type: none"> gather information from a variety of sources for presentation
A4	<ul style="list-style-type: none"> present information using oral, written, or visual representations
A5	<ul style="list-style-type: none"> select a solution to a classroom or school problem
IDENTITY, SOCIETY, AND CULTURE	
	It is expected that students will:
B1	<ul style="list-style-type: none"> identify changes that occur in the school and community throughout the year
B2	<ul style="list-style-type: none"> describe ways individuals contribute to a community
B3	<ul style="list-style-type: none"> identify factors that influence who they are
B4	<ul style="list-style-type: none"> identify significant language and cultural characteristics of Canadian society
GOVERNANCE	
	It is expected that students will:
C1	<ul style="list-style-type: none"> distinguish their roles, rights, and responsibilities within the classroom and school
C2	<ul style="list-style-type: none"> describe how decisions are made in groups, the classroom, and the school
ECONOMY AND TECHNOLOGY	
	It is expected that students will:
D1	<ul style="list-style-type: none"> describe work done in the school
D2	<ul style="list-style-type: none"> describe the purpose of money
D3	<ul style="list-style-type: none"> describe how technology affects individuals and schools
HUMAN AND PHYSICAL ENVIRONMENT	
	It is expected that students will:
E1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> describe their responsibility to the local environment
E3	<ul style="list-style-type: none"> describe how the physical environment influences human activities
Health and Career Education	
Goals and Decisions	
	It is expected that students will:
A1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> identify opportunities to make decisions (e.g., healthy eating choices, recess activities)
Career Development	
It is expected that students will:	
B1	<ul style="list-style-type: none"> describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)
B2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)
C2	<ul style="list-style-type: none"> identify healthy eating practices as described in Canada's Food Guide to Healthy Eating
C3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)
C5	<ul style="list-style-type: none"> identify positive ways to initiate and maintain healthy friendships
Safety and Injury Prevention	
It is expected that students will:	
C6	<ul style="list-style-type: none"> demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including <ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> describe the potential harm associated with various unsafe substances (e.g., illness, burns)
C9	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it

	increases overall health, it's a way to make new friends)
A2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> describe the importance of food, water, and sleep as fuel for physical activity
A4	<ul style="list-style-type: none"> identify physical abilities they would like to develop
Participation	
It is expected that students will:	
A5	<ul style="list-style-type: none"> participate daily (e.g., five times a week) in moderate to vigorous physical activities
Movement Skills	
It is expected that students will:	
B1	<ul style="list-style-type: none"> move through general space, incorporating directional changes
B2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> demonstrate proper ready position for locomotor movement skills
B4	<ul style="list-style-type: none"> demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: <ul style="list-style-type: none"> -one-handed throw underhand -two-handed catch without trapping against body
Safety, Fair Play, and Leadership	
It is expected that students will:	
C1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> follow established procedures and directions when participating in physical activity
C3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> move expressively to a variety of sounds and music
A2	<ul style="list-style-type: none"> create movement sequences based on patterns, stories, and themes
A3	<ul style="list-style-type: none"> identify the stages of the creative process
Elements of Dance	
B1	<ul style="list-style-type: none"> move safely in both personal space and general space during dance activities

B2	<ul style="list-style-type: none"> • move in a variety of levels, pathways, dynamics, and directions, using a variety of body shapes
B3	<ul style="list-style-type: none"> • move in time to a variety of rhythms, metres, and tempi
Context	
C1	<ul style="list-style-type: none"> • identify similarities and differences among dances
C2	<ul style="list-style-type: none"> • describe a variety of reasons people dance
Presenting and Performing	
D1	<ul style="list-style-type: none"> • demonstrate willingness to rehearse and perform dance
D2	<ul style="list-style-type: none"> • demonstrate willingness to rehearse and perform dance
Drama	
Exploring and Creating	
It is expected that students will:	
A1	<ul style="list-style-type: none"> • share ideas that can be used in a drama work
A2	<ul style="list-style-type: none"> • use imagination and exploration to create drama
A3	<ul style="list-style-type: none"> • demonstrate co-operative effort in drama work
A4	<ul style="list-style-type: none"> • reflect on classroom drama experiences
Drama Forms, Strategies, and Skills	
B1	<ul style="list-style-type: none"> • use voice to express a range of ideas and feelings while working in role
B2	<ul style="list-style-type: none"> • use movement and their bodies to express a range of ideas and feelings while working in role
B3	<ul style="list-style-type: none"> • use a variety of drama forms to represent ideas and feelings
B4	<ul style="list-style-type: none"> • participate safely in drama environments
Context	
C1	<ul style="list-style-type: none"> • identify a variety of purposes of drama
Presenting and Performing	
D1	<ul style="list-style-type: none"> • demonstrate the ability to present drama work while in role
D2	<ul style="list-style-type: none"> • respond to specific aspects of a drama performance
Music	
Exploring and Creating	
It is expected that students will:	
A1	<ul style="list-style-type: none"> • sing and play classroom repertoire
A2	<ul style="list-style-type: none"> • represent personal thoughts, images, and feelings experienced in classroom repertoire

A3	<ul style="list-style-type: none"> • create sounds to accompany stories, nursery rhymes, or songs
Elements and Skills	
B1	<ul style="list-style-type: none"> • perform rhythmic patterns and sequences from classroom repertoire
B2	<ul style="list-style-type: none"> • sing simple songs
B3	<ul style="list-style-type: none"> • represent metre, rhythmic patterns, and melody
B4	<ul style="list-style-type: none"> • use tempo, dynamics, articulation, and timbre in classroom repertoire
B5	<ul style="list-style-type: none"> • demonstrate appropriate use of classroom instruments
Context	
C1	<ul style="list-style-type: none"> • participate in music activities from a variety of historical, cultural, and social contexts
Presenting and Performing	
D1	<ul style="list-style-type: none"> • demonstrate appropriate performance skills in a range of music settings
D2	<ul style="list-style-type: none"> • respond to specific aspects of a music work or performance
Visual Arts	
Creative Processes	
It is expected that students will:	
A1	<ul style="list-style-type: none"> • use a variety of image sources to create images, including feelings, imagination, memory, and observation
A2	<ul style="list-style-type: none"> • create images using the image development strategies of simplification and abstraction
A3	<ul style="list-style-type: none"> • create images featuring one or more visual elements and principles of design including <ul style="list-style-type: none"> – colour – line – shape – texture – pattern – symmetrical balance
A4	<ul style="list-style-type: none"> • experiment with materials, technologies, and processes to create particular effects
A5	<ul style="list-style-type: none"> • create 2-D and 3-D images <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • describe and apply image development strategies including, simplification, and abstraction
B2	<ul style="list-style-type: none"> • describe and apply the use of specific elements and principles in images, including <ul style="list-style-type: none"> – colour – shape

	<ul style="list-style-type: none"> - line - pattern - symmetrical balance
B3	<ul style="list-style-type: none"> • describe and apply a variety of materials, technologies, and processes to create images
B4	<ul style="list-style-type: none"> • demonstrate safe and environmentally responsible use of materials, technologies, and processes
Context	
C1	<ul style="list-style-type: none"> • describe a variety of reasons people make and use visual arts
C2	<ul style="list-style-type: none"> • identify differences between original artworks and reproductions
Exhibition and Response	
D1	<ul style="list-style-type: none"> • describe their response to artworks
D2	<ul style="list-style-type: none"> • display individual and group artworks in a variety of ways