



GRADE 2

Curriculum Package *(September 2010)*



Ministry of
Education

For ease of reference, this Grade 2 Curriculum Package compiles all Prescribed Learning Outcomes and Suggested Achievement Indicators from within each subject-based Integrated Resource Package (IRP) into one comprehensive document.

www.bced.gov.bc.ca/irp

TABLE OF CONTENTS

INTRODUCTION

Introduction	5
Required Areas of Study	5
How to Use this Document	5

GRADE 2 PRESCRIBED CURRICULA

Daily Physical Activity	7
English Language Arts	9
Arts Education	25
Dance	25
Drama	29
Music	33
Visual Arts	37
Health and Career Education	43
Mathematics	47
Physical Education	57
Science	61
Social Studies	65

This document provides basic information about the provincial curriculum requirements for **Grade 2** students in British Columbia. The full text of all provincially prescribed curricula is available online at www.bced.gov.bc.ca/irp/irp.htm

REQUIRED AREAS OF STUDY

As stated in the *Required Areas of Study In An Educational Program Order* (www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf), each school year a board must offer to all students in **Grade 2** an educational program that meets all the Prescribed Learning Outcomes set out in the applicable educational program guide in

- English Language Arts, or in the case of a student enrolled in a francophone educational program, French Language Arts
- Social Studies
- Mathematics
- Science
- Physical Education
- Arts Education: Dance, Drama, Music and Visual Arts
- Health and Career Education
- Daily Physical Activity

HOW TO USE THIS DOCUMENT

For each required area of study for **Grade 2**, the Prescribed Learning Outcomes and corresponding Suggested Achievement Indicators are presented in a series of tables.

Prescribed Learning Outcomes

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, prescribed learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools are responsible for ensuring that all Prescribed Learning Outcomes for each required area of study are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

All prescribed learning outcomes complete the stem, “It is expected that students will”

Prescribed Learning Outcomes are presented by curriculum organizer (and suborganizer as applicable), and for some subjects are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Suggested Achievement Indicators

Suggested Achievement Indicators in relation to each Prescribed Learning Outcome are included to support the assessment of provincially prescribed curricula.

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Suggested Achievement Indicators describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator presents only one aspect of the corresponding learning outcome, the entire set of achievement indicators can assist teachers when determining whether students have fully met the learning outcome.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

DAILY PHYSICAL ACTIVITY – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • participate in physical activities for a minimum of 30 minutes during each school day 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in daily physical activities <input type="checkbox"/> participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day
<ul style="list-style-type: none"> • participate in a range of endurance activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in physical activities that help develop their cardiovascular endurance <input type="checkbox"/> participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games)
<ul style="list-style-type: none"> • participate in a range of strength activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their strength <input type="checkbox"/> participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating)
<ul style="list-style-type: none"> • participate in a range of flexibility activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their flexibility <input type="checkbox"/> participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing)

ENGLISH LANGUAGE ARTS – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators



ORAL LANGUAGE (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> - contributing to a class goal - exchanging ideas on a topic - making connections - completing tasks - engaging in play 	<ul style="list-style-type: none"> <input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., structured A/B partners, informal partner-talk, brainstorming) <input type="checkbox"/> use conversational language, including increasingly specific vocabulary, to describe objects, events, and feelings <input type="checkbox"/> share connections between their own and others’ ideas and experiences <input type="checkbox"/> ask pertinent questions to clarify or extend understanding, or to ask for assistance <input type="checkbox"/> use language to discuss steps needed to negotiate and complete tasks in partner and group activities <input type="checkbox"/> suggest solutions for problems in the classroom, stories, or real-life situations <input type="checkbox"/> listen respectfully and respond appropriately to others’ contributions (e.g., take conversational turns as speaker and listener) <input type="checkbox"/> use speaking and listening to sustain imaginative play
<p>A2 use speaking to explore, express, and present ideas, information, and feelings, by</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> <input type="checkbox"/> determine a purpose for speaking and presenting (e.g., to tell a story, show-and-tell) <input type="checkbox"/> share and explain information about topics of interest, objects, events, and feelings with some detail <input type="checkbox"/> offer opinions and provide reasons <input type="checkbox"/> tell and retell a story in a coherent sequence <input type="checkbox"/> generally stay on topic when discussing presented information <input type="checkbox"/> provide an introduction to the topic and supporting details <input type="checkbox"/> speak clearly and at an appropriate pace for informal and formal presentations

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A3 listen attentively for a variety of purposes and demonstrate comprehension, by</p> <ul style="list-style-type: none"> - retelling or paraphrasing information shared orally - following three- and four-step instructions - asking for clarification and explanation - sharing connections made 	<ul style="list-style-type: none"> <input type="checkbox"/> determine a purpose for listening (e.g., to learn a new fact, to find out what happens, to learn a different viewpoint, to carry out instructions, to solve problems, for enjoyment) <input type="checkbox"/> repeat and discuss information from listening, ask questions, and represent ideas expressed <input type="checkbox"/> join in choral refrain (e.g., poem, chant) <input type="checkbox"/> following oral instructions and demonstrations to complete a multi-step task (e.g., following three-step directions, retell main points) <input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., nod to show agreement, show responsive facial expressions) <input type="checkbox"/> listen without distracting or interrupting in most situations (e.g., put up hand to ask questions or make comments, wait turn to speak) <input type="checkbox"/> ask speaker for clarification when needed

ORAL LANGUAGE (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A4 use strategies when interacting with others, including</p> <ul style="list-style-type: none"> - accessing prior knowledge - making and sharing connections - asking questions for clarification and understanding - taking turns as speaker and listener 	<ul style="list-style-type: none"> <input type="checkbox"/> refer to relevant texts they have read, heard, or viewed, or contribute relevant experiences to the topic or task <input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs (e.g., listen and add to partner’s ideas) <input type="checkbox"/> follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions) <input type="checkbox"/> ask questions to confirm and extend understanding <input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A5 use strategies when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> <input type="checkbox"/> talk about what they already know about the topic and what the audience needs to know <input type="checkbox"/> engage in self-talk or rehearsal to clarify and confirm thoughts and ideas (e.g., out-loud repetition, itemization) <input type="checkbox"/> ask and answer questions to focus topics, clarify understanding, or identify information needs <input type="checkbox"/> practise answering questions about the topic prior to presentation <input type="checkbox"/> present information in a clear and logical manner <input type="checkbox"/> adjust volume and tone of voice as appropriate (e.g., reduce volume in pairs or small group activities, speak loudly enough for others to hear when sharing information)
<p>A6 use strategies when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> - making a prediction - focussing on the speaker - asking questions - recalling main ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> make predictions before and during listening based on prior knowledge <input type="checkbox"/> ask a question related to the topic <input type="checkbox"/> ask speaker for clarification <input type="checkbox"/> recall information or ideas in a variety of ways (e.g., retell one or two main points, repeat a familiar message using clear and precise language, draw a picture, act out a sequence of events) <input type="checkbox"/> summarize what a speaker has said to confirm or clarify meaning

ORAL LANGUAGE (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A7 demonstrate enhanced vocabulary knowledge and usage</p>	<ul style="list-style-type: none"> <input type="checkbox"/> talk about new words and ideas with others <input type="checkbox"/> show expanding use of vocabulary related to specific subject areas <input type="checkbox"/> demonstrate vocabulary development using familiar words introduced in texts <input type="checkbox"/> show expanding use of descriptive vocabulary <input type="checkbox"/> identify and use language to compare and contrast items and ideas (e.g., same as, different from)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> make reasonable predictions about what to expect of a text <input type="checkbox"/> make personal connections with a text (e.g., how their family compares with a family in a story) and elaborate when prompted <input type="checkbox"/> show a knowledge of story structure by describing characters and events (e.g., answer “who,” “what,” “where,” and “why” questions; identify beginning, middle, and end of story) <input type="checkbox"/> make inferences about characters’ feelings or the story problem <input type="checkbox"/> select a personally significant idea from a text and describe why it is significant <input type="checkbox"/> participate in creative retelling of a familiar text (e.g., participate in a circular storytelling activity, demonstrating ability to add appropriate story details) <input type="checkbox"/> describe main ideas in an information text and ask questions that have not been answered by text
<p>A9 use speaking and listening to develop thinking, by</p> <ul style="list-style-type: none"> - acquiring new ideas - making connections - inquiring - comparing and contrasting - summarizing 	<ul style="list-style-type: none"> <input type="checkbox"/> engage in inquiry activities (e.g., pose questions; “Know-Wonder-Learn”) and speculate on what is not known (e.g., provide possible answers to “I wonder if..”) <input type="checkbox"/> make new connections to ideas, self, and world <input type="checkbox"/> identify similarities and differences in information from more than two sources <input type="checkbox"/> provide an example of cause and effect <input type="checkbox"/> suggest alternative ideas when problem solving <input type="checkbox"/> draw simple inferences about situations (e.g., explain possible decisions they might make as the main character) <input type="checkbox"/> recognize differing viewpoints, with teacher support
<p>A10 reflect on and assess their speaking and listening, by</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> provide input to create class-generated criteria about what makes an effective speaker or listener <input type="checkbox"/> use the class-generated criteria to review speaking and listening activities and identify one or more personal strengths <input type="checkbox"/> talk about how listening to discussions/presentations has added to their understanding <input type="checkbox"/> describe their own behaviours and feelings they experienced during the speaking/listening activity (e.g., comfort level, audience response, emotional control over voice) <input type="checkbox"/> engage in self-assessment of oral presentations (e.g., rating performance using happy faces or non-complex rubrics) <input type="checkbox"/> provide ideas on ways to work toward a personal goal (e.g., speak clearly, face the audience, use interesting words, do not interrupt)

ORAL LANGUAGE (Features)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A11 use the features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> - text structure - grammar and usage - enunciation - receptive listening posture 	<ul style="list-style-type: none"> <input type="checkbox"/> sequence ideas logically when speaking <input type="checkbox"/> stay focussed on the topic <input type="checkbox"/> use statements, commands, and questions; may occasionally make some errors in syntax or word choice <input type="checkbox"/> express ideas in sentences that make sense, and use simple connecting words to link ideas in speech (e.g., and, then, so) <input type="checkbox"/> use pronouns appropriately (errors do not interfere with meaning) <input type="checkbox"/> present ideas clearly (e.g., speak loudly enough, face audience) <input type="checkbox"/> focus on the speaker when listening
<p>A12 recognize the structures and patterns of language in oral texts, including</p> <ul style="list-style-type: none"> - word families - root words - rhyme - structural sequencing cues 	<ul style="list-style-type: none"> <input type="checkbox"/> identify words they know that fall into the same word family or root word as a new word they encounter <input type="checkbox"/> identify common word endings, onsets, and rimes <input type="checkbox"/> auditorily discriminate and orally manipulate sounds to decode unknown words (e.g., isolating, blending, and segmenting, including substituting, deleting, and adding sounds) <input type="checkbox"/> identify rhyming words in simple poems or songs <input type="checkbox"/> identify story openings (e.g., “Once upon a time...”) and endings (e.g., “...and they lived happily ever after.”)

READING AND VIEWING (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate literary texts independently and collectively, with accuracy, comprehension, and fluency, including expression and a sense of phrasing (e.g., three or more words at a time in meaningful phrases) <input type="checkbox"/> engage in shared reading activities (e.g., buddy, readers’ theatre, varied forms of choral reading) <input type="checkbox"/> retell main story events in sequence, through discussion, drawing, or other forms of representation <input type="checkbox"/> make inferences about characters (e.g., feelings, motivation) and events, and draw conclusions <input type="checkbox"/> describe similarities and differences among texts and among genres <input type="checkbox"/> change voice inflection in response to written cues, punctuation marks, or words that evoke emotion
<p>B2 read fluently and demonstrate comprehension of grade-appropriate information texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and a sense of phrasing <input type="checkbox"/> use basic ‘text features’ (e.g., titles, captions, illustrations, contents page) to help locate information <input type="checkbox"/> record some accurate information under categories or headings provided by teacher (e.g., food, habitat) <input type="checkbox"/> demonstrate understanding of various information texts by retelling key points; may rely on words from the text <input type="checkbox"/> reread to locate specific information (prompted and unprompted) <input type="checkbox"/> follow simple written directions (e.g., to recreate a simple craft, follow a recipe, follow a “shape of the day” plan) <input type="checkbox"/> share information learned
<p>B3 read and reread just-right texts independently for 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension</p>	<ul style="list-style-type: none"> <input type="checkbox"/> choose a just-right text on their own <input type="checkbox"/> read silently, showing sustained focus for increasingly longer periods of time (e.g., 15 to 20 minutes) <input type="checkbox"/> read and reread selected passages to an adult, peer, or buddy and receive feedback <input type="checkbox"/> read just-right texts aloud with fluency, expression, and comprehension <input type="checkbox"/> show engagement in reading, and describe self as a reader
<p>B4 view and demonstrate comprehension of visual texts (e.g., signs, illustrations, diagrams)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> discuss the purposes of particular images or media texts (e.g., to inform, entertain, persuade), with teacher support <input type="checkbox"/> identify main ideas or key information from visual texts <input type="checkbox"/> recall or locate some specific details in response to questions or tasks

READING AND VIEWING (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B5 use strategies before reading and viewing, including</p> <ul style="list-style-type: none"> - accessing prior knowledge to make connections - making predictions - asking questions - setting a purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> use prior knowledge and experiences to connect with a topic or idea in response to questions about what they already know or in response to pictures or verbal prompts (e.g., “What does this remind you of?”) <input type="checkbox"/> use prior reading and viewing experiences to make predictions and connections (e.g., look at cover, illustrations, headings, and knowledge of the author) <input type="checkbox"/> ask questions using visuals or prior knowledge that relate to the topic <input type="checkbox"/> monitor and self-correct by rereading, reading-on (i.e., reading past an unknown word and coming back to it), using context and picture cues, sounding out the word, looking for the little word in the big one <input type="checkbox"/> state a purpose for reading or viewing the selection (e.g., finding information, enjoying the story, remembering the events, learning about the character) <input type="checkbox"/> use knowledge of oral language to predict words when reading
<p>B6 use strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> identify reading strategies good readers or viewers use during reading (e.g., chunking text, reading on, asking questions, using graphophonics to decode unknown words, rereading to confirm meaning, checking whether text sounds right, looks right, and makes sense) <input type="checkbox"/> describe or sketch a mental image formed while reading a text <input type="checkbox"/> use pictures, diagrams, charts, graphs, context cues, sense of story, and prior knowledge to make ongoing predictions and confirm meaning <input type="checkbox"/> combine graphophonic cues (“looks right”), semantic cues (“makes sense”), and syntactic cues (“sounds right”) to decode new words <input type="checkbox"/> recognize an increasing number of high-frequency words (i.e., up to 300) <input type="checkbox"/> discuss and summarize at intervals what they are reading and viewing <input type="checkbox"/> complete a graphic organizer during a reading or viewing experience, with teacher support

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B7 use strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> - rereading or “re-viewing” - discussing with others - retelling and beginning to summarize - sketching - writing a response 	<ul style="list-style-type: none"> <input type="checkbox"/> reread text or “re-view” to find additional ideas/information to answer a question <input type="checkbox"/> retell main events in correct sequence (e.g., recall important images/facts about a topic through dramatization, painting, dance, or other forms of representation) <input type="checkbox"/> generate questions and discussion related to the text <input type="checkbox"/> compare ideas to predictions made earlier about the text <input type="checkbox"/> make connections (text-to-text, text-to-self, text-to-world) and discuss with others <input type="checkbox"/> discuss the author’s message and main idea <input type="checkbox"/> sketch and write a response

READING AND VIEWING (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> - expressing an opinion supported with reasons - making text-to-self, text-to-text, and text-to-world connections 	<ul style="list-style-type: none"> <input type="checkbox"/> express opinions in response to stories, information texts, poems, performances <input type="checkbox"/> create a representation including detail (e.g., draw a picture, dramatize a section, create a new page for a story) <input type="checkbox"/> identify connections between illustrations (e.g., diagrams, charts, graphs) and text <input type="checkbox"/> create a written response to text, making personal connections (text-to-self), connections to other texts (text-to-text) and related events (text-to-world) <input type="checkbox"/> identify how story events or characters are the same as or different from their own experiences (text-to-self)
<p>B9 read and view to expand knowledge, by</p> <ul style="list-style-type: none"> - predicting and connecting - comparing and inferring - inquiring and generalizing 	<ul style="list-style-type: none"> <input type="checkbox"/> after predicting two possible endings, choose one and give reasons to support choice <input type="checkbox"/> identify and develop thoughtful connections text-to-self, text-to-text (e.g., similarities and/or differences), and text-to-world <input type="checkbox"/> compare the qualities of two characters <input type="checkbox"/> make inferences in response to the teacher (e.g., “I think the author wrote this book because...”) <input type="checkbox"/> after reading and viewing, generate questions that remain unanswered and speculate how to find answers <input type="checkbox"/> make generalizations about story structures or familiar genre (e.g., “There is often a hero in a story and a problem that needs to be solved.”)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B10 reflect on and assess their reading and viewing, by</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> suggest characteristics of good readers and viewers (e.g., are able to select just-right texts; monitor, self-correct and read fluently; make connections; predict) <input type="checkbox"/> describe strategies good readers use (e.g., chunk, look at pictures to confirm, reread when it does not make sense) <input type="checkbox"/> identify some strategies they use before and during reading to figure out words and confirm meaning <input type="checkbox"/> reflect on their reading or viewing to identify a strategy (e.g., keep a metacognitive log of their reading progress) they could use more often or don't yet use <input type="checkbox"/> set a goal for their future reading (e.g., read with expression, visualize) <input type="checkbox"/> choose books they can read and want to read; explain why a chosen book is a just-right text

READING AND VIEWING (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B11 recognize and derive meaning from the structures and features of texts, including</p> <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) 	<ul style="list-style-type: none"> <input type="checkbox"/> explain in own words the meaning and the role of an author, the title, and illustrator (i.e., concepts about print and concepts about books) <input type="checkbox"/> recognize and comprehend basic print conventions and frequently used 'text features' (e.g., period, exclamation mark, question mark, quotation marks, bold face, capitalized words such as "STOP") <input type="checkbox"/> identify characteristics of stories (e.g., beginning, middle, and end; basic story elements such as character, setting, events, problem or conflict, solution) <input type="checkbox"/> demonstrate awareness of the purpose of 'text features' (e.g., book cover, story summary, headings) <input type="checkbox"/> recognize that information texts do not need to be read sequentially but can be accessed for specific information <input type="checkbox"/> use subject-specific vocabulary to talk about reading and viewing (e.g., illustrations, heading, table of contents)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> combine graphophonic cues (“looks right”), semantic cues (“makes sense”), and syntactic cues (“sounds right”) to decode new words <input type="checkbox"/> use knowledge of oral language to predict words when reading <input type="checkbox"/> apply phonic rules and generalizations 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"/> recognize an increasing number of high-frequency words (i.e., up to 300 words)

WRITING AND REPRESENTING (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 create personal writing and representations that express connections to personal experiences, ideas, likes and dislikes, featuring</p> <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 	<p><input type="checkbox"/> create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - makes sense and focuses on a central idea, image, or feeling - offers a series of related details that reflect something learned or experienced (e.g., response to a guest speaker, poem read to class) - includes a number of sentences on one topic - features text and pictures working harmoniously to enhance the topic but writing can be understood without visual support <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - shows beginning use of “book language” rather than “talk written down” - features a few choice words, details, and some interesting images - shows some evidence of individuality in text and pictures - captures a general mood such as happy, sad, or mad - evidences some variety in sentence beginnings <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - uses genre or form appropriate to purpose and audience - uses text structures appropriate to form or genre - shows beginning use of effective transitions between words and between ideas - features paragraphs although paragraph divisions may be inconsistent - generally includes an ending <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 create informational writing and representations about non-complex topics and procedures, featuring</p> <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 	<p><input type="checkbox"/> create informational writing and representations (e.g., expository writing such as lists, graphs, charts, reports, instructions, and may include impromptu writing) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - makes sense and explains information - shows some awareness of audience and addresses an increasing range of purposes (e.g., opinions, procedures, instructions, information) - includes several sentences on one topic - includes visual features (e.g., diagrams and illustrations) that support the written information, and are generally clear and connected to the text <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - features some precise content area nouns (e.g., stamen) combined with generic nouns (e.g., flower); uses several active verbs - contains a few choice words, interesting images, and some detail - evidences a variety of sentence types, lengths, and structures such as simple and compound - begins to show some evidence of individuality in text and illustrations <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - uses genre or form appropriate to purpose and audience - uses text structures appropriate to form or genre - begins to show awareness of form (e.g., instructions look like instructions) - evidences a variety of leads - features a generally logical sequence - includes clear headings that are helpful for the reader - features paragraphs, although paragraph divisions may be inconsistent - includes a title that signals the topic - frequently includes an ending <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 create imaginative writing and representations, sometimes based on models they have read, heard, or viewed, featuring</p> <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 	<p>❑ create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - makes sense and focusses on a central idea, image, or mood - features a focussed topic that shows imagination - includes, when in story form, characters, setting, and a situation that needs to be resolved - when in poetic form, presents image or mood that is enhanced by relevant details - includes a number of sentences or poetic lines on one topic - features pictures and text working harmoniously to enhance the topic but writing can be understood without visual support <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - demonstrates a sense of sentence pattern or poetic form, as appropriate, when read aloud - includes simple and compound sentence structures that vary in length - creates images through some experimentation with new and sensory words - uses descriptive nouns (e.g., cedar) mixed with generic nouns (e.g., wood), and some powerful verbs (e.g., burst instead of broke) - imitates features of writing from books read and stories heard - shows some awareness of audience - captures a general mood <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - uses genre or form appropriate to purpose and audience - uses text structures appropriate to form or genre - evidences the beginning of effective transitions between ideas (e.g., through the use of “and,” “but,” “then”) - includes attempts to use a variety of sentence beginnings that signal the topic - uses paragraphs in stories although paragraph divisions may be inconsistent; begins to show stanzas in poems but may not have logical division - includes dialogue which is usually logical - includes a title that is helpful for a reader <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

WRITING AND REPRESENTING (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C4 use strategies before writing and representing, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> contribute to class discussion to generate criteria about what makes good writing and representing (e.g., great story beginnings, narrowing the topic, examining anonymous writing samples) <input type="checkbox"/> set a purpose for writing and representing, and identify an audience (e.g., thank-you note to a guest speaker, poem for a retiring teacher) <input type="checkbox"/> generate ideas for writing and select a topic of personal interest (e.g., engage in brainstorming sessions and partner-talk) <input type="checkbox"/> make visual and written plans (e.g., graphic organizer, storyboard) <input type="checkbox"/> gather information in preparation for writing and representing by drawing on personal interest or prompts (e.g., talk with others; interview informed people; use books, labels, charts and diagrams; watch videos; sketch ideas; or make lists to sequence events)
<p>C5 use strategies during writing and representing to express thoughts, including</p> <ul style="list-style-type: none"> - referring to class-generated criteria - referring to word banks - examining models of literature/visuals - revising and editing 	<ul style="list-style-type: none"> <input type="checkbox"/> use webs, lists, or charts to prompt their writing <input type="checkbox"/> think aloud while writing (e.g., voice thoughts while writing, “writer’s mumble”) <input type="checkbox"/> improve organization while writing (e.g., use a class-generated list of great leads to write a lead); ensure all ideas in the writing are connected to one main idea <input type="checkbox"/> generate ideas while writing (e.g., ask others to listen and ask specific questions about the writing to determine what details need to be included) <input type="checkbox"/> adjust writing to ensure that the form and tone are suitable for the intended audience (e.g., an invitation to a friend would have a welcoming tone) <input type="checkbox"/> clarify word choice (e.g., make a list of sensory words related to the topic, refer to word banks or word walls, apply newly acquired vocabulary) <input type="checkbox"/> create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences of different lengths) <input type="checkbox"/> use word processing and other software tools to write or represent thoughts

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C6 use strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> <input type="checkbox"/> talk about their writing and representing and the work of others <input type="checkbox"/> check work against class criteria for writing (e.g., good word choice, descriptive ideas, powerful images, sentence variety, legibility) <input type="checkbox"/> after checking work against criteria, select one area to revise <input type="checkbox"/> engage in editing a piece of writing (e.g., using a proofreading guide with a buddy or independently; by reading work aloud; checking spelling by referring to word walls, personal dictionaries, and primary dictionaries) <input type="checkbox"/> develop an understanding of the difference between editing and revising <input type="checkbox"/> share and publish selected texts (e.g., oral presentations, stories, features in school newsletter)

WRITING AND REPRESENTING (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C7 use writing and representing to express personal responses and opinions about experiences or texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> write a response to an author or illustrator <input type="checkbox"/> write or represent to express a response to a poem <input type="checkbox"/> write a response in their journals to express an opinion <input type="checkbox"/> use new vocabulary to create a response
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in the <i>Three Little Pigs</i> from the perspective of the wolf) <input type="checkbox"/> dramatize a story through a puppet play <input type="checkbox"/> use a variety of graphic organizers to organize thoughts before writing
<p>C9 reflect on and assess their writing and representing, by</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> identify strategies used at each stage of the writing process (e.g., partner-talk to generate ideas for writing, choosing words from a word wall) <input type="checkbox"/> compare their own writing with class-generated criteria <input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric) <input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria <input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take “author’s chair”)

WRITING AND REPRESENTING (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C10 use some features and conventions of language to express meaning in their writing and representing, including</p> <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 <p><i>Suborganizer 'Features' PLO C10 continued next page</i></p>	<p>Grammar and Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> make complete sentences, use simple sentences, and begin to use compound sentences <input type="checkbox"/> begin to use paragraph structures (e.g., paragraphs may be used but paragraph divisions may be inconsistent) <input type="checkbox"/> use correct pronouns and verb forms; may have occasional errors <input type="checkbox"/> use simple past and present tenses <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> use capital letters for names, places, and other proper nouns, (e.g., holidays, places, names, titles) and at the beginning of sentences <input type="checkbox"/> use periods, questions marks, or exclamation marks appropriately at the end of sentences <input type="checkbox"/> use commas after greetings and closures in friendly letters, and to separate words in a series

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Suborganizer 'Features' PLO C10</i></p> <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 	<p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> use conventional Canadian spelling of commonly used words <input type="checkbox"/> build a large bank of instantly recalled high-frequency words <input type="checkbox"/> use spelling patterns and strategies such as phonic knowledge, invented spelling, and visual memory when writing words of more than one syllable, high-frequency irregular words, regular plurals, and unknown words <input type="checkbox"/> use word variety and attempt to use newly acquired vocabulary <input type="checkbox"/> apply graphophonic and phonic knowledge to write unfamiliar words and check spelling with class resources, such as lists of words/ideas and personal dictionary <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> print legibly and correctly form letters <input type="checkbox"/> appropriately space written work <input type="checkbox"/> ensure headings and titles are clear and helpful for a reader <input type="checkbox"/> use illustrations, charts, and diagrams to support the text <input type="checkbox"/> use titles to summarize content <input type="checkbox"/> use words and pictures to create message <input type="checkbox"/> use margins and spacing appropriately

ARTS EDUCATION: DANCE – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATING DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 move expressively to a variety of sounds and music</p>	<ul style="list-style-type: none"> <input type="checkbox"/> move expressively in response to a variety of sounds and music (e.g., a drum beat, recorded music, poetry read aloud, story) demonstrating <ul style="list-style-type: none"> – response to changes in sound (e.g., faster, slower, louder, softer) – combinations of movements (e.g., starting slow and gradually moving faster with music)
<p>A2 create movement sequences based on patterns, stories, and themes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> move to express actions, ideas, events, or feelings elicited by a variety of live or recorded music, poetry, stories, and pictures, representing <ul style="list-style-type: none"> – stories and characters (e.g., from imagination, fables, heroes) – themes, topics, and events (e.g., Halloween, air and water) – patterns (e.g., alternating movements and shapes) <input type="checkbox"/> use lead-and-follow strategies (e.g., shadowing, echoing, call and response) to develop a movement sequence with peers <input type="checkbox"/> work co-operatively in groups to create movement sequences <input type="checkbox"/> repeat and vary movements to create sequences
<p>A3 identify the stages of the creative process</p>	<ul style="list-style-type: none"> <input type="checkbox"/> match each stage of the creative process (exploration, selection, combination, refinement, reflection) with an appropriate description <input type="checkbox"/> list reasons why there are several stages within a creative process (e.g., opportunities to explore various ideas to see what works best, opportunities to improve, opportunities to think about why they made certain choices and what they would do differently next time)

ELEMENTS OF DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 move safely in both personal space and general space during dance activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> consistently and independently find and stay in their own personal space throughout dance activities <input type="checkbox"/> participate in movement exercises involving shared space and general space <ul style="list-style-type: none"> – alone – with a partner – in small groups <input type="checkbox"/> demonstrate control and co-ordination needed to avoid collisions when moving <input type="checkbox"/> identify rules and guidelines for safe participation in dance (e.g., “respect yourself, respect others, respect the space” — safe distance from wall, remove shoes when entering the dance space, wear appropriate attire, avoid objects present in the room)
<p>B2 move in a variety of levels, pathways, dynamics, and directions, using a variety of body shapes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate <ul style="list-style-type: none"> – movements at different levels (e.g., high, low, medium) – movements in different directions (e.g., forward, backward, sideways) – movements along a variety of pathways (e.g., zigzag, straight, curved, spiral, following lines of the floor) – a variety of body shapes in partner work (e.g., mirroring partner’s movement, making opposite shapes to partner; large/small, flat/jagged, pointy/curved, wide/thin) – a variety of dynamics (e.g., range of animal movements – bird flying, dinosaur stomping, snake slithering, rabbit hopping) <input type="checkbox"/> lead movement explorations (e.g., follow-the-leader in partners or small groups)
<p>B3 move in time to a variety of rhythms, metres, and tempi</p>	<ul style="list-style-type: none"> <input type="checkbox"/> perform locomotor and non-locomotor movements in response to <ul style="list-style-type: none"> – rhythmic pattern (e.g., long-short-short-short) – metre (e.g., $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$) – tempo (e.g., slow, moderate, fast, very fast) <input type="checkbox"/> following teacher modelling, repeat movements to create a simple choreographic form (e.g., ABA, ABBA, ABC)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 identify similarities and differences among dances	<input type="checkbox"/> compare two or more dances from differing social or cultural contexts in terms of characteristics such as <ul style="list-style-type: none"> – tempo – groupings (e.g., partners, group, solo) – costumes and regalia
C2 describe a variety of reasons people dance	<input type="checkbox"/> with reference to particular dance performances they have viewed or participated in, identify a range of reasons for dance, including <ul style="list-style-type: none"> – to celebrate important life events – to remember and tell stories – to express feelings – to have fun and be active – to entertain

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 demonstrate willingness to rehearse and perform dance	<input type="checkbox"/> demonstrate willingness to participate in rehearsals and performances (e.g., demonstrating preparedness and attentiveness)
D2 demonstrate appropriate performance skills in a range of dance settings	<input type="checkbox"/> demonstrate appropriate audience skills to express respect, appreciation, or enjoyment for a performance (e.g., constructive feedback, praise and support, attentive viewing, follow attentively when other students lead activities) <input type="checkbox"/> identify how different performance events require different audience skills (e.g., dance performance and assemblies require attentive quiet focus, cheering is fun at sports events) <input type="checkbox"/> demonstrate performance skills appropriate to the setting (e.g., paying attention to music/sound cues, not waving at audience, not talking on and back stage, active and appropriate participation, appropriate entrances and exits, staying in character)

ARTS EDUCATION: DRAMA – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 share ideas that can be used in a drama work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> generate ideas for drama work (e.g., through word webs, journaling, group discussions, drawings) <input type="checkbox"/> demonstrate willingness to contribute ideas (e.g., develop a vocabulary of “feelings” – words and phrases to describe increasingly specific emotions) <input type="checkbox"/> demonstrate willingness to work with others <input type="checkbox"/> offer and accept feedback <input type="checkbox"/> make suggestions about how an activity might develop or what to do next
<p>A2 use imagination and exploration to create drama</p>	<ul style="list-style-type: none"> <input type="checkbox"/> make choices within a defined framework (e.g., choosing to be a scientist, a lion, a lumberjack; depicting environments such as an attic, a swamp, a spaceship) <input type="checkbox"/> use drama to create stories (e.g., based on familiar and imagined stories, re-tell from the perspective of different characters, create new endings or beginnings) <input type="checkbox"/> explore situations in role, including who, what, where, and with whom <input type="checkbox"/> use drama to make connections between imagined and real-life situations <input type="checkbox"/> demonstrate the ability to describe their thoughts and feelings at specific moments in the drama (e.g., in response to teacher prompts or questions)
<p>A3 demonstrate co-operative effort in drama work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate willingness to explore ideas through drama games and activities (e.g., create action to accompany a name) <input type="checkbox"/> demonstrate ways to show co-operative effort in drama work, such as by <ul style="list-style-type: none"> – working with a variety of classmates – being willing to share their thoughts, feelings, and ideas – recognizing that different people react to the same event in different ways – supporting and respecting classmates’ thoughts, feelings, abilities, ideas, and efforts – including all students in creating the drama – exploring ways to solve group problems

Prescribed Learning Outcomes	Suggested Achievement Indicators
A4 reflect on classroom drama experiences	<ul style="list-style-type: none"> <input type="checkbox"/> respond to teacher prompts to reflect during and after drama experiences (e.g., “Why do you think the raven did that?” “Tell me about a time you felt like the girl in the story.”) <input type="checkbox"/> share responses to classroom drama experiences (e.g., orally, written, visually), including <ul style="list-style-type: none"> – what ideas they heard or saw – what they thought about their experiences

DRAMA FORMS, STRATEGIES, AND SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B1 use voice to express a range of ideas and feelings while working in role	<ul style="list-style-type: none"> <input type="checkbox"/> use a variety of vocal elements to communicate a range of ideas and feelings while in role, such as <ul style="list-style-type: none"> – loud/soft contrast (e.g., a grandfather scolding a disobedient child, chanting their names in a whisper) – pitch and timbre (e.g., a small child, a giant, a creature from outer space) – clarity (e.g., muffled to speak as if they were underwater, enunciated to give directions)
B2 use movement and their bodies to express a range of ideas and feelings while working in role	<ul style="list-style-type: none"> <input type="checkbox"/> use movement elements to depict roles (e.g., a genie going back into the bottle, a mermaid learning to walk on land for the first time, an ice sculpture melting) <input type="checkbox"/> use body language and movement to convey tension (e.g., searching for someone in the dark, moving through a narrow cave, standing in a crowded bus)
B3 use a variety of drama forms to represent ideas and feelings	<ul style="list-style-type: none"> <input type="checkbox"/> individually and in groups, create tableaux to represent relationships between the characters in a story <input type="checkbox"/> express the ideas and feelings of a character while in role (e.g., speaking in role in response to teacher questions such as “What are you thinking right now?”) <input type="checkbox"/> create soundscapes to represent a setting or environment (e.g., sounds of a dark and stormy night, a barnyard, a beach, a carnival) <input type="checkbox"/> reflect on connections between imagined and real-life situations (e.g., in response to a teacher-posed prompt such as “I wonder if there are times in our lives when we felt as confused as the giant did?”)

Prescribed Learning Outcomes	Suggested Achievement Indicators
B4 participate safely in drama environments	<input type="checkbox"/> find and stay in their own personal space throughout activities as required <input type="checkbox"/> participate safely in individual, group, and class movement and voice explorations <input type="checkbox"/> identify rules and guidelines for safe participation in drama (e.g., respect others' personal spaces, use voice safely to avoid strain)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 identify a variety of purposes of drama	<input type="checkbox"/> provide examples of how drama is used to <ul style="list-style-type: none"> – tell and explore stories about the past and future – remember events that have happened in the past – celebrate special events – communicate aspects of culture (e.g., traditions, cautionary tales) – entertain

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 demonstrate the ability to present drama work while in role	<input type="checkbox"/> demonstrate concentration and engagement to sustain belief in and maintain a role for short periods of time <input type="checkbox"/> sustain attention when others are taking on a role <input type="checkbox"/> show interest and curiosity about a variety of roles <input type="checkbox"/> apply vocal and movement elements to portray and interpret a character (e.g., a magician who has lost her magic, a child venturing into a dark forest) <input type="checkbox"/> apply simple production elements to support engagement in role (e.g., using a scarf to represent a baby, wearing a hat to represent a king)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>D2 respond to specific aspects of a drama performance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate audience engagement and response during informal sharing/presentation and formal performances (e.g., listen attentively, don't distract the performers, send thank-you cards) <input type="checkbox"/> reflect on and respond to specific aspects of a drama work or performance (e.g., "My favourite part of the performance was ____ because ____." "The hat helped me believe in the character because ____." "The magician was so sad and that made me think of ____.") <input type="checkbox"/> demonstrate awareness that others have different responses to a performance <input type="checkbox"/> comment constructively on own work

ARTS EDUCATION: MUSIC – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 sing and play classroom repertoire</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate in a variety of classroom songs and singing games (e.g., thematic songs, singing games from a range of cultures) <input type="checkbox"/> play classroom instruments (e.g., rhythm sticks, bells, body percussion, barred instruments, found instruments) in response to modelled examples <input type="checkbox"/> add simple rhythmic or melodic ostinati to a song <input type="checkbox"/> perform classroom repertoire, demonstrating the use of specific elements of expression, including <ul style="list-style-type: none"> – tempo (faster, slower) – dynamics (loud, soft) – articulation (legato, staccato) – timbre (voices, different instruments, environmental sounds)
<p>A2 represent personal thoughts, images, and feelings experienced in classroom repertoire</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use stories, pictures, movement, etc. to communicate personal thoughts, images, and feelings <input type="checkbox"/> describe how tempo, dynamics, articulation, and timbre affect thoughts, images, and feelings (e.g., “I thought it was exciting when the brass came in.” “The part that got softer reminded me of my cat falling asleep.”) <input type="checkbox"/> demonstrate willingness to share their responses to music experiences (e.g., with a partner, in small group or whole class discussion) <input type="checkbox"/> recognize that others may have a different response to the same music experience
<p>A3 create sounds to accompany stories, nursery rhymes, or songs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use simple improvisation strategies to create music (e.g., question and answer responses, variation, movement) <input type="checkbox"/> demonstrate tempo, dynamics, articulation, and timbre through song, movement and non-pitched instruments (e.g., create interludes for poems, create a new ending for a familiar story)

ELEMENTS AND SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
B1 perform rhythmic patterns and sequences from classroom repertoire	<input type="checkbox"/> play rhythmic patterns using accented beats (e.g., accenting the first beat, accenting the off beat) <input type="checkbox"/> maintain a repeated rhythmic pattern in a simple texture (e.g., speech or instrumental ostinato) <input type="checkbox"/> use barred instruments, body percussion, voice, or non-pitched instruments to produce rhythm
B2 sing simple songs	<input type="checkbox"/> participate in singing classroom repertoire (e.g., singing games, folk songs, cumulative repetitive songs) <input type="checkbox"/> sing in tune <input type="checkbox"/> use hand signals, movement, song mapping, or pitch ladders to show melodic direction <input type="checkbox"/> sing melodies in age-appropriate ranges (e.g., less than one octave – C to F) <input type="checkbox"/> maintain a melody or repeated melodic pattern in a simple texture (e.g., rounds, partner songs, simple ostinati) <input type="checkbox"/> recognise and perform a simple melodic phrase from notation (e.g., choose the correct phrase out of two or three written ones)
B3 represent metre, rhythmic patterns, and melody	<input type="checkbox"/> recognize and demonstrate a simple rhythmic phrase from notation using eighth, quarter, and half notes and rests (e.g., find the correct pattern out of two or three written ones) <input type="checkbox"/> use invented notation (e.g., geometric shapes, numbers, pictures, gestures) or standard notation to represent simple metres such as $\frac{2}{4}$ and $\frac{4}{4}$ <input type="checkbox"/> use invented notation (e.g., song maps, gestures, solfa) or standard notation to represent melody <input type="checkbox"/> identify connections between invented notation and standard notation for simple rhythmic patterns (e.g., rhythm syllables ta = ±, ti = ⊗) <input type="checkbox"/> identify examples of simple form in listening repertoire (e.g., identify and label the A and B phrases in a simple ABA form)

Prescribed Learning Outcomes	Suggested Achievement Indicators
B4 use tempo, dynamics, articulation, and timbre in classroom repertoire	<ul style="list-style-type: none"> <input type="checkbox"/> describe changes in tempo in selections from classroom listening repertoire (e.g., getting faster, slowing down) <input type="checkbox"/> maintain tempo while singing and playing <input type="checkbox"/> describe dynamics in selections from classroom listening repertoire (e.g., soft, loud) <input type="checkbox"/> identify examples of articulation (e.g., smooth, jumpy) in classroom listening repertoire <input type="checkbox"/> recognize difference in timbre in classroom instruments and listening repertoire (e.g., pitched and non-pitched instruments) <input type="checkbox"/> play or sing classroom repertoire, using specific elements of expression, including <ul style="list-style-type: none"> – tempo (fast, slow) – dynamics (loud, soft) – articulation (smooth, choppy)
B5 demonstrate appropriate use of classroom instruments	<ul style="list-style-type: none"> <input type="checkbox"/> hold and play classroom instruments correctly <input type="checkbox"/> demonstrate proper care and storage of instruments and equipment <input type="checkbox"/> demonstrate respect for their personal health and well-being in music activities (e.g., preventing voice strain or hearing loss)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 participate in music activities from a variety of historical, cultural, and social contexts	<ul style="list-style-type: none"> <input type="checkbox"/> identify historical, cultural, and social contexts of music from classroom repertoire <input type="checkbox"/> discuss a variety of purposes of music (e.g., family events, celebrations, entertainment, national anthems, seasonal songs) <input type="checkbox"/> identify sounds and music in their school and community (e.g., environmental sounds, live music, recorded music in a range of media) <input type="checkbox"/> actively engage in activities related to music from a variety of historical, cultural, and social contexts (e.g., working with a guest performer, participating in a sound walk to listen to all the sounds in the neighbourhood, creating a movement sequence in response to listening experiences, attending school-wide music events, singing or playing at a school assembly)

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 demonstrate appropriate performance skills in a range of music settings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate in rehearsals and performances (e.g., prepared, attentive) <input type="checkbox"/> demonstrate respect for the contributions of others (e.g., constructive feedback, praise and support, attentive listening) <input type="checkbox"/> demonstrate performance skills appropriate to the setting (e.g., paying attention to conductor, not waving at audience, not talking on stage, active participation, appropriate entries and exits, following cues)
<p>D2 respond to specific aspects of a music work or performance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate ways to show engagement with and appreciation for music performances (e.g., listening attentively, clapping along when appropriate, not distracting performers) <input type="checkbox"/> list appropriate audience skills for a specific event (e.g., symphony concert, assemblies, sports events) <input type="checkbox"/> reflect on specific aspects of a music work or performance (e.g., “My favourite part of the performance was ____ because ____.”) <input type="checkbox"/> demonstrate awareness that others may have different responses to the presentation or performance

ARTS EDUCATION: VISUAL ARTS – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATIVE PROCESSES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use a variety of image sources to create images, including feelings, imagination, memory, and observation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> name and apply examples of how feelings can be used to create images (e.g., feeling expressed in Emily Carr forest images) <input type="checkbox"/> name and apply examples of how imagination can be used to create images (e.g., storybook pictures, fantasy world) <input type="checkbox"/> name and apply examples of how memory can be used to create images (e.g., a field trip to an Aboriginal friendship centre or art gallery, a family vacation) <input type="checkbox"/> name and apply examples of how observation can be used to create images (e.g., landscapes, still life, Robert Bateman animal images)
<p>A2 create images using the image-development strategies of simplification and abstraction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> view and describe images using simplification (e.g., Ted Harrison prints) <input type="checkbox"/> create an image using simplification as an image-development strategy (e.g., make a stencil or silhouette to create an animal shape) <input type="checkbox"/> create an image using abstraction as an image-development strategy (e.g., use simple shapes to create a picture from an image such as the paper cutouts of Henri Matisse)
<p>A3 create images featuring one or more visual elements and principles of design including</p> <ul style="list-style-type: none"> – colour – line – shape – texture – pattern – symmetrical balance 	<ul style="list-style-type: none"> <input type="checkbox"/> create images featuring colour (e.g., primary colours, secondary colours, warm and cool colours) <input type="checkbox"/> create images featuring line (e.g., thick, thin, contour) <input type="checkbox"/> create images featuring shape (e.g., triangles, circles, squares, organic shapes) <input type="checkbox"/> create images featuring pattern (e.g., alternating and repeating shapes, alternating and repeating colours) <input type="checkbox"/> create images depicting symmetrical balance (e.g., butterfly, mask)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A4 experiment with materials, technologies, and processes to create particular effects</p>	<ul style="list-style-type: none"> <input type="checkbox"/> view a variety of images and identify <ul style="list-style-type: none"> – materials used (e.g., oil paint, pastel, pencil, charcoal, clay) – technologies used (e.g., computer, paintbrush, fingers, sewing machine) – processes used (e.g., painting, drawing, photography,) <input type="checkbox"/> compare the effects of materials, technologies, and processes used in two or more selected images (e.g., splatter painting of Jackson Pollock vs. paintbrush use by Emily Carr, prints vs. sculptures of animals) <input type="checkbox"/> explore and experiment with a range of materials, technologies, and processes to create images
<p>A5 create 2-D and 3-D images</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> create images to communicate their own experiences (e.g., first day at school, belonging to club, a birthday party) <input type="checkbox"/> create images to depict a mood (e.g., bright colours to indicate happiness) <input type="checkbox"/> create images that tell known stories (e.g., from literature, family stories) <input type="checkbox"/> create images that represent a point in time (e.g., the view out their window in spring, a holiday) <input type="checkbox"/> create images that represent specific places (e.g., a local landmark, a favourite place in the home) <input type="checkbox"/> create images that represent events or topics in their school or community (e.g., school sports day, Canada Day parade, recycling program, friendship)

SKILLS AND STRATEGIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 describe and apply image-development strategies including</p> <ul style="list-style-type: none"> – simplification – abstraction 	<ul style="list-style-type: none"> <input type="checkbox"/> describe examples of simplification and abstraction in images viewed in the class, school, and community (e.g., Georgia O’Keefe’s flower paintings, Inuit animal carvings and prints) <input type="checkbox"/> create images that demonstrate the use of simplification and/or abstraction to produce a particular effect (e.g., simplified flowers in the style of Georgia O’Keefe, simplified animal shapes) <input type="checkbox"/> use appropriate terminology (e.g., simplification, imagination, mood, sense) to describe image development

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B2 describe and apply the use of specific elements and principles in images, including</p> <ul style="list-style-type: none"> – colour – shape – line – pattern – symmetrical balance 	<ul style="list-style-type: none"> <input type="checkbox"/> describe examples of the use of colour, shape, line, pattern, and symmetry in images viewed <input type="checkbox"/> create images that demonstrate the use of colour to produce a particular effect (e.g., adding white to lighten a colour, contrasting colours of paper) <input type="checkbox"/> create images that demonstrate the use of shape to produce a particular effect (e.g., organic shapes in the style of Henri Matisse, geometric shapes to create a landscape) <input type="checkbox"/> create images that demonstrate the use of line to produce a particular effect (e.g., continuous line drawing, line in the images of Gu Xiong) <input type="checkbox"/> create images that demonstrate the use of pattern to produce a particular effect (e.g., weaving in Coast Salish style, printmaking) <input type="checkbox"/> create images that demonstrate the use of symmetrical balance to produce a particular effect (e.g., butterfly, human face) <input type="checkbox"/> use appropriate terminology to describe the characteristics of images (e.g., geometric and organic shapes, symmetry)
<p>B3 describe and apply a variety of materials, technologies, and processes to create images</p>	<ul style="list-style-type: none"> <input type="checkbox"/> name common classroom and home materials that can be used to make images (e.g., crayons, paint, pens, fabric, clay, beads, chalk, pastels, tissue paper) <input type="checkbox"/> name common classroom and technologies that can be used to make images (e.g., computers, paint brushes, markers, scissors, cameras) <input type="checkbox"/> name common classroom and home processes that can be used to make images (e.g., drawing, painting, sewing, weaving, photography, collage, printmaking, assemblage) <input type="checkbox"/> select and apply a variety of materials, technologies, and processes to create images <input type="checkbox"/> use appropriate terminology to identify the materials, technologies, and processes used to create particular images (e.g., pastel, charcoal, photograph)
<p>B4 demonstrate safe and environmentally responsible use of materials, technologies, and processes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify safety considerations for the use of materials, technologies, and processes (e.g., using scissors and other cutting tools with care, obeying hazard symbols, asking for help or supervision) <input type="checkbox"/> demonstrate environmentally responsible use of materials, technologies, and processes (e.g., using recycled materials and found objects, not disturbing the environment when collecting natural materials) <input type="checkbox"/> demonstrate appropriate set-up, use, clean-up, and storage procedures for classroom materials, technologies, and workspaces

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 describe a variety of reasons people make and use visual arts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list reasons people make and use visual art (e.g., for beauty and enjoyment, to communicate an idea, to decorate a functional item, to express a memory, to express cultural identity, advertising) <input type="checkbox"/> identify examples of visual art in their homes, school, and community (e.g., pictures on walls, clothing, photographs, murals, statues) <input type="checkbox"/> discuss the importance, significance, or value of a selected artwork (e.g., an artefact brought from home, family heirlooms, a painting in the school, images with personal associations or significance) <input type="checkbox"/> give examples of how visual arts can express the identity of a community (e.g., school or town symbols, sports team logos, images of important local landmarks and geographic features)
<p>C2 identify differences between original artworks and reproductions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> view examples of and define “originals” and “reproductions” <input type="checkbox"/> give reasons for using reproductions of artworks (e.g., so it can be seen by more people in more locations, original artworks are often valuable, originals are sometimes too large or fragile to be moved)

EXHIBITION AND RESPONSE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 describe their response to artworks</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify visual elements, principles of design, and image-development strategies used in images viewed (e.g., color, line, shape, texture, pattern, symmetry, simplification) <input type="checkbox"/> suggest reasons for the use of elements and principles in their own and others' works (e.g., colour choices in pictures to create a desired emotional effect, flowing lines can depict smoothness or peacefulness, jagged or sharp lines can depict anger or fear) <input type="checkbox"/> identify materials, technologies, and processes used in images viewed (e.g., paint, wood, collage), and describe their effects <input type="checkbox"/> describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work (e.g., "I used the colours purple and green in this painting because ____.")
<p>D2 display individual and group artworks in a variety of ways</p>	<ul style="list-style-type: none"> <input type="checkbox"/> view and discuss a variety of displays of their own and others' artworks <input type="checkbox"/> demonstrate respect for the work of self and others

HEALTH AND CAREER EDUCATION – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators



GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
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)	<input type="checkbox"/> with teacher or peer support, identify a personal or group goal (e.g., improve a skill such as running or drawing, class conduct, class fund-raiser) <input type="checkbox"/> identify the actions or tasks needed to reach the identified goal (e.g., practise, acquire information, ask for assistance) <input type="checkbox"/> identify what successful goal achievement might look like
A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)	<input type="checkbox"/> define <i>decision</i> as an opportunity to make a choice among two or more options <input type="checkbox"/> list a variety of situations where they can make decisions (e.g., what to wear, what game to play at recess, choosing a healthy snack, what bike route to take) <input type="checkbox"/> recognize that there are instances where decisions need to be made by someone else (e.g., teacher, parent, other responsible adult)

CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B1 describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)	<input type="checkbox"/> list a variety of jobs and classify them in various ways, such as <ul style="list-style-type: none"> – where the jobs are done (e.g., factory, farm, office, hospital, school, store, lab) – indoor jobs and outdoor jobs – paid and unpaid jobs – jobs they see in their community and jobs they see in the media – skills necessary to do the jobs
B2 identify effective work habits (e.g., staying on task, being prepared, co-operating with others)	<input type="checkbox"/> with peer and teacher support, name effective work habits (e.g., listening, staying on task, contributing ideas, being prepared for activities, setting priorities, creativity, co-operating with others)

HEALTH

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Healthy Living C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe practices that contribute to physical health (e.g., physical activity, healthy eating, sun protection, insect protection, oral hygiene, adequate sleep, extra rest when sick, correct posture when sitting and carrying book bags) <input type="checkbox"/> describe practices that contribute to emotional health (e.g., giving and receiving compliments, doing things for other people, taking personal time, fostering healthy relationships, getting adequate sleep, participating in a balance of activities, talking to a trusted friend or adult when feeling sad or confused, recognizing own and others' feelings, managing anger appropriately, learning from mistakes)
<p>C2 identify healthy eating practices as described in <i>Canada's Food Guide to Healthy Eating</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify the key provisions of <i>Canada's Food Guide to Healthy Eating</i>, including <ul style="list-style-type: none"> – the correct names of the four food groups – examples of foods from each food group <input type="checkbox"/> demonstrate a recognition that food groups help people plan balanced, healthy eating <input type="checkbox"/> with teacher and peer support, list a variety of healthy snacks that can be eaten at school or other situations
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an awareness that germs (viruses and bacteria) can spread diseases <input type="checkbox"/> describe a variety of practices individuals can undertake to prevent contracting a communicable diseases (e.g., washing hands often, not sharing water bottles or eating utensils, covering mouth when coughing, not sharing hats or hair accessories, staying away from others when sick, not touching infectious garbage such as used tissues or bandages) <input type="checkbox"/> describe a variety of practices individuals can undertake to prevent spreading a communicable diseases (e.g., resting when sick, staying out of public places when sick, washing hands after blowing nose, discarding used tissues safely, covering cuts)
<p>Healthy Relationships C4 describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe and, where appropriate, give examples of appropriate strategies to communicate effectively in a variety of situations in the home, school, and community such as <ul style="list-style-type: none"> – active listening (e.g., paying attention, not interrupting) – willingness to express feelings, needs, and wants – using appropriate verbal communication (e.g., "I" messages) – discussing options – asking for assistance when necessary

Prescribed Learning Outcomes	Suggested Achievement Indicators
C5 identify positive ways to initiate and maintain healthy friendships	<input type="checkbox"/> identify positive ways to make new friends (e.g., sharing, listening, including others) <input type="checkbox"/> identify positive behaviours that help to maintain friendships (e.g., loyalty, consideration of others' feelings, honesty, respecting individual differences)
C5 assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends	<input type="checkbox"/> create a self-inventory of their interpersonal skills (e.g., listening, honesty, co-operation, self-control, respect, empathy, patience, inclusion, refusal skills, accepting others, assertiveness, seeking help, anger management, winning and losing gracefully, conflict resolution skills) <input type="checkbox"/> set goals for improving selected interpersonal skills
<i>Safety and Injury Prevention</i> C6 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 	<input type="checkbox"/> list safe and appropriate ways of being touched (e.g., hugs that are welcome, hand-holding, medical checkups) and inappropriate ways of being touched (e.g., hitting, pinches, kicks, unwanted tickling, touches that invade personal space, touches to private body parts that are not for the purpose of hygiene and health) <input type="checkbox"/> identify situations that may be abusive or that may compromise their personal safety (e.g., being hit or kicked, being told to keep secrets about inappropriate touching, being asked to look at or touch an older person’s private parts or photographs of private parts, an older person touching or photographing your private parts when it’s not for health or hygiene reasons, inappropriate sexual language) <input type="checkbox"/> practise avoidance and assertiveness skills such as <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 other trusted adults until you get help – not giving out personal information to any people without your parents’ knowledge and permission, including on the Internet – tell parents where you are at all times <input type="checkbox"/> list people to whom they could report abusive incidents (e.g., parent, elder, teacher, counsellor, children’s help hotline, 911)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list hazardous situations and their consequences in the home, at school, on the roads, and in the community <input type="checkbox"/> explain ways of correcting, avoiding, or preparing for hazardous situations <ul style="list-style-type: none"> – at home (e.g., cleaning up toys from foot space, not overloading electrical plugs, home fire escape plan, not giving out personal information, telephone safety rules, supervised Internet use) – at school (e.g., fire and earthquake drills, bus safety, sports equipment, safe Internet use, playground safety, reporting suspicious behaviour on the school property or in public places) – on the road (e.g., bike safety, traffic safety, passenger safety, pedestrian safety) – in the community (e.g., avoiding high-risk areas such as construction sites, wooded areas, unknown homes or buildings; avoiding unknown animals; knowing how to locate help when lost or separated from adults) <input type="checkbox"/> list ways of getting help in an emergency (e.g., calling 911, going to a block parent house, asking a trusted adult for help)
<p><i>Substance Misuse Prevention</i></p> <p>C8 describe the potential harm associated with various unsafe substances (e.g., illness, burns)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> name a variety of unsafe substances that could be harmful to the body (e.g., cigarettes, alcohol, pills, cleansers, second-hand smoke, unknown substances) <input type="checkbox"/> with teacher support, list reasons for avoiding harmful or unknown substances (e.g., illness, physical harm such as burns, poisoning, brain damage, death)
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe strategies for staying away from harmful substances (e.g., following safety rules about not touching, smelling, or tasting harmful or unknown substances; refusing to go along with ideas you aren't sure of; refusing any substance from a person you do not know) <input type="checkbox"/> practise ways of refusing unknown or potentially harmful substances (e.g., saying "no" and moving away, explaining why the substance could be harmful, saying "I'm not allowed" or "I don't want to," telling an adult if a confusing situation arises or if someone is not listening to them)

MATHEMATICS – GRADE 2
PRESCRIBED LEARNING OUTCOMES AND
SUGGESTED ACHIEVEMENT INDICATORS



NUMBER

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 say the number sequence from 0 to 100 by</p> <ul style="list-style-type: none"> - 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively - 10s using starting points from 1 to 9 - 2s starting from 1 <p>[C, CN, ME, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> extend a given skip counting sequence (by 2s, 5s, or 10s) forward and backward <input type="checkbox"/> skip count by 10s, given any number from 1 to 9 as a starting point <input type="checkbox"/> identify and correct errors and omissions in a given skip counting sequence <input type="checkbox"/> count a given sum of money with pennies, nickels or dimes (to 100¢) <input type="checkbox"/> count quantity using groups of 2s, 5s, or 10s and counting on
<p>A2 demonstrate if a number (up to 100) is even or odd</p> <p>[C, CN, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use concrete materials or pictorial representations to determine if a given number is even or odd <input type="checkbox"/> identify even and odd numbers in a given sequence, such as in a hundred chart <input type="checkbox"/> sort a given set of numbers into even and odd
<p>A3 describe order or relative position using ordinal numbers (up to tenth)</p> <p>[C, CN, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> indicate a position of a specific object in a sequence by using ordinal numbers up to tenth <input type="checkbox"/> compare the ordinal position of a specific object in two different given sequences
<p>A4 represent and describe numbers to 100, concretely, pictorially, and symbolically</p> <p>[C, CN, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> represent a given number using concrete materials, such as ten frames and base ten materials <input type="checkbox"/> represent a given number using coins (pennies, nickels, dimes, and quarters) <input type="checkbox"/> represent a given number using tallies <input type="checkbox"/> represent a given number pictorially <input type="checkbox"/> represent a given number using expressions (e.g., $24 + 6$, $15 + 15$, $40 - 10$) <input type="checkbox"/> read a given number (0–100) in symbolic or word form <input type="checkbox"/> record a given number (0–20) in words

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections	[R] Reasoning	[V] Visualization	

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>A5 compare and order numbers up to 100 [C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> order a given set of numbers in ascending or descending order and verify the result using a hundred chart, number line, ten frames or by making references to place value <input type="checkbox"/> identify errors in a given ordered sequence <input type="checkbox"/> identify missing numbers in a given hundred chart <input type="checkbox"/> identify errors in a given hundred chart
<p>A6 estimate quantities to 100 using referents [C, ME, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> estimate a given quantity by comparing it to a referent (known quantity) <input type="checkbox"/> estimate the number of groups of ten in a given quantity using 10 as a referent <input type="checkbox"/> select between two possible estimates for a given quantity and explain the choice
<p>A7 illustrate, concretely and pictorially, the meaning of place value for numerals to 100 [C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain and show with counters the meaning of each digit for a given 2-digit numeral with both digits the same (e.g., for the numeral 22, the first digit represents two tens – twenty counters – and the second digit represents two ones – two counters) <input type="checkbox"/> count the number of objects in a given set using groups of 10s and 1s, and record the result as a 2-digit numeral under the headings of 10s and 1s <input type="checkbox"/> describe a given 2-digit numeral in at least two ways (e.g., 24 as two 10s and four 1s, twenty and four, two groups of ten and four left over, and twenty four ones) <input type="checkbox"/> illustrate using ten frames and diagrams that a given numeral consists of a certain number of groups of ten and a certain number of ones <input type="checkbox"/> illustrate using proportional base 10 materials that a given numeral consists of a certain number of tens and a certain number of ones <input type="checkbox"/> explain why the value of a digit depends on its placement within a numeral
<p>A8 demonstrate and explain the effect of adding zero to or subtracting zero from any number [C, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> add zero to a given number and explain why the sum is the same as the addend <input type="checkbox"/> subtract zero from a given number and explain why the difference is the same as the given number

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>A9 demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> - using personal strategies for adding and subtracting with and without the support of manipulatives - creating and solving problems that involve addition and subtraction - 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 <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> model addition and subtraction using concrete materials or visual representations and record the process symbolically <input type="checkbox"/> create an addition or a subtraction number sentence and a story problem for a given solution <input type="checkbox"/> solve a given problem involving a missing addend and describe the strategy used <input type="checkbox"/> solve a given problem involving a missing minuend or subtrahend and describe the strategy used <input type="checkbox"/> match a number sentence to a given missing addend problem <input type="checkbox"/> match a number sentence to a given missing subtrahend or minuend problem <input type="checkbox"/> add a given set of numbers in two different ways, and explain why the sum is the same, (e.g., $2 + 5 + 3 + 8 = (2 + 3) + 5 + 8$ or $5 + 3 + (8 + 2)$)
<p>A10 apply mental mathematics strategies, such as</p> <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 <p>[C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain the mental mathematics strategy that could be used to determine a basic fact, such as <ul style="list-style-type: none"> - doubles (e.g., for $4 + 6$, think $5 + 5$) - doubles plus one (e.g., for $4 + 5$, think $4 + 4 + 1$) - doubles take away one (e.g., for $4 + 5$, think $5 + 5 - 1$) - doubles plus two (e.g., for $4 + 6$, think $4 + 4 + 2$) - doubles take away two (e.g., for $4 + 6$, think $6 + 6 - 2$) - making 10 (e.g., for $7 + 5$, think $7 + 3 + 2$) - building on a known double (e.g., $6 + 6 = 12$, so $6 + 7 = 12 + 1 = 13$) - addition to subtraction (e.g., for $7 - 3$, think $3 + ? = 7$) <input type="checkbox"/> use and describe a personal strategy for determining a sum to 18 and the corresponding subtraction

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

PATTERNS AND RELATIONS (*Patterns*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate an understanding of repeating patterns (three to five elements) by</p> <ul style="list-style-type: none"> - describing - extending - comparing - creating <p>patterns using manipulatives, diagrams, sounds, and actions. [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify the core of a given repeating pattern <input type="checkbox"/> describe and extend a given double attribute pattern <input type="checkbox"/> explain the rule used to create a given repeating non-numerical pattern <input type="checkbox"/> predict an element in a given repeating pattern using a variety of strategies <input type="checkbox"/> predict an element of a given repeating pattern and extend the pattern to verify the prediction
<p>B2 demonstrate an understanding of increasing patterns by</p> <ul style="list-style-type: none"> - describing - reproducing - extending - creating <p>patterns using manipulatives, diagrams, sounds, and actions (numbers to 100) [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe increasing patterns in a variety of given contexts (e.g., hundred chart, number line, addition tables, calendar, a tiling pattern, or drawings) <input type="checkbox"/> represent a given increasing pattern concretely and pictorially <input type="checkbox"/> identify errors in a given increasing pattern <input type="checkbox"/> explain the rule used to create a given increasing pattern <input type="checkbox"/> create an increasing pattern and explain the pattern rule <input type="checkbox"/> represent a given increasing pattern using another mode (e.g., colour to shape) <input type="checkbox"/> solve a given problem using increasing patterns <input type="checkbox"/> identify and describe increasing patterns in the environment (e.g., house/room numbers, flower petals, book pages, calendar, pine cones, leap years) <input type="checkbox"/> determine missing elements in a given concrete, pictorial or symbolic increasing pattern and explain the reasoning

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

Patterns and Relations (*VARIABLES AND EQUATIONS*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B3 demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100) [C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> determine whether two given quantities of the same object (same shape and mass) are equal by using a balance scale <input type="checkbox"/> construct and draw two unequal sets using the same object (same shape and mass) and explain the reasoning <input type="checkbox"/> demonstrate how to change two given sets, equal in number, to create inequality <input type="checkbox"/> choose from three or more given sets the one that does not have a quantity equal to the others and explain why
<p>B4 record equalities and inequalities symbolically using the equal symbol or the not equal symbol [C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> determine whether two sides of a given number sentence are equal (=) or not equal (≠); write the appropriate symbol and justify the answer <input type="checkbox"/> model equalities using a variety of concrete representations and record the equality <input type="checkbox"/> model inequalities using a variety of concrete representations and record the inequality

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

SHAPE AND SPACE (*Measurement*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 relate the number of days to a week and the number of months to a year in a problem-solving context [C, CN, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> read a date on a calendar <input type="checkbox"/> name and order the days of the week <input type="checkbox"/> identify the day of the week and the month of the year for an identified calendar date <input type="checkbox"/> communicate that there are seven days in a week and twelve months in a year <input type="checkbox"/> determine whether a given set of days is more or less than a week <input type="checkbox"/> identify yesterday's/tomorrow's date <input type="checkbox"/> identify the month that comes before and the month that comes after a given month <input type="checkbox"/> name and order the months of the year <input type="checkbox"/> solve a given problem involving time which is limited to the number of days in a week and the number of months in a year
<p>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 (weight) [C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain why one of two given non-standard units may be a better choice for measuring the length of an object <input type="checkbox"/> explain why one of two given non-standard units may be a better choice for measuring the mass of an object <input type="checkbox"/> select a non-standard unit for measuring the length or mass of an object and explain why it was chosen <input type="checkbox"/> estimate the number of non-standard units needed for a given measurement task <input type="checkbox"/> explain why the number of units of a measurement will vary depending upon the unit of measure used
<p>C3 compare and order objects by length, height, distance around, and mass (weight) using non-standard units, and make statements of comparison [C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> estimate, measure, and record the length, height, distance around, or mass (weight) of a given object using non-standard units <input type="checkbox"/> compare and order the measure of two or more objects in ascending or descending order and explain the method of ordering

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>C4 measure length to the nearest non-standard unit by</p> <ul style="list-style-type: none"> - using multiple copies of a unit - using a single copy of a unit (iteration process) <p>[C, ME, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain why overlapping or leaving gaps does not result in accurate measures <input type="checkbox"/> count the number of non-standard units required to measure the length of a given object using a single copy or multiple copies of a unit <input type="checkbox"/> estimate and measure a given object using multiple copies of a non-standard unit and using a single copy of the same unit many times, and explain the results <input type="checkbox"/> estimate and measure, using non-standard units, a given length that is not a straight line
<p>C5 demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>[C, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> measure a given object, change the orientation, re-measure, and explain the results

SHAPE AND SPACE (3-D Objects and 2-D Shapes)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C6 sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule</p> <p>[C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> determine the differences between two given pre-sorted sets and explain the sorting rule <input type="checkbox"/> identify and name two common attributes of items within a given sorted group <input type="checkbox"/> sort a given set of 2-D shapes (regular and irregular) according to two attributes and explain the sorting rule <input type="checkbox"/> sort a given set of 3-D objects according to two attributes and explain the sorting rule

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

<p>C7 describe, compare, and construct 3-D objects, including</p> <ul style="list-style-type: none"> - cubes - spheres - cones - cylinders - pyramids <p>[C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> sort a given set of 3-D objects and explain the sorting rule <input type="checkbox"/> identify common attributes of cubes, spheres, cones, cylinders, and pyramids from given sets of the same 3-D objects <input type="checkbox"/> identify and describe given 3-D objects with different dimensions <input type="checkbox"/> identify and describe given 3-D objects with different orientations <input type="checkbox"/> create and describe a representation of a given 3-D object using materials such as modelling clay <input type="checkbox"/> identify examples of cubes, spheres, cones, cylinders, and pyramids found in the environment
<p>C8 describe, compare, and construct 2-D shapes, including</p> <ul style="list-style-type: none"> - triangles - squares - rectangles - circles <p>[C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> sort a given set of 2-D shapes and explain the sorting rule <input type="checkbox"/> identify common attributes of triangles, squares, rectangles, and circles from given sets of the same type of 2-D shapes <input type="checkbox"/> identify given 2-D shapes with different dimensions <input type="checkbox"/> identify given 2-D shapes with different orientations <input type="checkbox"/> create a model to represent a given 2-D shape <input type="checkbox"/> create a pictorial representation of a given 2-D shape
<p>C9 identify 2-D shapes as parts of 3-D objects in the environment</p> <p>[C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare and match a given 2-D shape such as a triangle, square, rectangle, or circle to the faces of 3-D objects in the environment <input type="checkbox"/> name the 2-D faces of a given 3-D object

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

STATISTICS AND PROBABILITY (Data Analysis)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 gather and record data about self and others to answer questions [C, CN, PS, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> formulate a question that can be answered by gathering information about self and others <input type="checkbox"/> organize data as it is collected using concrete objects, tallies, checkmarks, charts, or lists <input type="checkbox"/> answer questions using collected data
<p>D2 construct and interpret concrete graphs and pictographs to solve problems [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> determine the common attributes of concrete graphs by comparing a given set of concrete graphs <input type="checkbox"/> determine the common attributes of pictographs by comparing a given set of pictographs <input type="checkbox"/> answer questions pertaining to a given concrete graph or pictograph <input type="checkbox"/> create a concrete graph to display a given set of data and draw conclusions <input type="checkbox"/> create a pictograph to represent a given set of data using one-to-one correspondence <input type="checkbox"/> solve a given problem by constructing and interpreting a concrete graph or pictograph

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

PHYSICAL EDUCATION – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators



ACTIVE LIVING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Knowledge A1 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> name three or more benefits of regular participation in physical activity (e.g., it's fun, it makes bones stronger, it increases overall health, it's a way to make new friends) <input type="checkbox"/> describe benefits they have gained from participating in physical activity (e.g., their muscles have become stronger, they can play games better than they used to, they get to spend time with their friends, they feel good about doing something well)
<p>A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscle</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe physical responses that take place in the body during physical activity, including <ul style="list-style-type: none"> – heart rate – breathing (e.g., “huff and puff”) – body temperature – perspiration <input type="checkbox"/> independently identify the location of the heart by pointing to it on their own bodies, on a diagram, or on a model <input type="checkbox"/> identify at least two locations for feeling the beat of the heart (e.g., wrist, chest)
<p>A3 describe the importance of food, water, and sleep as fuel for physical activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe why food and water are important for physical activity (e.g., nutritious food provides fuel and energy to move and play actively, water keeps the body hydrated) <input type="checkbox"/> describe why adequate sleep is important for a physically active lifestyle <input type="checkbox"/> based on class discussions and other activities, list potential consequences of not providing enough nutritious food, water, and sleep for physical activity (e.g., not enough energy, becoming very tired during play, becoming very thirsty)
<p>A4 identify physical abilities they would like to develop</p>	<ul style="list-style-type: none"> <input type="checkbox"/> independently identify several physical abilities they would like to develop themselves (e.g., running fast, skating backward, skipping double with rope, balancing a beanbag on head while walking in a straight line, chin-ups)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>Participation</p> <p>A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity (e.g., resulting in increased heart rate, huffing and puffing, feeling warm) <input type="checkbox"/> participate in moderate to vigorous physical activities continuously, allowing for short recovery periods as appropriate to the individual student

MOVEMENT SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 move through general space, incorporating directional change</p>	<ul style="list-style-type: none"> <input type="checkbox"/> change direction while moving to converge, avoid, or join others (e.g., folk dance formations, partner tag, tumbling sequences, four-wheeled rolling scooters)
<p>B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> – rock and sway – swing – step turn 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for non-locomotor movement skills such <ul style="list-style-type: none"> – rock and sway – maintain a rounded body position where it touches the floor; maintain a stable base for swaying – swing (e.g., arms, legs) – maintain smooth, rhythmic action, keeping swinging body parts loose and relaxed; keep extent of the swing the same on both sides of the swing – step turn – smooth and controlled stepped turn using both feet, maintaining balance throughout the turn
<p>B3 demonstrate proper ready position for locomotor movement skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a general ready position for learned locomotor movement skills (e.g., walk, run, skip, jump, hop, gallop) – feet shoulder width apart, knees bent, weight evenly distributed on balls of feet with heels still on the ground, head up with eyes focussed on target or activity, hands in front at chest level (as applicable)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> – one-handed throw underhand – two-handed catch without trapping against body 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including a one-handed throw underhand with a variety of objects (e.g., feathers, scarves, beanbags, tennis balls, foam balls)—draw arm back in readiness, bring arm forward while transferring weight to on opposite foot, extend and release object pointing at a target, follow through with arm toward target <input type="checkbox"/> attempt throws with a variety of objects (e.g., feathers, scarves, beanbags, foam balls) with either hand <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including catching an object (e.g., gator balls, beach balls) using two hands without trapping against body <input type="checkbox"/> track object with eyes when preparing to receive or block

SAFETY, FAIR PLAY, AND LEADERSHIP

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe and demonstrate safe and controlled behaviours when participating in physical activity (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner)
<p>C2 follow established procedures and directions when participating in physical activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> independently follow established procedures and directions when participating in physical activities (e.g., getting the balls from storage, lining up to use equipment, staying within boundaries, moving desks or benches to clear activity area) <input type="checkbox"/> set up and manage own games as appropriate (e.g., skipping games, target games)
<p>C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> work co-operatively with others during physical activity (e.g., share equipment, space and ideas; work with a variety of partners and small groups) <input type="checkbox"/> demonstrate a variety of ways to show respect and encouragement to others during physical activity (e.g., giving compliments, no put-downs)

SCIENCE – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators



PROCESSES OF SCIENCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> use their senses to interpret observations 	<ul style="list-style-type: none"> <input type="checkbox"/> observe, record, and make sensory comparisons <input type="checkbox"/> provide comprehensive explanations based on observations made or facts learned (e.g., “The best shape for a boat is...”) <input type="checkbox"/> draw specific conclusions based on observations (e.g., water is being wasted—protect our water)
<ul style="list-style-type: none"> infer the probable outcome of an event or behaviour based on observations 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, observe and accurately record a specific process (e.g., a plant developing from a seed) <input type="checkbox"/> predict several likely recurrences not yet observed in other, similar situations (e.g., after seeing how a plant develops from a seed, recognize that the same type of development can be expected from other, different plant seeds)

LIFE SCIENCE: ANIMAL GROWTH AND CHANGES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles 	<ul style="list-style-type: none"> <input type="checkbox"/> describe and illustrate in detail the appearance and behaviour of familiar animals <input type="checkbox"/> identify and compare similarities and differences between animals <input type="checkbox"/> compare and illustrate different types of animal life cycles
<ul style="list-style-type: none"> describe some changes that affect animals (e.g., hibernation, migration) and describe how animals are important in the lives of Aboriginal peoples in BC 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately list a group of animals that hibernate, migrate, or change coat to respond to the conditions encountered in the different seasons <input type="checkbox"/> identify the effects of a decline in a specific animal population (e.g., species extinction)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> describe how animals are important in the lives of Aboriginal peoples in BC 	<ul style="list-style-type: none"> identify from historical sources how animals were part of the lives of Aboriginal peoples (e.g., bear: fur for warmth during the winter; grease for cooking and personal care; bones for tools) illustrate in detail how animals help to meet the needs of local Aboriginal peoples (e.g., seal oil and meat on the West Coast; eagle feathers in ceremonies)
<ul style="list-style-type: none"> describe ways in which animals are important to other living things and the environment 	<ul style="list-style-type: none"> make a comprehensive food web of items that can be obtained from a particular animal (e.g., leather, meat, milk) identify things that are essential for the survival of an animal (e.g., water, food, shelter) with teacher support, illustrate ways in which animals contribute to the environment (e.g., interdependence of food chains; nutrients for soil)

PHYSICAL SCIENCE: PROPERTIES OF MATTER

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> identify the properties of solids, liquids, and gases 	<ul style="list-style-type: none"> observe and accurately list the properties of each state of matter (e.g., solid: stays the same shape, visible, you can feel it; liquid: changes shape, fills and stays in the bottom of a container, may be visible or invisible; gas: changes shape, can escape from a container, generally invisible)
<ul style="list-style-type: none"> investigate changes to the properties of matter when it is heated or cooled 	<ul style="list-style-type: none"> conduct experiments on the properties of water (e.g., freezing, melting, evaporation) observe and accurately record changes during experiments conduct experiments on the properties of water (e.g., freezing, melting, evaporation) describe in detail the results of their observations and investigations interpret their observations and answer specific questions (e.g., Will cold water freeze faster than hot water?)
<ul style="list-style-type: none"> investigate the interactions of liquids and solids 	<ul style="list-style-type: none"> conduct experiments on the interactions of liquids and solids (e.g., sink, float, or dissolve) observe and accurately record changes during experiments describe in detail the results of their observations and investigations interpret their observations and answer specific questions (e.g., Will solids sink, float, or dissolve in a liquid?)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> describe applications of simple and compound machines used in daily life in BC communities 	<ul style="list-style-type: none"> give several examples of some common heavy machines that contain simple machines (e.g., fork-lift, grader, crane, log-loader) illustrate in detail how a combination of simple machines can be used to solve various problems in daily life describe the various ways in which Aboriginal peoples in BC have used machines to meet basic and artistic needs in their daily lives

EARTH AND SPACE SCIENCE: AIR, WATER AND SOIL

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> describe physical properties of air, water, and soil 	<ul style="list-style-type: none"> list the properties of air (e.g., expands or contracts; generally invisible) and water (e.g., changes state, shaped by container) identify the main components of soil (e.g., sand, rocks, clay)
<ul style="list-style-type: none"> distinguish ways in which air, water, and soil interact 	<ul style="list-style-type: none"> illustrate and accurately label the parts of the water cycle define and describe the processes of evaporation, condensation, and erosion
<ul style="list-style-type: none"> explain why air, water, and soil are important for living things 	<ul style="list-style-type: none"> with teacher support, create a micro environmental system, infer possible consequences of changes in that ecosystem describe in detail how living things depend on air, water, and/or soil

SOCIAL STUDIES – GRADE 2

Prescribed Learning Outcomes and Suggested Achievement Indicators



SKILLS AND PROCESSES OF SOCIAL STUDIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
A1 interpret simple maps using cardinal directions, symbols, and simple legends	<input type="checkbox"/> use cardinal directions to identify relative locations on simple maps (e.g., the school is north of the park) <input type="checkbox"/> use cardinal directions to follow a simple map to a specific location <input type="checkbox"/> interpret symbols and legends on maps to identify given locations in the community (e.g., schools, roads, railways, playgrounds, museums)
A2 create simple maps representing familiar locations	<input type="checkbox"/> create simple maps of familiar locations (e.g., the school and grounds) <input type="checkbox"/> use cardinal directions in their maps of familiar locations <input type="checkbox"/> place appropriate titles on their maps
A3 gather information from a variety of sources for presentation	<input type="checkbox"/> list a variety of information sources (e.g., library, classroom books, magazines, family members, computer resources, video, personal experiences) <input type="checkbox"/> use simple graphic organizers (e.g., charts, webs, W5) to record relevant information from selected sources <input type="checkbox"/> draw simple interpretations from personal experiences, oral sources, and visual and written representations
A4 present information using oral, written, or visual representations	<input type="checkbox"/> use selected communication forms (e.g., presentation software, models, maps, oral, written) to accomplish given presentation tasks
A5 select a solution to a classroom or school problem	<input type="checkbox"/> ask relevant questions to clarify a classroom or school problem <input type="checkbox"/> brainstorm and compare a variety of responses to a given classroom or school problem <input type="checkbox"/> describe ways to choose a response to a problem (e.g., voting or majority rule, consensus, authority rule) <input type="checkbox"/> predict the possible results of various solutions to a problem <input type="checkbox"/> demonstrate willingness to consider diverse points of view <input type="checkbox"/> individually or as a group, select a response to a problem and provide reasons to support their choice

IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 identify changes that occur in the school and community throughout the year</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe some of the events and activities unique to each season <input type="checkbox"/> identify events or characteristics that reflect changes in the community (e.g., construction, real estate signs, traffic patterns)
<p>B2 describe ways individuals contribute to a community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list and carry out specific roles and responsibilities in classroom groups (e.g., group leader, blackboard monitor, helper of the day) <input type="checkbox"/> list ways of participating in their school and community (e.g., attending school assemblies, helping a neighbour, being a reading buddy, recycling, donating to charity, looking after the class pet over the holiday, litter pickup, planting a tree or community garden, visiting a seniors' home)
<p>B3 identify factors that influence who they are</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of factors that contribute to their identity (e.g., age, language, family, community, traditions, gender, where they live, stories of the past) <input type="checkbox"/> demonstrate awareness of the variety of traditions and celebrations in their school and community <input type="checkbox"/> identify and share stories, traditions, and celebrations of their community <input type="checkbox"/> describe ways of demonstrating respect for their own and others' identities (e.g., standing still during the national anthem, participating willingly in cultural celebrations, including others in their activities, not making fun of unfamiliar food or clothing))
<p>B4 identify significant language and cultural characteristics of Canadian society</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify English and French as the two official languages of Canada, and give examples of how this is represented (e.g., <i>O Canada</i> has lyrics in both English and French, both languages appear on product packages) <input type="checkbox"/> demonstrate awareness that a variety of languages are spoken in Canada <input type="checkbox"/> demonstrate awareness that Canada is a multicultural society (e.g., name diverse cultural groups represented in Canada) <input type="checkbox"/> give examples of how heritage is represented in their school and community (e.g., the history and significance of local landmarks, buildings, street names, public art) <input type="checkbox"/> identify the meaning of selected Canadian symbols (e.g., Canadian flag, maple leaf, beaver, parliament buildings, inuksuit, poppy)

GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 distinguish their roles, rights, and responsibilities within the classroom and school</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of their responsibilities as a member of the classroom (e.g., participating in making a classroom decision, working co-operatively in groups, respecting diverse viewpoints and the contributions of people with diverse abilities) <input type="checkbox"/> discuss and describe their roles and responsibilities in addressing needs or problems in the class and school (e.g., cleaning up classroom messes)
<p>C2 describe how decisions are made in groups, the classroom, and the school</p>	<ul style="list-style-type: none"> <input type="checkbox"/> discuss processes for decision making in the classroom and school, such as deciding what game to play in PE, choosing working groups, sharing classroom supplies, or activity centres (e.g., teacher decides, taking turns, classroom meeting, show of hands)

ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 describe work done in the school</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify types of work done by people in the school (e.g., custodians keep the school warm, clean, and safe; teachers help us learn; parent volunteers help with breakfast and lunch programs) <input type="checkbox"/> select one job done in the school and describe how it meets people’s needs and wants
<p>D2 describe the purpose of money</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give a range of examples of the goods and services that can be bought and sold using money (e.g., food, shelter, transportation, clothing, entertainment)
<p>D3 describe how technology affects individuals and schools</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe ways in which specific technologies help people accomplish tasks and make work easier at school (e.g., for researching information, for creating and presenting information, for communicating with many people at once, for assisting students with special needs)

HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>E1 locate on a map landforms and bodies of water of local and national significance, including</p> <ul style="list-style-type: none"> - Pacific Ocean - Atlantic Ocean - Arctic Ocean - Vancouver Island - Rocky Mountains - locally relevant examples 	<ul style="list-style-type: none"> <input type="checkbox"/> create a model or other representation of landforms and bodies of water (e.g., lakes, rivers, valleys, mountains, islands) <input type="checkbox"/> on maps of BC and Canada, locate major landforms and bodies of water, including <ul style="list-style-type: none"> - Pacific Ocean - Atlantic Ocean - Arctic Ocean - Vancouver Island - Rocky Mountains <input type="checkbox"/> from a map, model, or pictures, identify landforms and bodies of water of local significance
<p>E2 describe their responsibility to the local environment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> contribute to class discussions about environmental issues (e.g., pollution, over-use of non-renewable resources) <input type="checkbox"/> create a list of things they can do to positively affect their local environment (e.g., not wasting water, reusing paper, litterless lunches, planting gardens and trees)
<p>E3 describe how the physical environment influences human activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> provide specific examples from the local community to describe how the physical environment influences human activities (e.g., recreational activities, clothing, shelter, transportation routes)