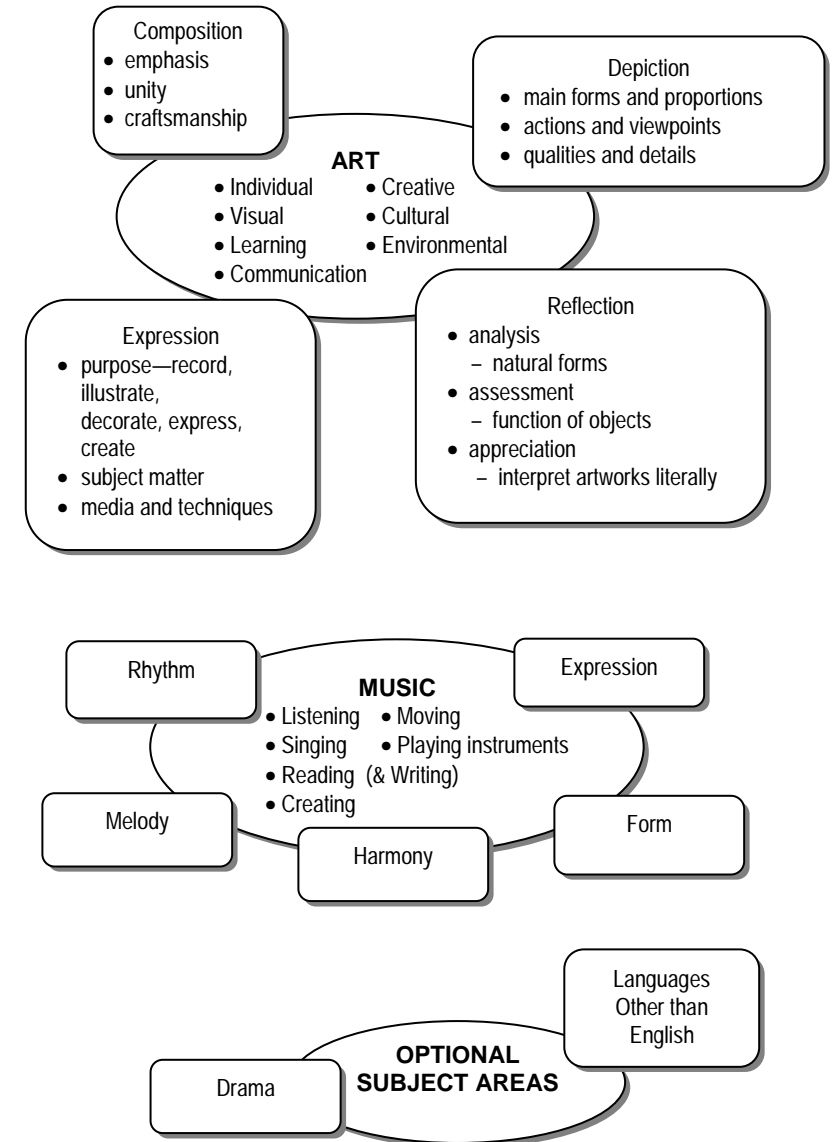
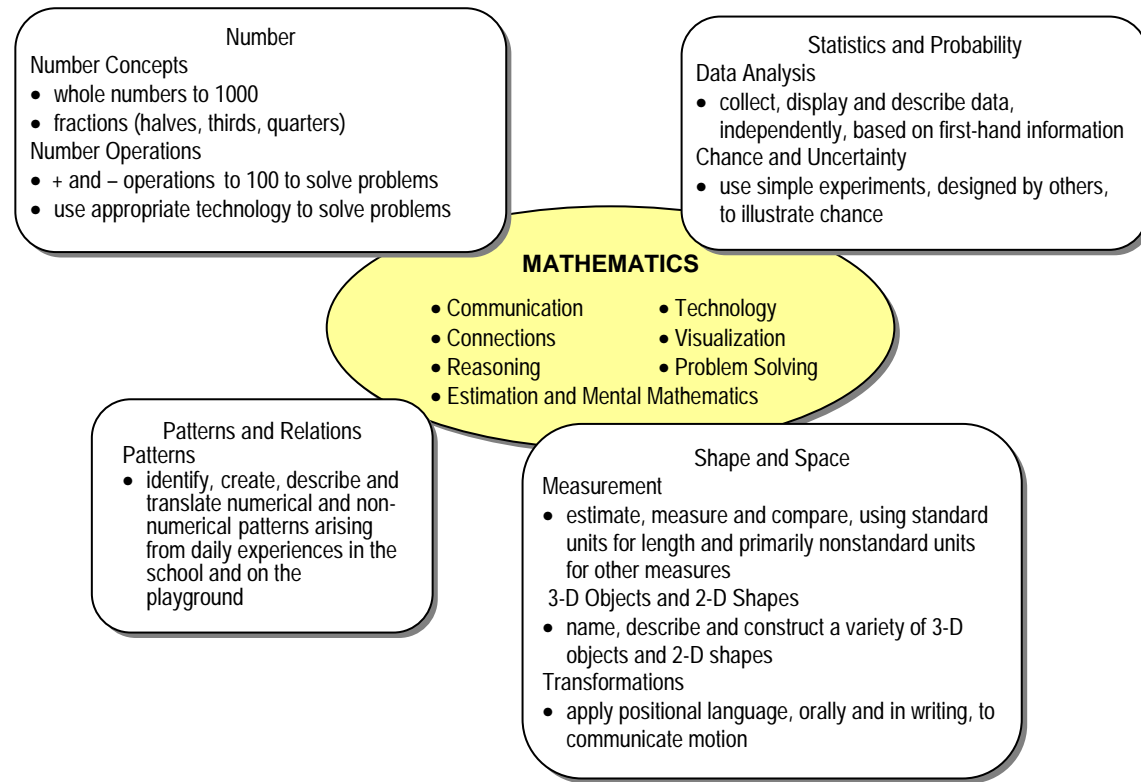
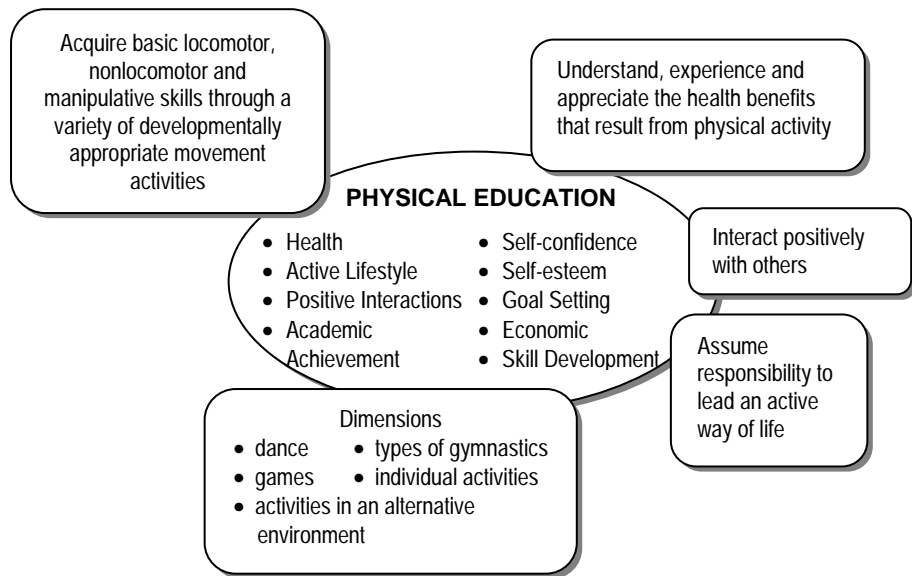


# GRADE 2 CURRICULUM OVERVIEW



The Rationale and Philosophy for all subjects can be found at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject](http://www.education.gov.ab.ca/k_12/curriculum/bySubject).

**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT).** The ICT curriculum is not intended to stand alone as a course but rather to be infused within core courses and programs.

<p><b>General Outcome 1:</b> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p><b>1.1 Discover and Explore</b></p> <p><b>Express ideas and develop understanding</b></p> <ul style="list-style-type: none"> <li>contribute relevant ideas and information from personal experiences to group language activities</li> <li>talk about how new ideas and information have changed previous understanding</li> <li>express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts</li> </ul> <p><b>Experiment with language and forms</b></p> <ul style="list-style-type: none"> <li>use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information</li> </ul> <p><b>Express preferences</b></p> <ul style="list-style-type: none"> <li>explain why particular oral, print or other media texts are personal favourites</li> </ul> <p><b>Set goals</b></p> <ul style="list-style-type: none"> <li>recognize and talk about developing abilities as readers, writers and illustrators</li> </ul> <p><b>1.2 Clarify and Extend</b></p> <p><b>Consider the ideas of others</b></p> <ul style="list-style-type: none"> <li>connect own ideas and experiences with those shared by others</li> </ul> <p><b>Combine ideas</b></p> <ul style="list-style-type: none"> <li>record ideas and information in ways that make sense</li> </ul> <p><b>Extend understanding</b></p> <ul style="list-style-type: none"> <li>find more information about new ideas and topics</li> </ul>	<p><b>General Outcome 2:</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> <p><b>2.1 Use Strategies and Cues</b></p> <p><b>Use prior knowledge</b></p> <ul style="list-style-type: none"> <li>use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning</li> <li>connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning</li> <li>use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning</li> </ul> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>use knowledge of oral language to predict words when reading stories and poems</li> <li>apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions</li> <li>identify the main idea or topic and supporting details of simple narrative and expository texts</li> <li>identify by sight an increasing number of high frequency words and familiar words from favourite books</li> <li>read aloud with fluency, accuracy and expression</li> <li>figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge</li> </ul> <p><b>Use textual cues</b></p> <ul style="list-style-type: none"> <li>preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning</li> <li>use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading</li> </ul> <p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"> <li>apply phonic rules and generalizations to read unfamiliar words in context</li> <li>apply knowledge of long and short vowel sounds to read unfamiliar words in context</li> <li>use knowledge of word parts, contractions and compound words to read unfamiliar words in context</li> <li>associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context</li> </ul> <p><b>Use references</b></p> <ul style="list-style-type: none"> <li>put words in alphabetical order by first letter</li> <li>use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>	<p><b>General Outcome 3:</b> Students will listen, speak, read, write, view and represent to manage ideas and information.</p> <p><b>3.1 Plan and Focus</b></p> <p><b>Focus attention</b></p> <ul style="list-style-type: none"> <li>relate personal knowledge to ideas and information in oral, print and other media texts</li> <li>ask questions to determine the main idea of oral, print and other media texts</li> </ul> <p><b>Determine information needs</b></p> <ul style="list-style-type: none"> <li>ask questions to focus on particular aspects of topics for own investigations</li> </ul> <p><b>Plan to gather information</b></p> <ul style="list-style-type: none"> <li>recall and follow directions for accessing and gathering ideas and information</li> </ul> <p><b>3.2 Select and Process</b></p> <p><b>Use a variety of sources</b></p> <ul style="list-style-type: none"> <li>find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community</li> </ul> <p><b>Access information</b></p> <ul style="list-style-type: none"> <li>use text features, such as table of contents, key words, captions and hot links, to access information</li> <li>use given categories and specific questions to find information in oral, print and other media texts</li> <li>use the library organizational system to locate information</li> </ul> <p><b>Evaluate sources</b></p> <ul style="list-style-type: none"> <li>recognize when information answers the questions asked</li> </ul> <p><b>3.3 Organize, Record and Evaluate</b></p> <p><b>Organize information</b></p> <ul style="list-style-type: none"> <li>categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order</li> <li>produce oral, print and other media texts with introductions, middles and conclusions</li> </ul> <p><b>Record information</b></p> <ul style="list-style-type: none"> <li>record key facts and ideas in own words; identify titles and authors of sources</li> </ul> <p><b>Evaluate information</b></p> <ul style="list-style-type: none"> <li>examine gathered information to decide what information to share or omit</li> </ul> <p><b>3.4 Share and Review</b></p> <p><b>Share ideas and information</b></p> <ul style="list-style-type: none"> <li>share, with familiar audiences, ideas and information on topics</li> <li>clarify information by responding to questions</li> </ul> <p><b>Review research process</b></p> <ul style="list-style-type: none"> <li>answer questions, such as “What did I do that worked well?” to reflect on research experiences</li> </ul>	<p><b>General Outcome 4:</b> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p> <p><b>4.1 Enhance and Improve</b></p> <p><b>Appraise own and others’ work</b></p> <ul style="list-style-type: none"> <li>identify features that make own or peers’ oral, print or other media texts interesting or appealing</li> </ul> <p><b>Revise and edit</b></p> <ul style="list-style-type: none"> <li>revise words and sentences to improve sequence or add missing information</li> <li>check for capital letters, punctuation at the end of sentences and errors in spelling</li> </ul> <p><b>Enhance legibility</b></p> <ul style="list-style-type: none"> <li>print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately</li> <li>use margins and spacing appropriately</li> <li>explore and use the keyboard to compose and revise text</li> </ul> <p><b>Expand knowledge of language</b></p> <ul style="list-style-type: none"> <li>develop categories of words associated with experiences and topics of interest</li> <li>use knowledge of word patterns, word combinations and parts of words to learn new words</li> </ul> <p><b>Enhance artistry</b></p> <ul style="list-style-type: none"> <li>choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts</li> </ul> <p><b>4.2 Attend to Conventions</b></p> <p><b>Attend to grammar and usage</b></p> <ul style="list-style-type: none"> <li>write complete sentences, using capital letters and periods</li> <li>use connecting words to join related ideas in a sentence</li> <li>identify nouns and verbs, and use in own writing</li> <li>identify adjectives and adverbs that add interest and detail to stories</li> </ul> <p><b>Attend to spelling</b></p> <ul style="list-style-type: none"> <li>use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing</li> <li>use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing</li> <li>use the conventional spelling of common words necessary for the efficient communication of ideas in writing</li> </ul> <p><b>Attend to capitalization and punctuation</b></p> <ul style="list-style-type: none"> <li>use capital letters for proper nouns and at the beginning of sentences in own writing</li> <li>use periods and question marks, appropriately, as end punctuation in own writing</li> <li>use commas after greetings and closures in friendly letters and to separate words in a series in own writing</li> <li>identify commas and apostrophes when reading, and use them to assist comprehension</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>	<p><b>General Outcome 5:</b> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p> <p><b>5.1 Respect Others and Strengthen Community</b></p> <p><b>Appreciate diversity</b></p> <ul style="list-style-type: none"> <li>discuss the experiences and traditions of various communities portrayed in oral, print and other media texts</li> <li>ask for and provide clarification and elaboration of stories and ideas</li> </ul> <p><b>Relate texts to culture</b></p> <ul style="list-style-type: none"> <li>discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities</li> </ul> <p><b>Celebrate accomplishments and events</b></p> <ul style="list-style-type: none"> <li>participate in shared language experiences to acknowledge and celebrate individual and class accomplishments</li> </ul> <p><b>Use language to show respect</b></p> <ul style="list-style-type: none"> <li>adjust own language use according to the context, purpose and audience</li> </ul> <p><b>5.2 Work within a Group</b></p> <p><b>Cooperate with others</b></p> <ul style="list-style-type: none"> <li>work in a variety of partnerships and group structures</li> <li>identify ways that class members can help each other</li> </ul> <p><b>Work in groups</b></p> <ul style="list-style-type: none"> <li>contribute relevant information and questions to extend group understanding of topics and tasks</li> <li>stay on topic during class and group discussions</li> </ul> <p><b>Evaluate group process</b></p> <ul style="list-style-type: none"> <li>recognize own and others’ contributions to group process</li> </ul>
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	<p><i>(continued)</i></p> <p><b>2.2 Respond to Texts</b></p> <p><b>Experience various texts</b></p> <ul style="list-style-type: none"> <li>engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts</li> <li>identify favourite kinds of oral, print and other media texts</li> <li>model own oral, print and other media texts on familiar forms</li> <li>respond to mood established in a variety of oral, print and other media texts</li> </ul> <p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>connect situations portrayed in oral, print and other media texts to personal and classroom experiences</li> <li>retell the events portrayed in oral, print and other media texts in sequence</li> <li>suggest alternative endings for oral, print and other media texts</li> <li>discuss, represent or write about interesting or important aspects of oral, print and other media texts</li> <li>express thoughts or feelings related to the events and characters in oral, print and other media texts</li> </ul> <p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"> <li>identify and use words and sentences that have particular emotional effects</li> <li>identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights</li> </ul> <p><b>2.3 Understand Forms, Elements and Techniques</b></p> <p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>recognize that ideas and information can be expressed in a variety of oral, print and other media texts</li> <li>identify and explain the use of various communication technologies</li> </ul> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"> <li>identify main characters, places and events in a variety of oral, print and other media texts</li> <li>identify how pictures, illustrations and special fonts relate to and enhance print and other media texts</li> </ul> <p><b>Experiment with language</b></p> <ul style="list-style-type: none"> <li>demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations</li> </ul> <p><b>2.4 Create Original Text</b></p> <p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>use own and respond to others' ideas to create oral, print and other media texts</li> </ul> <p><b>Elaborate on the expression of ideas</b></p> <ul style="list-style-type: none"> <li>add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts</li> </ul> <p><b>Structure texts</b></p> <ul style="list-style-type: none"> <li>create narratives that have beginnings, middles and ends; settings; and main characters that perform actions</li> <li>use traditional story beginnings, patterns and stock characters in own oral, print and other media texts</li> </ul>		<p><i>(continued)</i></p> <p><b>4.3 Present and Share</b></p> <p><b>Present information</b></p> <ul style="list-style-type: none"> <li>present ideas and information by combining illustrations and written texts</li> </ul> <p><b>Enhance presentation</b></p> <ul style="list-style-type: none"> <li>clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments</li> </ul> <p><b>Use effective oral and visual communication</b></p> <ul style="list-style-type: none"> <li>speak in a clear voice, with appropriate volume, at an understandable pace and with expression</li> </ul> <p><b>Demonstrate attentive listening and viewing</b></p> <ul style="list-style-type: none"> <li>ask relevant questions to clarify understanding and to have information explained</li> <li>show enjoyment and appreciation during listening and viewing activities</li> </ul>	
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<p><b>Strand: Number (Number Concepts)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>use numbers to describe quantities</li> <li>represent numbers in multiple ways</li> </ul> <p><b>General Outcome</b>  Recognize and apply whole numbers up to 1000, and explore fractions (halves, thirds and quarters).</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>Count to 1000 by 1s, 2s, 5s and 10s, and to 100 by 25s, using starting points that are multiples of 1, 2, 5, 10 and 25 respectively. [C, CN]</li> <li>Estimate, then count the number of objects in a set (0 to 100), and compare the estimate with the actual number. [C, E, PS, R]</li> <li>Recognize, build, compare and order sets that contain 0 to 100 elements. [V]</li> <li>Represent and describe numbers to 100 in a variety of ways. [C, PS, R, V]</li> <li>Demonstrate, concretely and pictorially, place value concepts to give meaning to numbers up to 100. [C, R, V]</li> <li>Round numbers to the nearest ten. [E]</li> <li>Read and write numerals to 100. [C, CN]</li> <li>Read and write number words to 20. [C, CN, V]</li> <li>Use ordinal numbers to 31. [C]</li> <li>Explore the representation of numerals (0 to 100), using a calculator or a computer to display numerals. [PS, R, T]</li> <li>Demonstrate if a number from 1 to 100 is even or odd. [C, CN]</li> <li>Illustrate and explain halves, thirds and fourths as part of a region or a set. [C, R, V]</li> </ol> <p><b>Strand: Number (Number Operations)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>demonstrate an understanding of and proficiency with calculations</li> <li>decide which arithmetic operation or operations can be used to solve a problem and then solve the problem.</li> </ul> <p><b>General Outcome</b>  Apply a variety of addition and subtraction strategies on whole numbers to 100, and use these operations in solving problems.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>Use manipulatives, diagrams and symbols to demonstrate and describe the processes of addition and subtraction of numbers to 100. [C, R, V]</li> <li>Apply and explain multiple strategies to determine sums and differences on 2-digit numbers, with and without regrouping. [C, PS, R]</li> </ol> <p><b>General Outcome</b>  Use an appropriate calculation strategy or technology to solve problems.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>Apply a variety of estimation and mental mathematics strategies to addition and subtraction problems. [E, PS, T]</li> <li>Recall addition and subtraction facts to 10. [E]</li> <li>Demonstrate the processes of multiplication and division, using manipulatives and diagrams. [C, PS, V]</li> </ol>	<p><b>Strand: Patterns and Relations (Patterns)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>use patterns to describe the world and to solve problems.</li> </ul> <p><b>General Outcome</b>  Identify, create, describe and translate numerical and non-numerical patterns arising from daily experiences in the school and on the playground.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>Sort objects and shapes, using one or two attributes. [CN, PS, V]</li> <li>Identify attributes and rules in presorted sets. [C, R]</li> <li>Identify and describe patterns, including numerical and non-numerical patterns. [C, CN, PS]</li> <li>Create, extend and describe patterns, including numerical and non-numerical patterns. [C, PS, T, V]</li> <li>Translate patterns from one mode to another: manipulatives, diagrams, charts, calculators, words, symbols. [C, CN, T, V]</li> </ol>	<p><b>Strand: Shape and Space (Measurement)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>describe and compare everyday phenomena, using either direct or indirect measurement.</li> </ul> <p><b>General Outcome</b>  Estimate, measure and compare, using standard units for length and primarily nonstandard units for other measures.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>Construct items of specific lengths (cm, dm, m). [E, V]</li> <li>Select the most appropriate standard unit (cm, dm, m) to measure a length. [E, V]</li> <li>Estimate, measure, record, compare and order objects by length, height and distance around, using standard units (cm, dm, m). [E, PS]</li> <li>Estimate, measure, record and compare the area of shapes, using nonstandard units. [E, PS]</li> <li>Construct a shape given a specific area in nonstandard units. [PS, V]</li> <li>Estimate, measure, record, compare and order the capacity of containers, using nonstandard units. [E, PS]</li> <li>Estimate, measure, record, compare and order the mass (weight) of objects, using nonstandard units. [E, PS]</li> <li>Recognize that the size and shape of an object does not necessarily determine its mass (weight). [CN]</li> <li>Estimate and measure the passage of time related to minutes and hours. [E]</li> <li>Select the most appropriate standard unit to measure a given period of time. [E, R]</li> <li>Name, in order, the months of the year. [C]</li> <li>Relate the number of days to a week, months to a year, minutes to an hour, hours to a day. [CN]</li> <li>Read the date on a calendar. [C]</li> <li>Use a thermometer to determine rising and falling temperatures. [CN]</li> <li>Create equivalent sets of coins, using pennies, nickels and dimes, up to \$1 in value. [PS, R]</li> <li>Estimate, count and record, using the cents symbol only, the value of collections of coins up to \$1. [E]</li> <li>Recognize and state the value, in cents, of a quarter, a dollar and bills to \$10. [C]</li> </ol> <p><b>Strand: Shape and Space (3-D Objects and 2-D Shapes)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</li> </ul> <p><b>General Outcome</b>  Name, describe and construct a variety of 3-D objects and 2-D shapes.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>Explore faces, vertices and edges of 3-D objects. [R]</li> <li>Identify, name and describe specific 3-D objects as: <ul style="list-style-type: none"> <li>cubes</li> <li>spheres</li> <li>cones</li> <li>cylinders</li> <li>pyramids.</li> </ul> </li> <li>Build a skeleton of a 3-D object, and describe how the skeleton relates to the object. [E, PS, V]</li> <li>Build and rearrange a pattern, using a set of 2-D shapes. [E, PS, V]</li> <li>Match and make identical (congruent) 2-D shapes. [PS, T, V]</li> </ol> <p><b>Strand: Shape and Space (Transformations)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>perform, analyze and create transformations.</li> </ul> <p><b>General Outcome</b>  Apply positional language, orally and in writing, to communicate motion.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>Communicate and apply positional language in oral, written or numerical form. [C]</li> <li>Create symmetrical 2-D shapes by folding and reflecting. [PS, V]</li> </ol>	<p><b>Strand: Statistics and Probability (Data Analysis)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>collect, display and analyze data to make predictions about a population.</li> </ul> <p><b>General Outcome</b>  Collect, display and describe data, independently, based on first-hand information.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>Formulate the questions and categories for data collection, and actively collect first-hand information. [C, PS, R]</li> <li>Choose an appropriate recording method, such as tally marks, to collect data. [R]</li> <li>Organize data, using such graphic organizers as diagrams, charts and lists. [CN, PS]</li> <li>Construct and label concrete/object graphs, pictographs and bar graphs. [PS, V]</li> <li>Discuss data, and draw and communicate appropriate conclusions. [C, R]</li> <li>Generate new questions from displayed data. [C, R]</li> </ol> <p><b>Strand: Statistics and Probability (Chance and Uncertainty)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>use experimental or theoretical probability to represent and solve problems involving uncertainty.</li> </ul> <p><b>General Outcome</b>  Use simple experiments, designed by others, to illustrate chance.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>Describe the likelihood of an outcome, using such terms as likely, unlikely, expect, probably. [C, R]</li> <li>Make a prediction based on a simple probability experiment. [E, PS]</li> </ol>
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Mathematical Processes: Communication [C]  
Reasoning [R]

Connections [CN]  
Technology [T]

Estimation and Mental Mathematics [E]  
Visualization [V]

Problem Solving [PS]

<p><b>SKILLS</b></p> <p><b>Science Inquiry</b></p> <p><b>General Learner Expectations</b> <i>Students will:</i></p> <p><b>2–1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed.</b></p> <p><b>2–2 Recognize pattern and order in objects and events studied; and, with guidance, record procedures and observations, using pictures and words; and make predictions and generalizations, based on observations.</b></p> <p><b>Specific Learner Expectations</b> <i>Students will:</i></p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>ask questions that lead to exploration and investigation</li> <li>identify one or more possible answers to questions asked by themselves and others. Ideas may take the form of predictions and hypotheses</li> </ul> <p><b>Explore and Investigate</b></p> <ul style="list-style-type: none"> <li>manipulate materials and make observations that are relevant to questions asked</li> <li>carry out simple procedures identified by others</li> <li>identify materials used and how they were used</li> <li>use, with guidance, print and other sources of information provided. Sources may include library, classroom, community and computer-based resources</li> </ul> <p><b>Reflect and Interpret</b></p> <ul style="list-style-type: none"> <li>describe what was observed, using captioned pictures and oral language</li> <li>describe and explain results; explanations may reflect an early stage of concept development</li> <li>identify applications of what was learned</li> <li>identify new questions that arise from the investigation.</li> </ul>	<p><b>ATTITUDES</b></p> <p><b>General Learner Expectations</b> <i>Students will:</i></p> <p><b>2–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.</b></p> <p><b>Specific Learner Expectations</b> <i>Students will show growth in acquiring and applying the following traits:</i></p> <ul style="list-style-type: none"> <li>curiosity</li> <li>confidence in personal ability to explore materials and learn by direct study</li> <li>inventiveness</li> <li>perseverance: staying with an investigation over a sustained period of time</li> <li>appreciation of the value of experience and careful observation</li> <li>a willingness to work with others and to consider their ideas</li> <li>a sense of responsibility for actions taken</li> <li>respect for living things and environments, and commitment for their care.</li> </ul>					
<p><b>UNDERSTANDINGS</b></p> <table border="0"> <tr> <td data-bbox="133 1008 699 1888"> <p><b>Exploring Liquids</b></p> <p><b>General Learner Expectations</b> <i>Students will:</i></p> <p><b>2–5 Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things.</b></p> <p><b>2–6 Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment.</b></p> <p><b>Specific Learner Expectations</b> <i>Students will:</i></p> <ol style="list-style-type: none"> <li>Recognize and describe characteristics of liquids:                             <ul style="list-style-type: none"> <li>recognize and describe liquid flow</li> <li>describe the shape of drops</li> <li>describe the surface of calm water.</li> </ul> </li> <li>Compare water with one or more other liquids, such as cooking oil, glycerine or water mixed with liquid detergent. 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<p><b>2.1 CANADA’S DYNAMIC COMMUNITIES</b></p> <p><b>General Outcome</b> Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada’s communities.</p> <p><b>Specific Outcomes</b></p> <p>► <b>Values and Attitudes</b></p> <p><i>Students will:</i></p> <p><b>2.1.1 appreciate the physical and human geography of the communities studied:</b></p> <ul style="list-style-type: none"> <li>• appreciate how a community’s physical geography shapes identity (I, LPP)</li> <li>• appreciate the diversity and vastness of Canada’s land and peoples (CC, LPP)</li> <li>• value oral history and stories as ways to learn about the land (LPP, TCC)</li> <li>• acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)</li> <li>• demonstrate care and concern for the environment (C, ER, LPP)</li> </ul> <p>► <b>Knowledge and Understanding</b></p> <p><i>Students will:</i></p> <p><b>2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:</b></p> <ul style="list-style-type: none"> <li>• Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)</li> <li>• How are the geographic regions different from where we live? (LPP)</li> <li>• What are the major geographical regions, landforms and bodies of water in each community? (LPP)</li> <li>• What are the main differences in climate among these communities? (LPP)</li> <li>• What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)</li> <li>• How does the physical geography of each community shape its identity? (CC, I)</li> <li>• What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP)</li> <li>• How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)</li> </ul> <p><b>2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:</b></p> <ul style="list-style-type: none"> <li>• What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)</li> <li>• What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)</li> <li>• How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)</li> <li>• What are the linguistic roots and practices in the communities? (CC)</li> <li>• What individuals and groups contributed to the development of the communities? (CC)</li> <li>• How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC)</li> <li>• How do the cultural and linguistic characteristics of the communities studied contribute to Canada’s identity? (CC, I)</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>	<p><b>2.2 A COMMUNITY IN THE PAST</b></p> <p><b>General Outcome</b> Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.</p> <p><b>Specific Outcomes</b></p> <p>► <b>Values and Attitudes</b></p> <p><i>Students will:</i></p> <p><b>2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)</b></p> <p><b>2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student’s community (C, CC, I)</b></p> <p><b>2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)</b></p> <p><b>2.2.4 appreciate how connections to a community contribute to one’s identity (I)</b></p> <p><b>2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)</b></p> <p>► <b>Knowledge and Understanding</b></p> <p><i>Students will:</i></p> <p><b>2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:</b></p> <ul style="list-style-type: none"> <li>• What characteristics define their community? (CC, I)</li> <li>• What is unique about their community? (CC, I)</li> <li>• What are the origins of their community? (TCC)</li> <li>• What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC)</li> <li>• What individuals or groups contributed to the development of their community? (CC, TCC)</li> </ul> <p><b>2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:</b></p> <ul style="list-style-type: none"> <li>• In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC)</li> <li>• What has caused changes in their community? (CC, TCC)</li> <li>• How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC)</li> <li>• How have the people who live in the community contributed to change in the community? (CC, LPP, TCC)</li> <li>• How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC)</li> </ul>	<p><b>SKILLS AND PROCESSES</b></p> <p>► <b>DIMENSIONS OF THINKING</b></p> <p><i>Students will:</i></p> <p><b>2.S.1 develop skills of critical thinking and creative thinking:</b></p> <ul style="list-style-type: none"> <li>• distinguish between a fictional and a factual account about Canadian communities</li> <li>• choose and justify a course of action</li> <li>➤ compare and contrast information from similar types of electronic sources, such as information collected on the Internet.</li> </ul> <p><b>2.S.2 develop skills of historical thinking:</b></p> <ul style="list-style-type: none"> <li>• correctly apply terms related to time (i.e., long ago, before, after)</li> <li>• arrange events, facts and/or ideas in sequence</li> </ul> <p><b>2.S.3 develop skills of geographic thinking:</b></p> <ul style="list-style-type: none"> <li>• use a simple map to locate communities studied in Canada</li> <li>• determine distance on a map, using relative terms such as near/far, here/there</li> <li>• apply the concept of relative location to determine locations of people and places</li> <li>• use cardinal directions to locate communities studied in relation to one’s own community</li> </ul> <p><b>2.S.4 demonstrate skills of decision making and problem solving:</b></p> <ul style="list-style-type: none"> <li>• apply ideas and strategies to decision making and problem solving</li> <li>• propose new ideas and strategies to contribute to decision making and problem solving</li> </ul> <p>► <b>SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE</b></p> <p><i>Students will:</i></p> <p><b>2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</b></p> <ul style="list-style-type: none"> <li>• demonstrate the ability to deal constructively with diversity and disagreement</li> <li>• work and play in harmony with others to create a safe and caring environment</li> <li>• consider the needs and ideas of others</li> <li>➤ share information collected from electronic sources to add to a group task</li> </ul> <p><b>2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</b></p> <ul style="list-style-type: none"> <li>• participate in activities that enhance their sense of belonging within their school and community</li> </ul> <p>► <b>RESEARCH FOR DELIBERATIVE INQUIRY</b></p> <p><i>Students will:</i></p> <p><b>2.S.7 apply the research process:</b></p> <ul style="list-style-type: none"> <li>• participate in formulating research questions</li> <li>➤ develop questions that reflect a personal information need</li> <li>➤ follow a plan to complete an inquiry</li> <li>➤ access and retrieve appropriate information from electronic sources for a specific inquiry</li> <li>➤ navigate within a document, compact disc or other software program that contains links</li> <li>➤ organize information from more than one source</li> <li>➤ process information from more than one source to retell what has been discovered</li> <li>➤ formulate new questions as research progresses</li> <li>➤ draw conclusions from organized information</li> <li>➤ make predictions based on organized information</li> </ul>
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Core Concepts: C Citizenship I Identity GC Global Connections  
 Strands: ER Economics and Resources LPP The Land: Places and People TCC Time, Continuity and Change  
 CC Culture and Community PADM Power, Authority and Decision Making

➤ ICT Outcomes

<p><i>(continued)</i></p> <p><b>2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:</b></p> <ul style="list-style-type: none"> <li>• What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP)</li> <li>• What are the occupations in each of the communities? (ER)</li> <li>• What kinds of goods and services are available in the communities? (ER)</li> <li>• What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP)</li> </ul>		<p><i>(continued)</i></p> <p><b>► COMMUNICATION</b></p> <p><i>Students will:</i></p> <p><b>2.S.8 demonstrate skills of oral, written and visual literacy:</b></p> <ul style="list-style-type: none"> <li>• prepare and present information in their own words, using respectful language</li> <li>• respond appropriately to comments and questions, using respectful language</li> <li>• interact with others in a socially appropriate manner</li> <li>➤ create visual images for particular audiences and purposes</li> <li>➤ display data in a problem-solving context</li> <li>➤ use technology to support a presentation</li> </ul> <p><b>2.S.9 develop skills of media literacy:</b></p> <ul style="list-style-type: none"> <li>• identify key words from gathered information on a topic or issue</li> <li>• compare information on the same topic or issue from print media, television and photographs</li> </ul>
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<p><b>WELLNESS CHOICES</b> <i>Students will</i> make responsible and informed choices to maintain health and to promote safety for self and others.</p> <p><b>Personal Health</b></p> <p><i>Students will:</i></p> <p>W-2.1 describe the effects of combining healthy eating and physical activity</p> <p>W-2.2 examine the need for positive health habits; e.g., adequate sleep, sun protection</p> <p>W-2.3 demonstrate appreciation for own body; e.g., make positive statements about activities one can do</p> <p>W-2.4 describe personal body image</p> <p>W-2.5 classify foods according to <i>Canada's Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>W-2.6 determine safe and responsible use of medications</p> <p><b>Safety and Responsibility</b></p> <p><i>Students will:</i></p> <p>W-2.7 identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions</p> <p>W-2.8 describe and apply communication safety behaviours at home; e.g., answering the door/telephone</p> <p>W-2.9 describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates</p> <p>W-2.10 identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours</p>	<p><b>RELATIONSHIP CHOICES</b> <i>Students will</i> develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.</p> <p><b>Understanding and Expressing Feelings</b></p> <p><i>Students will:</i></p> <p>R-2.1 recognize that individuals make choices about how to express feelings; e.g., frustration</p> <p>R-2.2 become aware that the safe expression of feelings is healthy</p> <p>R-2.3 identify possible psychological and physiological responses to stress</p> <p>R-2.4 develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell</p> <p><b>Interactions</b></p> <p><i>Students will:</i></p> <p>R-2.5 demonstrate ways to show appreciation to friends and others</p> <p>R-2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support</p> <p>R-2.7 demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise</p> <p><b>Group Roles and Processes</b></p> <p><i>Students will:</i></p> <p>R-2.8 recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer</p> <p>R-2.9 explain how groups can contribute to a safe and caring environment</p>	<p><b>LIFE LEARNING CHOICES</b> <i>Students will</i> use resources effectively to manage and explore life roles and career opportunities and challenges.</p> <p><b>Learning Strategies</b></p> <p><i>Students will:</i></p> <p>L-2.1 demonstrate organizational skills; e.g., notebook organization, desk organization</p> <p>L-2.2 identify personal behaviours that show readiness to learn</p> <p>L-2.3 apply the decision-making process for age-appropriate issues</p> <p>L-2.4 recognize that it takes time and effort to accomplish goals</p> <p><b>Life Roles and Career Development</b></p> <p><i>Students will:</i></p> <p>L-2.5 recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills</p> <p>L-2.6 recognize that each individual has many roles in life; e.g., friend, sister</p> <p><b>Volunteerism</b></p> <p><i>Students will:</i></p> <p>L-2.7 explain why volunteerism is important</p> <p>L-2.8 select and perform volunteer tasks in the school</p>
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General Outcome A	General Outcome B	General Outcome C	General Outcome D
<p><i>Students will</i> acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.</p> <p><i>Students will:</i></p> <p><b>Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water</b> A2-1 select and perform locomotor skills involved in a variety of activities</p> <p><b>Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging</b> A2-3 select and perform nonlocomotor skills involved in a variety of activities</p> <p><b>Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining; e.g., dribbling, carrying, bouncing, trapping; sending; e.g., throwing, kicking, striking</b> A2-5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</p> <p><b>Application of Basic Skills in an Alternative Environment</b> A2-7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course</p> <p><b>Application of Basic Skills in Dance</b> A2-8 demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship A2-9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</p> <p><b>Application of Basic Skills in Games</b> A2-10 create and play body and space awareness games A2-11 apply basic rules and fair play while playing and learning the strategies of lead-up games</p> <p><b>Application of Basic Skills in Types of Gymnastics</b> A2-12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence</p> <p><b>Application of Basic Skills in Individual Activities</b> A2-13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching</p>	<p><i>Students will</i> understand, experience and appreciate the health benefits that result from physical activity.</p> <p><i>Students will:</i></p> <p><b>Functional Fitness</b> B2-1 recognize that “energy” is required for muscle movement B2-2 describe ways to improve personal growth in physical abilities B2-3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities</p> <p><b>Body Image</b> B2-4 identify personal physical attributes that contribute to physical activity</p> <p><b>Well-being</b> B2-6 describe how the body benefits from physical activity B2-7 identify changes that take place in the body during physical activity B2-8 understand the connections between physical activity and emotional well-being; e.g., feels good</p>	<p><i>Students will</i> interact positively with others.</p> <p><i>Students will:</i></p> <p><b>Communication</b> C2-1 identify and demonstrate respectful communication skills appropriate to context</p> <p><b>Fair Play</b> C2-3 identify and demonstrate etiquette and fair play</p> <p><b>Leadership</b> C2-4 accept responsibility for assigned roles while participating in physical activity</p> <p><b>Teamwork</b> C2-5 display a willingness to play cooperatively with others of various abilities, in large or small groups</p>	<p><i>Students will</i> assume responsibility to lead an active way of life.</p> <p><i>Students will:</i></p> <p><b>Effort</b> D2-1 express a willingness to participate regularly in physical education class D2-2 identify personal factors that encourage movement</p> <p><b>Safety</b> D2-3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity D2-4 demonstrate and participate in safe warm-up and cool-down activities D2-5 demonstrate moving safely and sensitively in various environments; e.g., modified games</p> <p><b>Goal Setting/Personal Challenge</b> D2-6 practise setting a short-term goal related to positive effort to participate in a physical activity D2-7 identify ways to change an activity to make it a challenge based on personal abilities</p> <p><b>Active Living in the Community</b> D2-8 identify types of physical activities people choose within the community D2-9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment</p>

<b>REFLECTION</b>	<b>DEPICTION</b>	<b>COMPOSITION</b>	<b>EXPRESSION</b>
<p>Responses to visual forms in nature, designed objects and artworks.</p> <ol style="list-style-type: none"> <li>Students will notice commonalities within classes of natural objects or forms.               <ol style="list-style-type: none"> <li>Natural forms have common physical attributes according to the class in which they belong.</li> <li>Natural forms are related to the environment from which they originate.</li> <li>Natural forms have different surface qualities in colour, texture and tone.</li> <li>Natural forms display patterns and make patterns.</li> </ol> </li> <li>Students will assess the use or function of objects.               <ol style="list-style-type: none"> <li>Designed objects serve specific purposes.</li> <li>Designed objects serve people.</li> <li>Designed objects are made by people or machines.</li> <li>Designed objects must function well to be valuable.</li> </ol> </li> <li>Students will interpret artworks literally.               <ol style="list-style-type: none"> <li>Art takes different forms depending on the materials and techniques used.</li> <li>An art form dictates the way it is experienced.</li> <li>An artwork tells something about its subject matter and the artist who made it.</li> <li>Colour variation is built on three basic colours.</li> <li>Tints and shades of colours or hues affect the contrast of a composition.</li> <li>All aspects of an artwork contribute to the story it tells.</li> </ol> </li> </ol>	<p>Development of imagery based on observations of the visual world.</p> <ol style="list-style-type: none"> <li>Students will learn the shapes of things as well as develop decorative styles.               <ol style="list-style-type: none"> <li>All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular.</li> <li>Shapes can be depicted as organic or geometric.</li> <li>Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.</li> <li>Animals and plants can be represented in terms of their proportions.</li> <li>A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.</li> </ol> </li> <li>Students will increase the range of actions and viewpoints depicted.               <ol style="list-style-type: none"> <li>Movement of figures and objects can be shown in different ways.</li> <li>An X-ray view shows the inside of something.</li> <li>Forms can be overlapping to show depth or distance.</li> </ol> </li> <li>Students will represent surface qualities of objects and forms.               <ol style="list-style-type: none"> <li>Texture is a surface quality that can be captured by rubbings or markings.</li> <li>Textures form patterns.</li> <li>Primary colours can be mixed to produce new hues.</li> <li>Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.</li> <li>Images are stronger when contrasts of light and dark are used.</li> <li>Details enrich forms.</li> </ol> </li> </ol>	<p>Organization of images and their qualities in the creation of unified statements.</p> <ol style="list-style-type: none"> <li>Students will create emphasis based on personal choices.               <ol style="list-style-type: none"> <li>An active, interesting part of a theme can become the main part of a composition.</li> <li>The main part of a composition can be treated thoroughly before adding related parts.</li> <li>Contrast subject matter with the ground for emphasis.</li> <li>Forms can run off the edges of the picture space in a composition.</li> </ol> </li> <li>Students will create unity through density and rhythm.               <ol style="list-style-type: none"> <li>Families of shapes, and shapes inside or beside shapes, create harmony.</li> <li>Overlapping forms help to unify a composition.</li> <li>Repetition of qualities such as colour, texture and tone produce rhythm and balance.</li> <li>A composition should develop the setting or supporting forms, as well as the subject matter.</li> </ol> </li> <li>Students will add finishing touches.               <ol style="list-style-type: none"> <li>Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful.</li> <li>Stepping back from a work helps in judging how it can be improved.</li> </ol> </li> </ol>	<p>Use of art materials as a vehicle or medium for saying something in a meaningful way.</p> <ol style="list-style-type: none"> <li>Students will record or document activities, people and discoveries.               <ol style="list-style-type: none"> <li>Everyday activities can be documented visually.</li> <li>Special events, such as field trips, visits and festive occasions can be recorded visually.</li> <li>Family groups and people relationships can be recorded visually.</li> <li>Knowledge gained from study or experimentation can be recorded visually.</li> </ol> </li> <li>Students will illustrate or tell a story.               <ol style="list-style-type: none"> <li>A narrative can be retold or interpreted visually.</li> <li>An original story can be created visually.</li> </ol> </li> <li>Students will decorate items personally created.               <ol style="list-style-type: none"> <li>Details, patterns or textures can be added to two-dimensional works.</li> <li>Details, patterns or textures can be added to the surface of three-dimensional works.</li> </ol> </li> <li>Students will express a feeling or a message.               <ol style="list-style-type: none"> <li>Feelings and moods can be interpreted visually.</li> <li>Specific messages, beliefs and interests can be interpreted visually, or symbolized.</li> </ol> </li> <li>Students will create an original composition, object or space based on supplied motivation.               <ol style="list-style-type: none"> <li>Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.</li> </ol> </li> <li>Students will develop themes, with an emphasis on personal concerns, based on:               <ol style="list-style-type: none"> <li>Plants and animals</li> <li>Environment and places</li> <li>Manufactured or human-made things</li> <li>Fantasy</li> <li>People</li> </ol> </li> <li>Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.               <ol style="list-style-type: none"> <li>Drawing                   <ul style="list-style-type: none"> <li>Use a variety of drawing media in an exploratory way to see how each one has its own characteristics.</li> <li>Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous.</li> <li>Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric (rectangles, squares, circles and triangles) and free form.</li> <li>Make drawings from direct observation.</li> <li>Use drawing media in combination with other media such as painting, print making or fabric.</li> <li>Use drawing to add details and textures, or to create pattern.</li> </ul> </li> <li>Painting                   <ul style="list-style-type: none"> <li>Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush.</li> <li>Experiment with the medium to explore its possibilities.</li> <li>Work primarily with tempera paint or tempera paint with additives, using large brushes to paint.</li> <li>Mix primary colours and lighten and darken colours.</li> <li>Paint using experimental methods, including without a brush.</li> <li>Paint directly without preliminary sketching.</li> <li>Use paint in combination with other media and techniques.</li> <li>Make small group and/or large group murals.</li> </ul> </li> </ol> </li> </ol>

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			<p><i>(continued)</i></p> <p>C. Print Making</p> <ul style="list-style-type: none"> <li>• Use frottage (texture rubbings).</li> <li>• Make lifts or transfers, using wax crayon or fabric crayon.</li> <li>• Explore the use of print-making materials and the application of paint, using brushes and rollers (brayers).</li> <li>• Explore found object printing and the making of pattern through stamping.</li> <li>• Use print-making images in making pictures or compositions.</li> </ul> <p>D. Sculpture</p> <ul style="list-style-type: none"> <li>• Make two- and three-dimensional assemblages from found materials.</li> <li>• Learn the care and handling of clay, and explore the modelling possibilities.</li> <li>• Use simple clay modelling techniques of rolling, pinching, adding, pressing, making coils, texturing.</li> <li>• Create three-dimensional forms, using paper sculpture techniques of folding, scoring, cutting, curling, weaving, rolling, twisting, joining.</li> <li>• Cast plaster of Paris relief sculptures in sand molds.</li> </ul> <p>E. Fabric Arts</p> <ul style="list-style-type: none"> <li>• Decorate fabric, using print-making techniques of relief printing, stamping, stencilling.</li> <li>• Use collage techniques for picture making with fabric.</li> <li>• Learn the basics of thread and needle manipulation, and use simple stitchery (running stitch and blanket stitch) for decoration and picture making.</li> <li>• Use a simple, handmade loom to weave plain or tabby pattern.</li> <li>• Braid wool or cloth strips to be used as enhancements.</li> <li>• Tie-dye using one colour of dye.</li> <li>• Use simple batik or resist dyeing using a safe resist such as flour and water paste, or margarine.</li> </ul> <p>F. Photography and Technographic Arts</p> <ul style="list-style-type: none"> <li>• Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level: <ul style="list-style-type: none"> <li>– simple camera for documentation and sequencing of events</li> <li>– overhead projector for experimenting with shapes, colours, compositions and the relating of a story using cutout shapes, real objects or drawings on acetate rolls</li> <li>– computer software packages and devices, such as the light pen and the mouse, to explore, design and compose</li> <li>– copying devices for recording images and textures</li> <li>– slides: handmade using ink, crayon, acrylic paint or felt pen for exploring line and shape</li> <li>– emerging technologies, as available and applicable.</li> </ul> </li> <li>• Employ technological media techniques, practices and capabilities to promote art understanding and create designs and compositions. Included at this level: <ul style="list-style-type: none"> <li>– storyboards to show a sequence of events</li> <li>– roll movies to show sequence or tell a story</li> <li>– different kinds of viewfinders to select and frame shots</li> <li>– shadow puppets</li> <li>– moving, changing, experimenting to obtain different effects, designs, compositions</li> <li>– retaining copies of only that which is of particular interest</li> <li>– photograms with found objects.</li> </ul> </li> </ul>
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<p><b>GENERAL LEARNER EXPECTATIONS</b></p> <p>Through the elementary music program, students will develop:</p> <ul style="list-style-type: none"> <li>• enjoyment of music</li> <li>• awareness and appreciation of a variety of music, including music of the many cultures represented in Canada</li> <li>• insights into music through meaningful musical activities</li> <li>• self-expression and creativity</li> <li>• musical skills and knowledge.</li> </ul>											
<p><b>CONCEPTS</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Rhythm</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• Rhythm patterns can accompany melody.</li> <li>• Rhythm patterns are made up of the beat and divisions of the beat.</li> <li>• Beats may be grouped by accent (a stress in music).</li> <li>• Sounds and silences have specific duration (quarter note (ta), eighth note (ti-ti), half note (ta-a) and whole note (ta-a-a) with the corresponding rests). θ, ε, η, ω, ε, —, •, (</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Melody</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• Printed symbols in music show the direction of the melody.</li> <li>• Sounds that move up or down by steps or half steps within the octave are called scales.                             <ul style="list-style-type: none"> <li>– Melodies may move by scale steps.</li> <li>– Melodies may move by leaps.</li> </ul> </li> </ul> </td> <td style="vertical-align: top;"> <p><b>Harmony</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• Some sounds seem to belong together and are called chords, three or more sounds together.</li> <li>• Major and minor chords have different sounds.</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Form</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• A whole piece of music may be comprised of a number of sections.</li> <li>• Sections may be identified by letters; e.g., AB, ABA, ABAB.</li> <li>• There may be an introduction, an interlude and an ending (coda).</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Expression</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• Music may be fast or slow and may change from one to the other suddenly or gradually (tempo).</li> <li>• Music dynamics may change suddenly (accent &lt;) or gradually. (&lt;&lt; crescendo, &gt;&gt; decrescendo [diminuendo])</li> </ul> </td> <td></td> </tr> </table>						<p><b>Rhythm</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• Rhythm patterns can accompany melody.</li> <li>• Rhythm patterns are made up of the beat and divisions of the beat.</li> <li>• Beats may be grouped by accent (a stress in music).</li> <li>• Sounds and silences have specific duration (quarter note (ta), eighth note (ti-ti), half note (ta-a) and whole note (ta-a-a) with the corresponding rests). θ, ε, η, ω, ε, —, •, (</li> </ul>	<p><b>Melody</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• Printed symbols in music show the direction of the melody.</li> <li>• Sounds that move up or down by steps or half steps within the octave are called scales.                             <ul style="list-style-type: none"> <li>– Melodies may move by scale steps.</li> <li>– Melodies may move by leaps.</li> </ul> </li> </ul>	<p><b>Harmony</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• Some sounds seem to belong together and are called chords, three or more sounds together.</li> <li>• Major and minor chords have different sounds.</li> </ul>	<p><b>Form</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• A whole piece of music may be comprised of a number of sections.</li> <li>• Sections may be identified by letters; e.g., AB, ABA, ABAB.</li> <li>• There may be an introduction, an interlude and an ending (coda).</li> </ul>	<p><b>Expression</b> The student will understand that:</p> <ul style="list-style-type: none"> <li>• Music may be fast or slow and may change from one to the other suddenly or gradually (tempo).</li> <li>• Music dynamics may change suddenly (accent &lt;) or gradually. (&lt;&lt; crescendo, &gt;&gt; decrescendo [diminuendo])</li> </ul>	
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<p><b>ATTITUDES</b></p> <p>An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost.</p> <p>Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.</p>											

OPTIONAL SUBJECT AREAS

GRADE 2 OUTCOMES

<p><b>Drama:</b> For Grade 2 outcomes in Drama, please refer to the Fine Arts section of the <i>Program of Studies: Elementary Schools</i>.</p> <p><b>Languages Other than English:</b> Please refer to the <i>Program of Studies: Elementary Schools</i> for Grade 2 outcomes in the following other languages programs:</p> <ul style="list-style-type: none"> <li>• Français</li> <li>• French Language Arts</li> <li>• French as a Second Language</li> <li>• Ukrainian Language Arts</li> <li>• Blackfoot Language and Culture Program</li> <li>• Cree Language and Culture Program</li> </ul>
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<p><b>Communicating, Inquiring, Decision Making and Problem Solving</b></p> <p><b>General Outcome C1</b> Students will access, use and communicate information from a variety of technologies.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 access and retrieve appropriate information from electronic sources for a specific inquiry</li> <li>1.2 process information from more than one source to retell what has been discovered</li> </ol> <p><b>General Outcome C2</b> Students will seek alternative viewpoints, using information technologies.</p> <p><b>Specific Outcome</b></p> <ol style="list-style-type: none"> <li>1.1 [no outcomes for this division]</li> </ol> <p><b>General Outcome C3</b> Students will critically assess information accessed through the use of a variety of technologies.</p> <p><b>Specific Outcome</b></p> <ol style="list-style-type: none"> <li>1.1 compare and contrast information from similar types of electronic sources</li> </ol> <p><b>General Outcome C4</b> Students will use organizational processes and tools to manage inquiry.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 follow a plan to complete an inquiry</li> <li>1.2 formulate new questions as research progresses</li> <li>1.3 organize information from more than one source</li> </ol> <p><b>General Outcome C5</b> Students will use technology to aid collaboration during inquiry.</p> <p><b>Specific Outcome</b></p> <ol style="list-style-type: none"> <li>1.1 share information collected from electronic sources to add to a group task</li> </ol> <p><b>General Outcome C6</b> Students will use technology to investigate and/or solve problems.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 identify a problem within a defined context</li> <li>1.2 use technology to organize and display data in a problem-solving context</li> <li>1.3 use technology to support and present conclusions</li> </ol> <p><b>General Outcome C7</b> Students will use electronic research techniques to construct personal knowledge and meaning.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 develop questions that reflect a personal information need</li> <li>1.2 summarize data by picking key words from gathered information and by using jottings, point form or retelling</li> <li>1.3 draw conclusions from organized information</li> <li>1.4 make predictions based on organized information</li> </ol>	<p><b>Foundational Operations, Knowledge and Concepts</b></p> <p><b>General Outcome F1</b> Students will demonstrate an understanding of the nature of technology.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 identify techniques and tools for communicating, storing, retrieving and selecting information</li> <li>1.2 apply terminology appropriate to the technologies being used at this division level</li> <li>1.3 demonstrate an understanding that the user manages and controls the outcomes of technology</li> </ol> <p><b>General Outcome F2</b> Students will understand the role of technology as it applies to self, work and society.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 identify technologies used in everyday life</li> <li>1.2 describe particular technologies being used for specific purposes</li> </ol> <p><b>General Outcome F3</b> Students will demonstrate a moral and ethical approach to the use of technology.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies</li> <li>1.2 work collaboratively to share limited resources</li> <li>1.3 demonstrate appropriate care of technology equipment</li> <li>1.4 recognize and acknowledge the ownership of electronic material</li> <li>1.5 use appropriate communication etiquette</li> </ol> <p><b>General Outcome F4</b> Students will become discerning consumers of mass media and electronic information.</p> <p><b>Specific Outcome</b></p> <ol style="list-style-type: none"> <li>1.1 compare similar types of information from two different electronic sources</li> </ol> <p><b>General Outcome F5</b> Students will practise the concepts of ergonomics and safety when using technology.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 demonstrate proper posture when using a computer</li> <li>1.2 demonstrate safe behaviours when using technology</li> </ol> <p><b>General Outcome F6</b> Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down</li> <li>1.2 use proper keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys</li> <li>1.3 operate basic audio and video equipment, including inserting, playing, recording and ejecting media</li> </ol>	<p><b>Processes for Productivity</b></p> <p><b>General Outcome P1</b> Students will compose, revise and edit text.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques</li> <li>1.2 edit complete sentences, using such features of word processing as cut, copy and paste</li> </ol> <p><b>General Outcome P2</b> Students will organize and manipulate data.</p> <p><b>Specific Outcome</b></p> <ol style="list-style-type: none"> <li>1.1 read information from a prepared database</li> </ol> <p><b>General Outcome P3</b> Students will communicate through multimedia.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 access images, such as clip art, to support communication</li> <li>1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes</li> <li>1.3 access sound clips or recorded voice to support communication</li> </ol> <p><b>General Outcome P4</b> Students will integrate various applications.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 integrate text and graphics to form a meaningful message</li> <li>1.2 balance text and graphics for visual effect</li> </ol> <p><b>General Outcome P5</b> Students will navigate and create hyperlinked resources.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 navigate within a document, compact disc or other software program that contains links</li> <li>1.2 access hyperlinked sites on an intranet or the Internet</li> </ol> <p><b>General Outcome P6</b> Students will use communication technology to interact with others.</p> <p><b>Specific Outcomes</b></p> <ol style="list-style-type: none"> <li>1.1 compose a message that can be sent through communication technology</li> <li>1.2 communicate electronically with people outside the classroom</li> </ol>
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**Note:** The ICT curriculum is not intended to stand alone as a course but rather to be infused within core courses and programs.