

# Prescribed Learning Outcomes for Grade 2 Required Areas of Study

Term			English Language Arts (2006)
1	2	3	<b>Oral Language (Speaking and Listening)</b>
			<b><i>Purposes (Oral Language)</i></b>
			It is expected that students will:
			<b>Use speaking and listening to interact with others for the purposes of</b>
			<ul style="list-style-type: none"> <li>contributing to a class goal</li> </ul>
			<ul style="list-style-type: none"> <li>exchanging ideas on a topic</li> </ul>
			<ul style="list-style-type: none"> <li>making connections</li> </ul>
			<ul style="list-style-type: none"> <li>completing tasks</li> </ul>
			<ul style="list-style-type: none"> <li>engaging in play</li> </ul>
			<b>Use speaking to explore, express, and present ideas, information, and feelings, by</b>
			<ul style="list-style-type: none"> <li>staying on topic in a focused discussion</li> </ul>
			<ul style="list-style-type: none"> <li>recounting experiences in a logical sequence</li> </ul>
			<ul style="list-style-type: none"> <li>retelling stories, including characters, setting, and plot</li> </ul>
			<ul style="list-style-type: none"> <li>reporting on a topic with a few supporting facts and details</li> </ul>
			<ul style="list-style-type: none"> <li>sharing connections made</li> </ul>
			<b>Listen attentively for a variety of purposes and demonstrate comprehension, by</b>
			<ul style="list-style-type: none"> <li>retelling or paraphrasing information shared orally</li> </ul>
			<ul style="list-style-type: none"> <li>following three and four-step instructions</li> </ul>
			<ul style="list-style-type: none"> <li>asking for clarification and explanation</li> </ul>
			<ul style="list-style-type: none"> <li>sharing connections made</li> </ul>
			<b><i>Strategies (Oral Language)</i></b>
			<b>Use strategies when interacting with others, including</b>
			<ul style="list-style-type: none"> <li>accessing prior knowledge</li> </ul>
			<ul style="list-style-type: none"> <li>making and sharing connections</li> </ul>
			<ul style="list-style-type: none"> <li>asking questions for clarification and understanding</li> </ul>

			<ul style="list-style-type: none"> <li>taking turns as speaker and listener</li> </ul>
			<b>Use strategies when expressing and presenting ideas, information, and feelings, including</b>
			<ul style="list-style-type: none"> <li>accessing prior knowledge</li> </ul>
			<ul style="list-style-type: none"> <li>organizing thinking by following a framework or rehearsing</li> </ul>
			<ul style="list-style-type: none"> <li>clarifying and confirming meaning</li> </ul>
			<ul style="list-style-type: none"> <li>predicting what the audience needs to know for understanding</li> </ul>
			<ul style="list-style-type: none"> <li>adjusting volume and tone to the needs of the audience</li> </ul>
			<b>Use strategies when listening to make and clarify meaning, including</b>
			<ul style="list-style-type: none"> <li>making a prediction</li> </ul>
			<ul style="list-style-type: none"> <li>focusing on the speaker</li> </ul>
			<ul style="list-style-type: none"> <li>asking questions</li> </ul>
			<ul style="list-style-type: none"> <li>recalling main ideas</li> </ul>
			<b><i>Thinking (Oral Language)</i></b>
			<b>Demonstrate enhanced vocabulary knowledge and usage</b>
			<b>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)</b>
			<b>Use speaking and listening to develop thinking, by</b>
			<ul style="list-style-type: none"> <li>acquiring new ideas</li> </ul>
			<ul style="list-style-type: none"> <li>making connections</li> </ul>
			<ul style="list-style-type: none"> <li>inquiring</li> </ul>
			<ul style="list-style-type: none"> <li>comparing and contrasting</li> </ul>
			<ul style="list-style-type: none"> <li>summarizing</li> </ul>
			<b>Reflect on and assess their speaking and listening, by</b>
			<ul style="list-style-type: none"> <li>referring to class-generated criteria</li> </ul>
			<ul style="list-style-type: none"> <li>setting a goal for improvement</li> </ul>
			<ul style="list-style-type: none"> <li>making a simple plan to work on their goal</li> </ul>
			<b><i>Features (Oral Language)</i></b>
			<b>Use the features of oral language to convey and derive meaning, including</b>

			<ul style="list-style-type: none"> <li>• text structure</li> </ul>
			<ul style="list-style-type: none"> <li>• grammar and usage</li> </ul>
			<ul style="list-style-type: none"> <li>• enunciation</li> </ul>
			<ul style="list-style-type: none"> <li>• receptive listening posture</li> </ul>
			<b>Recognize the structures and patterns of language in oral texts, including</b>
			<ul style="list-style-type: none"> <li>• word families</li> </ul>
			<ul style="list-style-type: none"> <li>• root words</li> </ul>
			<ul style="list-style-type: none"> <li>• rhyme</li> </ul>
			<ul style="list-style-type: none"> <li>• structural sequencing cues</li> </ul>
			<b>Reading and Viewing</b>
			<b><i>Purposes (Reading and Viewing)</i></b>
			<b>Read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)</b>
			<b>Read fluently and demonstrate comprehension of grade-appropriate information texts</b>
			<b>Read and reread just-right texts independently for 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension</b>
			<b>View and demonstrate comprehension of visual texts (e.g., signs, illustrations, diagrams)</b>
			<b><i>Strategies (Reading and Viewing)</i></b>
			<b>Use strategies before reading and viewing, including</b>
			<ul style="list-style-type: none"> <li>• accessing prior knowledge to make connections</li> </ul>
			<ul style="list-style-type: none"> <li>• making predictions</li> </ul>
			<ul style="list-style-type: none"> <li>• asking questions</li> </ul>
			<ul style="list-style-type: none"> <li>• setting a purpose</li> </ul>
			<b>Use strategies during reading and viewing to construct, monitor, and confirm meaning, including</b>
			<ul style="list-style-type: none"> <li>• predicting and making connections</li> </ul>
			<ul style="list-style-type: none"> <li>• visualizing</li> </ul>
			<ul style="list-style-type: none"> <li>• figuring out unknown words</li> </ul>
			<ul style="list-style-type: none"> <li>• self-monitoring and self-correcting</li> </ul>
			<ul style="list-style-type: none"> <li>• retelling and beginning to summarize</li> </ul>

			<b>Use strategies after reading and viewing to confirm and extend meaning, including</b>
			<ul style="list-style-type: none"> <li>• rereading or “re-viewing”</li> </ul>
			<ul style="list-style-type: none"> <li>• discussing with others</li> </ul>
			<ul style="list-style-type: none"> <li>• retelling and beginning to summarize</li> </ul>
			<ul style="list-style-type: none"> <li>• sketching</li> </ul>
			<ul style="list-style-type: none"> <li>• writing a response</li> </ul>
<b>Thinking (Reading and Viewing)</b>			
<b>Respond to selections they read or view, by</b>			
			<ul style="list-style-type: none"> <li>• expressing an opinion supported with reasons</li> </ul>
			<ul style="list-style-type: none"> <li>• making text-to-self, text-to-text, and text-to-world connections</li> </ul>
<b>Read and view to expand knowledge, by</b>			
			<ul style="list-style-type: none"> <li>• predicting and connecting</li> </ul>
			<ul style="list-style-type: none"> <li>• comparing and inferring</li> </ul>
			<ul style="list-style-type: none"> <li>• inquiring and generalizing</li> </ul>
<b>Reflect on and assess their reading and viewing, by</b>			
			<ul style="list-style-type: none"> <li>• referring to class-generated criteria</li> </ul>
			<ul style="list-style-type: none"> <li>• setting a goal for improvement</li> </ul>
			<ul style="list-style-type: none"> <li>• making a simple plan to work on their goal</li> </ul>
<b>Features (Reading and Viewing)</b>			
<b>Recognize and derive meaning from the structures and features of texts, including</b>			
			<ul style="list-style-type: none"> <li>• concepts about print and concepts about books</li> </ul>
			<ul style="list-style-type: none"> <li>• elements of stories (e.g., character, setting, problem, solution)</li> </ul>
			<ul style="list-style-type: none"> <li>• ‘text features’</li> </ul>
			<ul style="list-style-type: none"> <li>• the vocabulary associated with texts (e.g., pictures, headings, table of contents, key facts)</li> </ul>
<b>Use knowledge of word patterns, word families, and letter-sound relationships to decode unknown words and recognize an increasing number of high-frequency words</b>			

			<b>Writing and Representing</b>
			<b><i>Purposes (Writing and Representing)</i></b>
			<b>Create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring</b>
			<ul style="list-style-type: none"> <li>ideas developed through the use of relevant details that connect to a topic</li> </ul>
			<ul style="list-style-type: none"> <li>sentence fluency using some variety in sentence length and pattern</li> </ul>
			<ul style="list-style-type: none"> <li>developing word choice by using some varied and descriptive language</li> </ul>
			<ul style="list-style-type: none"> <li>developing voice by showing some evidence of individuality</li> </ul>
			<ul style="list-style-type: none"> <li>a logical organization</li> </ul>
			<b>Create informational writing and representations about non-complex topics and procedures, featuring</b>
			<ul style="list-style-type: none"> <li>ideas beginning to be developed through the use of relevant details</li> </ul>
			<ul style="list-style-type: none"> <li>sentence fluency using some variety of sentence length and an emerging variety in pattern</li> </ul>
			<ul style="list-style-type: none"> <li>developing word choice by using some content-specific vocabulary and details</li> </ul>
			<ul style="list-style-type: none"> <li>developing voice by showing how they think and feel about a topic</li> </ul>
			<ul style="list-style-type: none"> <li>an organization that includes a beginning that signals a topic and ideas that are generally logically sequenced</li> </ul>
			<b>Create imaginative writing and representations, sometimes based on models they have read, heard, or viewed, featuring</b>
			<ul style="list-style-type: none"> <li>ideas developed through the use of details that enhance the topic or mood</li> </ul>
			<ul style="list-style-type: none"> <li>sentence fluency using sentence variety, dialogue, phrases, and poetic language</li> </ul>
			<ul style="list-style-type: none"> <li>developing word choice by using some varied descriptive and sensory language</li> </ul>
			<ul style="list-style-type: none"> <li>developing voice by showing some evidence of individuality</li> </ul>
			<ul style="list-style-type: none"> <li>an organization that includes a well-developed beginning and logically ordered, imaginative ideas or details</li> </ul>
			<b><i>Strategies (Writing and Representing)</i></b>
			<b>Use strategies before writing and representing, including</b>
			<ul style="list-style-type: none"> <li>setting a purpose</li> </ul>
			<ul style="list-style-type: none"> <li>identifying an audience</li> </ul>
			<ul style="list-style-type: none"> <li>participating in developing class-generated criteria</li> </ul>

		<ul style="list-style-type: none"> <li>generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul>
<b>Use strategies during writing and representing to express thoughts, including</b>		
		<ul style="list-style-type: none"> <li>referring to class-generated criteria</li> </ul>
		<ul style="list-style-type: none"> <li>referring to word banks</li> </ul>
		<ul style="list-style-type: none"> <li>examining models of literature/visuals</li> </ul>
		<ul style="list-style-type: none"> <li>revising and editing</li> </ul>
<b>Use strategies after writing and representing to improve their work, including</b>		
		<ul style="list-style-type: none"> <li>checking their work against established criteria</li> </ul>
		<ul style="list-style-type: none"> <li>revising to enhance a writing trait (e.g., ideas, sentence fluency, word choice, voice, organization)</li> </ul>
		<ul style="list-style-type: none"> <li>editing for conventions (e.g., capitals, punctuation, spelling)</li> </ul>
<b><i>Thinking (Writing and Representing)</i></b>		
<b>Use writing and representing to express personal responses and opinions about experiences or texts</b>		
<b>Use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer)</b>		
<b>Reflect on and assess their writing and representing, by</b>		
		<ul style="list-style-type: none"> <li>referring to class-generated criteria</li> </ul>
		<ul style="list-style-type: none"> <li>setting a goal for improvement</li> </ul>
		<ul style="list-style-type: none"> <li>making a simple plan to work on their goal</li> </ul>
<b><i>Features (Writing and Representing)</i></b>		
<b>Use some features and conventions of language to express meaning in their writing and representing, including</b>		
		<ul style="list-style-type: none"> <li>complete simple sentences, and begin to use compound sentences</li> </ul>
		<ul style="list-style-type: none"> <li>some paragraph divisions</li> </ul>
		<ul style="list-style-type: none"> <li>generally correct noun-pronoun and subject-verb agreement</li> </ul>
		<ul style="list-style-type: none"> <li>past and present tenses</li> </ul>
		<ul style="list-style-type: none"> <li>capital letters at the beginning of proper nouns and sentences</li> </ul>
		<ul style="list-style-type: none"> <li>periods, question marks, or exclamation marks at the end of sentences</li> </ul>

			<ul style="list-style-type: none"> <li>commas to separate items in a series</li> </ul>
			<ul style="list-style-type: none"> <li>words from their oral vocabulary, personal word list, and class lists</li> </ul>
			<ul style="list-style-type: none"> <li>spelling words of more than one syllable, high-frequency irregular words, and regular plurals by applying phonic knowledge and skills and visual memory</li> </ul>
			<ul style="list-style-type: none"> <li>attempting to spell unfamiliar words by applying phonic knowledge and skills and visual memory</li> </ul>
			<ul style="list-style-type: none"> <li>conventional Canadian spelling of common words</li> </ul>
			<ul style="list-style-type: none"> <li>letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words</li> </ul>

Term			<b>Fine Arts (1998)</b>
1	2	3	It is expected that students will:
			<b>DANCE</b>
			<b><i>Elements of Movement</i></b>
			<ul style="list-style-type: none"> <li>• move safely in both personal and general space</li> </ul>
			<ul style="list-style-type: none"> <li>• move in a variety of levels, pathways, and directions, using a variety of body shapes</li> </ul>
			<ul style="list-style-type: none"> <li>• move in time to a variety of rhythms, metres, and tempos</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate balance in movements</li> </ul>
			<b><i>Creation and Composition</i></b>
			<ul style="list-style-type: none"> <li>• move expressively to a variety of sounds and music</li> </ul>
			<ul style="list-style-type: none"> <li>• create movement sequences based on patterns, characters, and stories</li> </ul>
			<b><i>Presentation and Performance</i></b>
			<ul style="list-style-type: none"> <li>• demonstrate a willingness to rehearse and perform dance</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate respect for the contributions of others</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate an awareness of appropriate performance skills and audience etiquette</li> </ul>
			<b><i>Dance and Society</i></b>
			<ul style="list-style-type: none"> <li>• identify similarities and differences between dances</li> </ul>
			<ul style="list-style-type: none"> <li>• describe a variety of reasons why people dance</li> </ul>
			<b>DRAMA</b>
			<b><i>Exploration and Imagination</i></b>
			<ul style="list-style-type: none"> <li>• describe their feelings and ideas to be used in a dramatic work</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate respect for the contributions of others</li> </ul>
			<ul style="list-style-type: none"> <li>• identify aspects of a dramatic work that evoke a response</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate co-operative effort in dramatic work</li> </ul>
			<b><i>Drama Skills</i></b>
			<ul style="list-style-type: none"> <li>• use vocal elements appropriately when developing a variety of roles</li> </ul>
			<ul style="list-style-type: none"> <li>• use a variety of movements to express an idea, mood, or role</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate the ability to take on a role</li> </ul>
			<ul style="list-style-type: none"> <li>• tell stories that have a beginning, middle, and end</li> </ul>

			<ul style="list-style-type: none"> <li>• create suitable environments for drama</li> </ul>
			<b><i>Context</i></b>
			<ul style="list-style-type: none"> <li>• identify ideas and emotions expressed in dramatic work from a variety of cultures</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate an awareness of the role of drama in the community and other cultures</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate appropriate audience skills</li> </ul>
			<b>MUSIC</b>
			<b><i>Structure (Elements of Rhythm)</i></b>
			<ul style="list-style-type: none"> <li>• reproduce patterns using accented beats</li> </ul>
			<ul style="list-style-type: none"> <li>• perform rhythmic patterns from classroom repertoire</li> </ul>
			<ul style="list-style-type: none"> <li>• maintain a repeated rhythmic pattern in a simple texture</li> </ul>
			<ul style="list-style-type: none"> <li>• describe form in terms of repetition and unity of rhythmic phrases</li> </ul>
			<ul style="list-style-type: none"> <li>• use symbols to represent metre and rhythmic patterns</li> </ul>
			<b><i>Structure (Elements of Melody)</i></b>
			<ul style="list-style-type: none"> <li>• demonstrate changes in pitch and melodic direction</li> </ul>
			<ul style="list-style-type: none"> <li>• use singing skills to reproduce melodies</li> </ul>
			<ul style="list-style-type: none"> <li>• maintain a melody or repeated melodic pattern in a simple texture</li> </ul>
			<ul style="list-style-type: none"> <li>• describe form in terms of repetition and unity of melodic phrases</li> </ul>
			<b><i>Thoughts, Images, and Feelings</i></b>
			<ul style="list-style-type: none"> <li>• describe personal thoughts, images, and feelings experienced in classroom repertoire</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate the relationship between the elements of expression and the thoughts, images, and feelings evoked by a selection of music</li> </ul>
			<b><i>Context (Self and Community)</i></b>
			<ul style="list-style-type: none"> <li>• demonstrate a willingness to participate in rehearsals and performances</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate appropriate performance skills and audience etiquette</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate respect for the contributions of others</li> </ul>
			<b><i>Context (Historical and Cultural)</i></b>
			<ul style="list-style-type: none"> <li>• identify historical and cultural contexts of music</li> </ul>
			<ul style="list-style-type: none"> <li>• describe a variety of purposes for music</li> </ul>

			<ul style="list-style-type: none"> <li>demonstrate a willingness to experience music from a variety of historical and cultural contexts</li> </ul>
			<b>VISUAL ARTS</b>
			<b><i>Image-Development and Design Strategies</i></b>
			<b><i>(Perceiving/Responding)</i></b>
			<ul style="list-style-type: none"> <li>identify a variety of image sources, including feelings, imagination, memory, and observation</li> </ul>
			<ul style="list-style-type: none"> <li>suggest purposes for a variety of images</li> </ul>
			<ul style="list-style-type: none"> <li>identify differences between original artworks and reproductions</li> </ul>
			<b><i>(Creating/Communicating)</i></b>
			<ul style="list-style-type: none"> <li>use feelings, observation, memory, and imagination as sources for images</li> </ul>
			<ul style="list-style-type: none"> <li>make 2-D and 3-D images: using a variety of design strategies, including multiplication, exploring a variety of media, to communicate experiences, moods, and stories, to illustrate and decorate and that engage more than one of the senses</li> </ul>
			<b>Context</b>
			<b><i>(Perceiving/Responding)</i></b>
			<ul style="list-style-type: none"> <li>identify images from a variety of historical and cultural contexts</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an awareness that particular images have value in the community</li> </ul>
			<ul style="list-style-type: none"> <li>suggest reasons for preferences in artworks</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an awareness of a variety of reasons why people make and use art</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate respect for the work of self and others</li> </ul>
			<b><i>(Creating/Communicating)</i></b>
			<ul style="list-style-type: none"> <li>create images: based on objects, places, events, or issues in their classroom, school, and community and in response to images from a variety of cultural contexts</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate a willingness to display individual and group artworks in a variety of ways</li> </ul>
			<b><i>Visual Elements and Principles of Art and Design</i></b>
			<b><i>(Perceiving/Responding)</i></b>
			<ul style="list-style-type: none"> <li>identify the elements of colour, shape, line, and texture and the principles of pattern and repetition in images and in natural and human-built environments</li> </ul>
			<ul style="list-style-type: none"> <li>identify the expressive qualities of individual visual elements</li> </ul>
			<ul style="list-style-type: none"> <li>suggest reasons for the use of elements and principles in their work</li> </ul>
			<b><i>(Creating/Communicating)</i></b>

			<ul style="list-style-type: none"> <li>• create images using the elements and principles to produce a particular effect</li> </ul>
			<b><i>Materials, Technologies, and Processes</i></b>
			<b><i>(Perceiving/Responding)</i></b>
			<ul style="list-style-type: none"> <li>• demonstrate an awareness that materials, tools, equipment, and processes can be used to create particular effects</li> </ul>
			<ul style="list-style-type: none"> <li>• identify safe and environmentally sensitive use of materials, tools, equipment, and processes</li> </ul>
			<ul style="list-style-type: none"> <li>• use appropriate vocabulary to identify the materials, tools, equipment, and processes used to create particular images</li> </ul>
			<b><i>(Creating/Communicating)</i></b>
			<ul style="list-style-type: none"> <li>• make images using a variety of materials, tools, equipment, and processes</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate a willingness to explore a range of materials, tools, equipment, and processes</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate appropriate setup, use, clean-up, and storage procedures for the materials, tools, and equipment they use</li> </ul>

Term			<b>Health and Career Education (2006)</b>
1	2	3	It is expected that students will:
			<b><i>Goals and Decisions</i></b>
			<ul style="list-style-type: none"> <li>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)</li> </ul>
			<ul style="list-style-type: none"> <li>identify opportunities to make decisions (e.g., healthy eating choices, recess activities)</li> </ul>
			<b><i>Career Development</i></b>
			<ul style="list-style-type: none"> <li>describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)</li> </ul>
			<ul style="list-style-type: none"> <li>identify effective work habits (e.g., staying on task, being prepared, co-operating with others)</li> </ul>
			<b><i>Health: Healthy Living</i></b>
			<ul style="list-style-type: none"> <li>describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)</li> </ul>
			<ul style="list-style-type: none"> <li>identify healthy eating practices as described in <i>Canada's Food Guide to Healthy Eating</i></li> </ul>
			<ul style="list-style-type: none"> <li>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)</li> </ul>
			<b><i>Health: Healthy Relationships</i></b>
			<ul style="list-style-type: none"> <li>describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)</li> </ul>
			<ul style="list-style-type: none"> <li>identify positive ways to initiate and maintain healthy friendships</li> </ul>
			<b><i>Health: Safety and Injury Prevention</i></b>
			<ul style="list-style-type: none"> <li>demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including using a strong voice to say "no," "stop," "I don't like this" calling out for help and getting away if possible telling a trusted adult, keep telling a trusted adult until you get help, not giving out personal information without your parents' knowledge and permission</li> </ul>
			<ul style="list-style-type: none"> <li>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</li> </ul>
			<b><i>Health: Substance Misuse Prevention</i></b>
			<ul style="list-style-type: none"> <li>describe the potential harm associated with various unsafe substances (e.g., illness, burns)</li> </ul>
			<ul style="list-style-type: none"> <li>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)</li> </ul>

### Key to symbols used in Mathematics section

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

Term			<b>Mathematics (2007)</b>
1	2	3	It is expected that students will:
			<b><i>Number</i></b>
			<ul style="list-style-type: none"> <li>say the number sequence from 0 to 100 by 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively, 10s using starting points from 1 to 9, and 2s starting from 1 [C, CN, ME, R]</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate if a number (up to 100) is even or odd [C, CN, PS, R]</li> </ul>
			<ul style="list-style-type: none"> <li>describe order or relative position using ordinal numbers (up to tenth) [C, CN, R]</li> </ul>
			<ul style="list-style-type: none"> <li>represent and describe numbers to 100, concretely, pictorially, and symbolically [C, CN, V]</li> </ul>
			<ul style="list-style-type: none"> <li>compare and order numbers up to 100 [C, CN, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>estimate quantities to 100 using referents [C, ME, PS, R]</li> </ul>
			<ul style="list-style-type: none"> <li>illustrate, concretely and pictorially, the meaning of place value for numerals to 100 [C, CN, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate and explain the effect of adding zero to or subtracting zero from any number [C, R]</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by using personal strategies for adding and subtracting with and without the support of manipulatives, creating and solving problems that involve addition and subtraction, explaining that the order in which numbers are added does not affect the sum, and explaining that the order in which numbers are subtracted may affect the difference [C, CN, ME, PS, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>apply mental mathematics strategies, such as using doubles, making 10, one more, one less, two more, two less, building on a known double, addition for subtraction, and to determine basic addition facts to 18 and related subtraction facts [C, CN, ME, R, V]</li> </ul>
			<b><i>Patterns and Relations</i></b>
			<b><i>Patterns.</i></b>
			<ul style="list-style-type: none"> <li>demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds, and actions. [C, CN, PS, R, V]</li> </ul>

			<ul style="list-style-type: none"> <li>demonstrate an understanding of increasing patterns by describing, reproducing, extending, and creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100) [C, CN, PS, R, V]</li> </ul>
<b><i>Variables and Equations</i></b>			
			<ul style="list-style-type: none"> <li>demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100) [C, CN, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>record equalities and inequalities symbolically using the equal symbol or the not equal symbol [C, CN, R, V]</li> </ul>
<b><i>Shape and Space</i></b>			
<b><i>Measurement</i></b>			
			<ul style="list-style-type: none"> <li>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]</li> </ul>
			<ul style="list-style-type: none"> <li>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]</li> </ul>
			<ul style="list-style-type: none"> <li>compare and order objects by length, height, distance around, and mass (weight) using nonstandard units, and make statements of comparison [C, CN, ME, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>measure length to the nearest non-standard unit by using multiple copies of a unit, and using a single copy of a unit (iteration process) [C, ME, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate that changing the orientation of an object does not alter the measurements of its attributes [C, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>construct skeletons of a three-dimensional object from a model and relate the skeletons (nets) to models</li> </ul>
<b><i>3-D Objects and 2-D Shapes</i></b>			
			<ul style="list-style-type: none"> <li>sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule [C, CN, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>describe, compare, and construct 3-D objects, including cubes, spheres, cones, cylinders, and pyramids [C, CN, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>describe, compare, and construct 2-D shapes, including triangles, squares, rectangles, and circles [C, CN, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>identify 2-D shapes as parts of 3-D objects in the environment [C, CN, R, V]</li> </ul>

Term			<b>Physical Education (1995)</b>
1	2	3	It is expected that students will:
			<b><i>Active Living</i></b>
			<ul style="list-style-type: none"> <li>participate regularly in vigorous physical activities</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate behaviours that indicate interest and enjoyment in physical activity</li> </ul>
			<ul style="list-style-type: none"> <li>describe the benefits of physical activity</li> </ul>
			<ul style="list-style-type: none"> <li>identify changes in personal growth and development</li> </ul>
			<ul style="list-style-type: none"> <li>describe the changes that take place in the body during physical activity</li> </ul>
			<ul style="list-style-type: none"> <li>participate in warm-up and cool-down activities</li> </ul>
			<ul style="list-style-type: none"> <li>identify good nutritional habits</li> </ul>
			<ul style="list-style-type: none"> <li>participate in physical activity performed in a natural setting</li> </ul>
			<b><i>Movement (Alternative-Environment Activities)</i></b>
			<ul style="list-style-type: none"> <li>move safely in a variety of alternative environments</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate activity-specific motor skills in a variety of alternative environments</li> </ul>
			<b><i>Movement (Dance)</i></b>
			<ul style="list-style-type: none"> <li>respond to a variety of stimuli to create movement sequences, alone and with others</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate basic dance steps and patterns using locomotor and non-locomotor skills, alone and with others</li> </ul>
			<ul style="list-style-type: none"> <li>perform simple movement sequences using elements of body and space awareness</li> </ul>
			<ul style="list-style-type: none"> <li>perform simple movement sequences using elements of body and space awareness, qualities, and relationships, alone and with others, with and without objects</li> </ul>
			<b><i>Movement (Games)</i></b>
			<ul style="list-style-type: none"> <li>demonstrate ways to retain possession of an object</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate ways to send and receive an object using a variety of body parts and implements</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate ways to project an object using a variety of body parts and movements</li> </ul>
			<ul style="list-style-type: none"> <li>create and explain games that use specific skills</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate body and space awareness when performing simple game-skills activities</li> </ul>
			<b><i>Movement (Gymnastics)</i></b>

		<ul style="list-style-type: none"> <li>perform simple gymnastic movements using locomotor and non-locomotor skills, elements of body and space awareness, qualities, and relationships, alone and with others, with and without objects</li> </ul>
		<ul style="list-style-type: none"> <li>use a variety of gymnastic themes to create sequences using small equipment and large apparatus, individually and with others</li> </ul>
<b><i>Movement (Individual and Dual Activities)</i></b>		
		<ul style="list-style-type: none"> <li>select and perform locomotor and non-locomotor skills involved in a variety of individual and dual activities</li> </ul>
		<ul style="list-style-type: none"> <li>demonstrate ways to throw an object at a target with increasing accuracy</li> </ul>
		<ul style="list-style-type: none"> <li>select and combine activity-specific motor skills involved in individual and dual activities</li> </ul>
<b><i>Personal and Social Responsibility</i></b>		
		<ul style="list-style-type: none"> <li>demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity</li> </ul>
		<ul style="list-style-type: none"> <li>demonstrate safe behaviours when participating in physical activity</li> </ul>
		<ul style="list-style-type: none"> <li>demonstrate self-confidence while participating in activities from different movement categories</li> </ul>
		<ul style="list-style-type: none"> <li>display a willingness to share ideas, space, and equipment when participating cooperatively with others</li> </ul>
		<ul style="list-style-type: none"> <li>accept responsibility for assigned roles while participating in physical activity</li> </ul>
		<ul style="list-style-type: none"> <li>display a willingness to work with others of various abilities, interests, and cultural backgrounds</li> </ul>
		<ul style="list-style-type: none"> <li>identify the links between work and leisure</li> </ul>

Term			<b>Science (2005)</b>
1	2	3	It is expected that students will:
			<b><i>Processes and Skills of Science</i></b>
			<ul style="list-style-type: none"> <li>• use their senses to interpret observations</li> </ul>
			<ul style="list-style-type: none"> <li>• infer the probable outcome of an event or behaviour based on observations</li> </ul>
			<b><i>Life Science: Animal Growth and Changes</i></b>
			<ul style="list-style-type: none"> <li>• classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles</li> </ul>
			<ul style="list-style-type: none"> <li>• describe some changes that affect animals (e.g., hibernation, migration, decline in population)</li> </ul>
			<ul style="list-style-type: none"> <li>• describe how animals are important in the lives of Aboriginal peoples in BC</li> </ul>
			<ul style="list-style-type: none"> <li>• describe ways in which animals are important to other living things and the environment</li> </ul>
			<b><i>Physical Science: Properties of Matter</i></b>
			<ul style="list-style-type: none"> <li>• identify the properties of solids, liquids, and gases</li> </ul>
			<ul style="list-style-type: none"> <li>• investigate changes to the properties of matter when it is heated or cooled</li> </ul>
			<ul style="list-style-type: none"> <li>• investigate the interactions of liquids and solids</li> </ul>
			<b><i>Earth and Space Science: Air, Water, and Soil</i></b>
			<ul style="list-style-type: none"> <li>• describe physical properties of air, water, and soil</li> </ul>
			<ul style="list-style-type: none"> <li>• distinguish ways in which air, water, and soil interact</li> </ul>
			<ul style="list-style-type: none"> <li>• explain why air, water, and soil are important for living things</li> </ul>

Term			<b>Social Studies (2006)</b>
1	2	3	It is expected that students will:
			<b><i>Skills and Processes of Social Studies</i></b>
			<ul style="list-style-type: none"> <li>interpret simple maps using cardinal directions, symbols, and simple legends</li> </ul>
			<ul style="list-style-type: none"> <li>create simple maps representing familiar locations</li> </ul>
			<ul style="list-style-type: none"> <li>gather information from a variety of sources for presentation</li> </ul>
			<ul style="list-style-type: none"> <li>present information using oral, written, or visual representations</li> </ul>
			<ul style="list-style-type: none"> <li>select a solution to a classroom or school problem</li> </ul>
			<b><i>Identity, Society, and Culture</i></b>
			<ul style="list-style-type: none"> <li>identify changes that occur in the school and community throughout the year</li> </ul>
			<ul style="list-style-type: none"> <li>describe ways individuals contribute to a community</li> </ul>
			<ul style="list-style-type: none"> <li>identify factors that influence who they are</li> </ul>
			<ul style="list-style-type: none"> <li>identify significant language and cultural characteristics of Canadian society</li> </ul>
			<b><i>Governance</i></b>
			<ul style="list-style-type: none"> <li>distinguish their roles, rights, and responsibilities within the classroom and school</li> </ul>
			<ul style="list-style-type: none"> <li>describe how decisions are made in groups, the classroom, and the school</li> </ul>
			<b><i>Economy and Technology</i></b>
			<ul style="list-style-type: none"> <li>describe work done in the school</li> </ul>
			<ul style="list-style-type: none"> <li>describe the purpose of money</li> </ul>
			<ul style="list-style-type: none"> <li>describe how technology affects individuals and schools</li> </ul>
			<b><i>Human and Physical Environment</i></b>
			<ul style="list-style-type: none"> <li>locate on a map landforms and bodies of water of local and national significance, including: Pacific Ocean, Atlantic Ocean, Arctic Ocean, Vancouver Island, Rocky Mountains and locally relevant examples</li> </ul>
			<ul style="list-style-type: none"> <li>describe their responsibility to the local environment</li> </ul>
			<ul style="list-style-type: none"> <li>describe how the physical environment influences human activities</li> </ul>