



Education and Early
Childhood Development

Specific Curriculum Outcomes Framework

Grade 2

2013

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Introduction

This learning outcomes framework comprises a series of specific curriculum outcome statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in their public school education. Through an ongoing process, the Department of Education and Early Childhood Development is developing a learning outcomes framework for each area of the public school program.

This document provides an overview of the learning outcomes framework organized by grade level and subject area. It is intended to serve as a brief survey of expected learning outcomes and as a tool to assist teachers in program planning. The connections among learning outcomes reflect natural affinities among subject areas and facilitate the design of a balanced, integrated program.

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to the *Journey On* documents, located on the Department of Education and Early Childhood Development website <http://www.edu.pe.ca/journeyon/>

Foundation documents provide the framework for general and key-stage curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on specific curriculum outcomes and describe other aspects of curriculum, such as program design and components, instructional and assessment strategies, and resources.

General curriculum outcomes are statements which identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key-stage curriculum outcomes are statements which identify what students are expected to know and be able to do by the end of Grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area. Specific curriculum outcomes are statements which identify what students are expected to know and be able to do at a particular grade level.

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes.

Elementary Program Components

Elementary schools must include, for all children in each year's program for kindergarten through Grades 1-6, health, language arts, mathematics, music, physical education, social studies, science, and visual arts. The elementary program does not include technology education as a subject area; however, the general and key-stage curriculum outcomes for technology education included in this booklet provide a framework for teachers of kindergarten through Grades 1-6 to use in integrating technology education within learning experiences across the curriculum.

Communication and Information Technology

General Technology Outcomes

GTO A - Technology Problem-Solving
Students will be expected to design, develop, evaluate, and articulate technological solutions.

GTO B - Technology Systems
Students will be expected to operate and manage technological systems.

GTO C - History and Evolution of Technology
Students will be expected to demonstrate an understanding of the history and evolution of technology and of its social and cultural implications.

GTO D - Technology and Careers
Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

GTO E - Technological Responsibility
Students will be expected to demonstrate an understanding of the consequences of their technological choices.

CODES USED IN CONTINUUM

(A) AWARENESS LEVEL

The student is exposed to the technology as it is being used by others.

(G) GUIDED LEVEL

The student begins to use the technology with the help of others.

(I) INDEPENDENT LEVEL

The student uses technology without assistance.

Specific Curriculum Outcomes

Computer System

Students will be expected to

- B1.1 (G) login, open and close a program; open, save, and manage technological solutions, close file with a mouse
- B1.2 (A) demonstrate proper use of login numbers and names, set-up and change passwords, and be aware of implications of multiple logins
- B1.4 (A) differentiate between “Save” and “Save as”
- B1.6 (A) have an understanding of file management (drives and folders, rename, select, move, copy, paste, delete, display, format, backup, etc.)
- B1.13 (A) identify computer viruses, how they are transmitted and how anti-virus software is used to protect or clean a computer
- B1.14 (A) identify SPAM, pop-up ads, spyware, and other invasive software coding
- C1.1 (G) identify technologies that are found in everyday life

Social, Ethical, and Health

Students will be expected to

- A2.1 (A) identify aspects of an ergonomic workstation (lighting, monitor angle, work placement, keyboard height, seat height, posture, etc.)
- B2.1 (A) demonstrate proper touch keyboarding techniques (i.e., home row, quick key strokes, proper reaches)
- E2.1 (G) respect equipment and other student’s work
- E2.2 (G) work cooperatively at work station
- E2.3 (G) adhere to *Acceptable Use Agreement* for work stations/network/Internet
- E2.8 (A) demonstrate caution before sending personal information over the Internet
- E2.9 (A) follow publishing etiquette (suitable language, no discrimination, etc.) adhere to the guidelines for school web pages as outlined by the PEI Department of Education

Internet

Students will be expected to

- A3.1 (A) demonstrate awareness of the Internet as a source of information
- A3.2 (A) use various tools (search engines and directories) and strategies necessary to carry out research
- B3.1 (A) use the various browser navigation tools (back, forward, history)
- B3.2 (A) manage bookmarks/favourites

Concept Maps

Students will be expected to

- A4.1 (A) use brainstorming techniques to generate ideas
- A4.3 (G) categorize ideas graphically
- A4.4 (G) create links between ideas; re-link or delete links between ideas
- B4.1 (A) add fonts, graphics, sound, and colours to enhance ideas
- A4.5 (G) elaborate on ideas (i.e., adding notes, annotations, etc.)

General Technology Outcomes

Specific Curriculum Outcomes

Students will be expected to

Graphics

Students will be expected to

- A5.1 (A) create illustrations or graphics by using the various drawing tools
- B5.1 (A) demonstrate various object editing features (i.e., select, unselect, resize, crop, area fill, add colour and pattern, size adjustment using the mouse or scale, various erasing techniques, object orientation, change font and text size, colour or appearance, create text blocks, change text wrap selection and other text manipulation functions)

Word Processing

Students will be expected to

- A7.2 (G) identify examples of desktop publishing (i.e., newspaper, catalogue, ads, brochure)
- B7.1 (G) use a grade level appropriate word processor to create and edit written work
- B7.2 (G) locate characters on a keyboard and identify functions of word processing (i.e., cursor, insertion point, enter key, space bar, upper case, backspace, shortcut key)
- B7.4 (A) change font, size, colour, style (i.e., bold italics, underline, insert special characters, drop capitals)
- B7.7 (A) insert a graphic and manipulate (i.e., resize, add borders and fill, create text art)

Multimedia

Students will be expected to

- B8.1 (A) navigate multimedia resources such as slide shows, online resources, or CD-ROM interactive educational activities

Database

Students will be expected to

- A9.1 (G) use an existing database (CD-ROM, MicroCat, Dynex, Internet search engine) to find information (sign up for Provincial Library Card - Abbycat)
- A9.2 (A) perform searches on a database file using logical and Boolean operators (understands commands, scope, filters, and conditions)
- A9.5 (A) use databases to analyse data and look for trends
- B9.1 (G) enter data into a pre-existing database, edit data, and use automated text
- B9.4 (A) sort records alphabetically, numerically, and by multiple fields
- B9.5 (A) create a report from the entire database or selected records

Telecommunications

Email:

Students will be expected to

- B10.1 (G) send messages
- B10.2 (G) open messages

Web Authoring

Students will be expected to

- A1.1 (A) identify web page creation possibilities

English Language Arts

General Curriculum Outcomes

Speaking and Listening

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

GCO 3: Students will interact with sensitivity and respect, considering the situation, audience, and purpose.

Specific Curriculum Outcomes

Students will be expected to

(Early)

- 1.1 express thoughts and feelings and describe experiences
- 1.2 ask and respond to questions to clarify information or gather further information
- 1.3 express opinions and give simple explanations for some of their opinions (I like ... because)
- 1.4 listen to others' ideas and opinions

(Transitional)

- 1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- 1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- 1.3 express and explain opinions and respond to the questions and reactions of others
- 1.4 listen critically to others' ideas and opinions

(Early)

- 2.1 sustain one-to-one conversations and contribute to small- and large-group interactions
- 2.2 use intonation, facial expressions, and gestures to communicate ideas and feelings
- 2.3 respond to and give instructions or directions that include two or three components
- 2.4 engage in informal oral presentations and respond to a variety of oral presentations and other texts

(Transitional)

- 2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
- 2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to a variety of oral presentations and other texts

(Early)

- 3.1 demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- 3.2 recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- 3.3 recognize that volume of voice needs to be adjusted according to the situation (e.g., playground, classroom)

General Curriculum Outcomes

Reading and Viewing

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Specific Curriculum Outcomes

Students will be expected to

(Transitional)

- 3.1 use basic courtesies and conventions of conversation in group work and co-operative play
- 3.2 identify some forms of oral language that are unfair to particular individuals and cultures, and use vocabulary that shows respect for all people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

(Early)

- 4.1 regard reading/viewing as sources of interest, enjoyment, and information
- 4.2 expand their understanding of concepts of print
 - punctuation in text serves a purpose
 - upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)
- 4.3 select independently, and with teacher assistance, texts appropriate to their interests and learning needs
- 4.4 use some features of written text to determine content, locate topics, and obtain information
- 4.5 use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct
 - predict on the basis of what makes sense, what sounds right, and what the print suggests
 - make meaningful substitutions
 - attempt to self-correct predictions that interfere with meaning
 - begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (i.e., Did it make sense? Did it sound right? If it's tiger, would it start with "p"?)
- 4.6 use a variety of strategies to create meaning
 - identify main idea
 - predict content using text information along with personal knowledge and experiences
 - make inferences by drawing on their own experiences and clues in the text
 - identify character traits from contextual clues
 - make connections between texts, noticing similarities in characters, events, illustrations, and language
 - follow written directions
- 4.7 consistently match one-to-one

(Transitional)

- 4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- 4.2 read widely and experience a variety of children's literature

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- 4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- 4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonetic) and a range of strategies to construct meaning
- predict the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
 - monitor reading by cross-checking the various cues (i.e., Did that make sense? Did it sound right? If that were “fire” would it have a “t” at the end?)
 - use a variety of self-correcting strategies (e.g., rereading, reading on, and trying to think about what would make sense, trying to find a little word in the big word)
 - read silently, vocalizing only when a major problem with word recognition or meaning occurs
 - visually survey the text when reading and abandon finger pointing unless a problem occurs
 - word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication
 - use blending as one strategy for decoding words
 - recognize a wide variety of sight words
 - use a dictionary
 - identify the main idea and supporting details of a text
 - identify principles of order in text (time, cause and effect, space)
 - interpret figurative language
 - use clues from the text and personal experiences to gain an understanding of character
 - recognize different emotions and empathize with literary characters
 - recognize the elements of a story or plot
 - use prereading/previewing strategies, such as
 - predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
 - making connections between what they read and their own experiences and knowledge
 - setting their own purposes for reading/viewing
 - asking themselves questions about what they want to find out
 - use during reading/viewing strategies, such as
 - verifying and adjusting predictions/making further predictions
 - making connections between what they read and their own experiences and knowledge
 - visualizing characters, settings, and situations (making pictures in their minds)
 - use after-reading/viewing strategies such as
 - reflecting about the text
 - responding to the text (through talking, writing, or some other means of representation)
 - asking questions about the text
- 4.5 describe their own reading and viewing processes using strategies

General Curriculum Outcomes

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

GCO 6: Students will be expected to respond personally to a range of texts.

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.

Specific Curriculum Outcomes

Students will be expected to

(Early)

- 5.1 engage in research process with assistance
- generate questions to guide research
 - locate appropriate information with assistance (classroom, library, home, community)
 - interact with the information

(Transitional)

- 5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
- identify their own personal and learning needs for information
 - generate their own questions as a guide for research
 - use a range of print and non-print materials to meet their needs
 - use basic reference materials and a database or electronic search
 - reflect on their own research process

(Early)

- 6.1 make personal connections to text and share their responses in a variety of ways
- 6.2 express and begin to support opinions about texts and the work of authors and illustrators

(Transitional)

- 6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions
- 6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions

(Early)

- 7.1 use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics
- 7.2 respond critically to texts
- formulate questions as well as understandings
 - develop an understanding and respect for diversity

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

(Transitional)

- 7.1 question information presented in print and visual texts
 - use a personal knowledge base as a frame of reference
- 7.2 identify some different types of print and media texts
 - recognize some of their language conventions and text characteristics
 - recognize that these conventions and characteristics help them understand what they read and view
- 7.3 respond critically to texts
 - formulate questions as well as understandings
 - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
 - discuss the text from the perspective of their own realities and experiences
 - identify instances of prejudice, bias, and stereotyping

Writing and Other Ways of Representing

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

(Early)

- 8.1 use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- 8.2 begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
- 8.3 begin to experiment with language choices in imaginative writing and other ways of representing

(Transitional)

- 8.1 use writing and other forms of representation to
 - formulate questions
 - generate and organize language and ideas
 - discover and express personal attitudes and opinions
 - express feelings and imaginative ideas
 - record experiences
 - explore how and what they learn
- 8.2 explore, with assistance, ways for making their own notes
- 8.3 experiment with language choices in imaginative writing and other ways of representing

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

(Early)

- 9.1 use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, roleplays, Readers Theatre)

General Curriculum Outcomes

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Specific Curriculum Outcomes

Students will be expected to

- 9.2 demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing
- 9.3 consider their readers'/viewers'/listeners' questions/comments and begin to use such responses to assess and extend their learning

(Transitional)

- 9.1 create written and media texts using a variety of forms
 - experiment with a combination of writing with other media to increase the impact of their presentations
- 9.2 demonstrate some awareness of purpose and audience
 - make choices about form for a specific purpose/audience
 - realize that work to be shared with an audience needs editing
- 9.3 consider their readers'/listeners'/viewers' questions/comments, and other responses in assessing their work and extending their learning

(Early)

- 10.1 develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
 - use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation — capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
 - use a variety of techniques for publishing/presenting sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- 10.2 use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I,” and sentence beginnings

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- 10.3 demonstrate engagement with the creation of pieces of writing and other representations
- engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities observations/information to classroom records of field trips, science experiments, etc.
- 10.4 with assistance, experiment with technology in writing and other forms of representing
- use a tape recorder to record choral readings, dramatizations, retellings, or finished pieces of writing
 - create illustrations/drawings with a computer graphics/drawing program
 - compose simple text (and begin to revise and edit) with a word processing program
 - share writing/representations on-line
- 10.5 select, organize, and combine, with assistance, relevant information to construct and communicate meaning
- interact with resources (print, non-print, or human) to answer their own questions or learning needs
 - with assistance, develop strategies for making and organizing notes
 - create a new product
 - share their information in a variety of simple ways

(Transitional)

- 10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brain-storming, webbing, story mapping, reading, researching, interviewing, reflecting)
 - use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping the audience in mind, using a word processor to compose)
 - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)
 - use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, charts and diagrams to enhance writing/representing orally; publishing in a class newsletter; publishing on-line; submitting work to school/district newsletter)
- 10.2 use some conventions of written language
 - punctuation and capitalization
 - use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
 - use periods at the ends of sentences and for abbreviations
 - use commas in a series and in dates
 - use apostrophes for possessives and contractions
 - use question marks, exclamation marks, and quotation marks
 - language structure
 - make subjects and verbs agree
 - begin to use simple paragraphing
 - use a variety of simple and more complex sentence structures
 - use pronouns appropriately
 - spelling
 - use meaning and syntax patterns as well as sound cues
 - use a range of spelling strategies
 - spell many words conventionally
 - use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)
- 10.3 demonstrate engagement with the creation of pieces of writing and other representation
 - engage in writing/representing activities for sustained periods of time
 - work willingly on revising and editing for an audience
 - demonstrate pride and sense of ownership in writing/representing efforts
- 10.4 experiment with technology in writing and other forms of representing
 - use a tape recorder to tape dramatic presentations, readings of published work, and retellings
 - use a simple word processing program to draft, revise, edit, and publish
 - use a drawing program (computer software)
 - with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy)
 - with assistance, use the Internet to communicate
- 10.5 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

Health

General Curriculum Outcomes

Wellness Choices

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Specific Curriculum Outcomes

Personal Health

Students will be expected to

- W-2.1 describe the effects of combining healthy eating and physical activity
- W-2.2 examine the need for positive health habits
- W-2.3 demonstrate appreciation for one's own body
- W-2.4 classify foods according to *Canada's Food Guide to Healthy Eating*, and apply knowledge of food groups to plan for appropriate snacks and meals
- W-2.5 demonstrate an understanding of responsible use of medicine

Safety and Responsibility

Students will be expected to

- W-2.6 describe and apply communication safety behaviour at home
- W-2.7 describe and apply safety rules when using physical activity and playground equipment
- W-2.8 identify members of personal safety support networks and how to access assistance
- W-2.9 describe consequences of inappropriate use of 911

Understanding and Expressing Feelings

Students will be expected to

- R-2.1 recognize that individuals make choices about how to express feelings
- R-2.2 become aware that the safe expression of feelings is healthy
- R-2.3 develop communication strategies to express needs and seek support

Interactions

Students will be expected to

- R-2.4 demonstrate ways to show appreciation to friends and others
- R-2.5 demonstrate behaviours that show respect for others
- R-2.6 demonstrate an age-appropriate conflict resolution strategy

Group Roles and Processes

Students will be expected to

- R-2.7 recognize and value strengths and talents that members bring to a group
- R-2.8 explain how groups can contribute to a safe and caring environment
- R-2.9 demonstrate an understanding of the importance of cooperation within the family
- R-2.10 explain how changes can occur within a family

General Curriculum Outcomes

Life Learning Choices

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Specific Curriculum Outcomes

Learning Strategies

Students will be expected to

- L-2.1 demonstrate organizational skills
- L-2.2 identify personal behaviours that show readiness to learn
- L-2.3 apply the decision-making process for age-appropriate issues
- L-2.4 recognize that it takes time and effort to accomplish goals

Life Goals and Career Development

Students will be expected to

- L-2.5 demonstrate an understanding that individuals have similar and different interests, strengths, and skills
- L-2.6 recognize that each individual has many roles in life

Volunteerism

Students will be expected to

- L-2.7 explain why volunteerism is important
- L-2.8 select and perform volunteer tasks in the school

Mathematics

General Curriculum Outcomes

Number (N)

GCO: Develop number sense.

Specific Curriculum Outcomes

Students will be expected to

- N1 Say the number sequence from 0 to 100 by:
- 2s, 5s, and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10, respectively;
 - 10s using starting points from 1 to 9;
 - 2s starting from 1.
- N2 Demonstrate if a number (up to 100) is even or odd.
- N3 Describe order or relative position using ordinal numbers (up to tenth).
- N4 Represent and describe numbers to 100, concretely, pictorially, and symbolically.
- N5 Compare and order numbers up to 100.
- N6 Estimate quantities to 100 using referents.
- N7 Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.
- N8 Demonstrate and explain the effect of adding zero to or subtracting zero from any number.
- N9 Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by:
- using personal strategies for adding and subtracting with and without the support of manipulatives;
 - creating and solving problems that involve addition and subtraction;
 - explaining that the order in which numbers are added does not affect the sum;
 - explaining that the order in which numbers are subtracted may affect the difference.
- N10 Apply mental mathematics strategies, such as:
- using doubles;
 - making 10;
 - one more, one less;
 - two more, two less;
 - building on a known double;
 - addition for subtraction
- to determine basic addition facts to 18 and related subtraction facts.
- PR1 Demonstrate an understanding of repeating patterns (three to five elements) by:
- describing;
 - extending;
 - comparing;
 - creating
- patterns using manipulatives, diagrams, sounds, and actions.

Patterns and Relations (PR)

GCO: Use patterns to describe the world and solve problems.

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

Shape and Space (SS)

GCO: Use direct and indirect measure to solve problems.

- PR2 Demonstrate an understanding of increasing patterns by:
- describing;
 - reproducing;
 - extending;
 - creating
- patterns using manipulatives, diagrams, sounds, and actions (numbers to 100).
- PR3 Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).
- PR4 Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.

- SS1 Relate the number of days to a week and the number of months to a year in a problem-solving context.
- SS2 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).
- SS3 Compare and order objects by length, height, distance around, and mass (weight) using nonstandard units, and make statements of comparison.
- SS4 Measure length to the nearest non-standard unit by:
- using multiple copies of a unit;
 - using a single copy of a unit (iteration process).
- SS5 Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.
- SS6 Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule.
- SS7 Describe, compare and construct 3-D objects, including:
- cubes;
 - spheres;
 - cones;
 - cylinders;
 - pyramids.
- SS8 Describe, compare and construct 2-D shapes, including:
- triangles;
 - squares;
 - rectangles;
 - circles.
- SS9 Identify 2-D shapes as part of 3-D objects in the environment.

Statistics and Probability (SP)

GCO: Collect, display, and analyse data to solve problems.

- SP1 Gather and record data about self and others to answer questions.
- SP2 Construct and interpret concrete graphs and pictographs to solve problems.

Music

General Curriculum Outcomes

Musical Awareness and Appreciation

GCO 2: Students will be expected to develop an appreciation of the importance of music in daily life and respect the role that music plays in their heritage and culture.

Specific Curriculum Outcomes

Students will be expected to

- 2.2.1 discuss how music is a source of enjoyment and personal well-being
- 2.2.2 explore different roles music has in a variety of private and public contexts, for example, home, school, church, and community events
- 2.2.3 describe and present their thoughts and feelings about music and explore ways in which music expresses events and experiences in their everyday lives
- 2.2.4 demonstrate an awareness and begin to appreciate cultural contexts of music, including the music of Atlantic Canada
- 2.2.5 continue to explore different and diverse musical cultures of the past and present
- 2.2.6 continue to experience artistic, kinesthetic, and social connections between music and the other arts (dance, drama, literature, and visual arts)

Physical Education

Please note: The three goals, Active Living, Skilful Movement, and Relationships will be referred throughout this section as GCO 1, GCO 2, and GCO 3.

GCO 1: Active Living

Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

GCO 2: Skilful Movement

Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

GCO 3: Relationships

Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

General Curriculum Outcomes

GCO 1

Specific Curriculum Outcomes

Active Living

Students will be expected to

2.1 Health-Related Fitness

Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.

2.2 Active Living

Analyse daily habits and actions that demonstrate personal engagement in and taking personal responsibility for leading a physically active life.

Cross-curricular link

Health: Wellness Choices - W-2.1, W-2.2, W-2.3

GCO 2

Skilful Movement

Students will be expected to

2.3 Locomotor Skills

Explore, express, and apply a variety of ways to skilfully move the body through space while participating in movement activities, including at a

- utilization level of skill when
 - walking
 - running
 - jumping forward and landing
 - jumping sideways and landing
- control level of skill when
 - jumping backward and landing
 - hopping (body moves on one foot as in right foot to right foot)
 - skipping (combines a step and a hop)
 - leaping (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot)

General Curriculum Outcomes

Note: Rolling is a safety skill that supports future participation in various movement activities. Grade 2 students need to be taught how to roll forward safely (see indicator ‘r’). For this Grade 2 outcome, teachers should ask students to show how they can roll backward and not challenge them to go beyond backward rolls of their own creation. Descriptors of how to roll backwards safely are provided here as they appear in the Grade 3 curriculum.

Specific Curriculum Outcomes

Students will be expected to

- sliding (one foot steps and the other moves to meet the first foot, “step-close”)
- galloping (one foot steps, body propels upward, other foot moves to meet the first foot)
- rolling forward (see note at the left)
- rolling sideways
- progressing-towards-control level of skill when
 - rolling backward (see note at the left)

Cross-curricular link

Science: 201.1

2.4 Non-Locomotor Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move the body on the spot while participating in movement activities, including at a

- utilization level of skill when
 - balancing
 - jumping and landing on the spot
- control level of skill when
 - landing on hands from kneeling position

2.5 Manipulative Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move objects while participating in movement activities, including at a

- control level of skill when
 - throwing
 - catching (collecting, gathering)
 - kicking
- progressing-towards-control level of skill when
 - hand dribbling
 - foot dribbling
 - striking objects with hands
 - striking objects with short-handled implements

GCO 2, GCO 3

Skilful Movement, Relationships

Students will be expected to

2.6 Movement Variables

Vary the performance of the body while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of

- space (general space, levels, directions, pathways, and extensions)
- effort (time/speed, force, and flow)
- relationships (with objects and with others)

General Curriculum Outcomes**Specific Curriculum Outcomes**

Students will be expected to

- 2.7 Rhythmical Movement
Explore and demonstrate rhythmical movement with smooth transitions between movements in
- self-created patterns
 - responsive patterns, involving relationships with objects and others
 - established dances

GCO 1, GCO 2, GCO 3

Active Living, Skilful Movement, Relationships

Students will be expected to

- 2.8 Strategies and Skills
Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including
- low-organizational, co-operative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch)
 - target games (e.g., ring or hoop toss, bowling, bocce ball, curling)
 - alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country skiing, cycling, dogsledding, tobogganing)

GCO 3

(Prince Edward Island Physical Education Safety Guidelines document)

Relationships

Students will be expected to

- 2.9 Safe Behaviours
Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities
- 2.10 Relationships
Demonstrate self-control and a willingness to work and play co-operatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities

Science

General Curriculum Outcomes

STSE/Knowledge

GCO 1: Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)

GCO 3: Students will construct knowledge and understandings of concepts in life science, physical science, and earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

Skills

GCO 2: Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

Attitudes

GCO 4: Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

Specific Curriculum Outcomes

Life Science: Animal Growth and Changes

Investigating the Needs and Life Cycle of an Organism

Students will be expected to

- observe and describe changes in the appearance and activity of an organism as it goes through its life cycle (101-7)
- select and use materials to carry out their own explorations for observing the life cycles of an organism (200-4)
- ask questions about an organism's needs and changes in growth patterns that lead to exploration and investigation (200-1)
- record relevant observations of changes in the appearance and activity of an organism as it goes through its life cycle, using written language, pictures, and/or charts (201-5)
- identify constant and changing traits in organisms as they grow and develop (102-6)
- respond to other students' ideas about an organism's needs and changes in growth patterns (203-5)
- recognize the stages of development of the organism, using applicable terminology and language (203-2)
- propose suggestions for meeting the needs of the organism being investigated, and draw conclusions about its growth patterns or stages based on observations (202-7)
- communicate procedures and results of the investigation into the life cycle of an organism, using drawings, demonstrations, and/or written and oral descriptions (203-3)
- identify new questions about the needs and growth patterns of other organisms (202-9)

Comparing Life Cycles of Familiar Animals

Students will be expected to

- identify and use a variety of sources of science information and ideas to find out about the life cycles of other organisms (201-7)
- compare the life cycles of familiar animals and group them according to the similarities and differences of their life cycles (100-15, 202-2)
- describe features of natural and human-made environments that support the health and growth of some familiar animals (102-7)
- make predictions about the stages in a life cycle of an organism, based on an observed pattern of stages in a similar organism (200-3)

Human Growth and Development

Students will be expected to

- describe changes in humans as they grow and contrast human growth with that of other organisms (100-16)
- identify the basic food groups and describe actions and decisions that support a healthy lifestyle (103-5)

General Curriculum Outcomes

Specific Curriculum Outcomes

Earth and Space Science: Air and Water in the Environment

Air

Students will be expected to

- demonstrate how air, as a substance that surrounds us, takes up space and is felt as wind when it moves (102-10)
- communicate questions and ideas about air while conducting explorations (203-1)
- use appropriate tools in constructing a device to measure the speed and wind direction (201-3)
- observe changes in air conditions in indoor and outdoor environments, and describe and interpret these changes (100-26)

Forms and Changes in Moisture

Students will be expected to

- identify evidence of moisture in the environment, in materials, and in living things (102-9)
- use appropriate tools to measure amount of precipitation for a period of time (201-3)
- describe changes in the location, amount, and form of moisture, and investigate and identify conditions that can affect these changes (100-27, 200-4, 201-5)

Materials and Moisture

Students will be expected to

- ask questions to investigate how various materials interact with moisture (200-1)
- make predictions about which materials are more absorbent, waterproof, or dry more quickly, and select and use materials and tools to test their predictions (200-3, 200-4, 201-3)
- put tested materials in a sequence according to their ability to absorb water, be waterproof, and/or dry (202-2, 202-7)
- communicate the procedures and results of their tests of materials, using drawings, notes, and/or oral descriptions (203-2, 203-3)
- describe the effects of weather and ways to protect things under different weather conditions (103-7)

Protecting our Water Sources

Students will be expected to

- identify examples of water in the environment and describe ways that water is obtained, distributed, and used (102-11)
- identify the importance of clean water for humans, and suggest ways they could conserve water (103-8)

General Curriculum Outcomes

Specific Curriculum Outcomes

Physical Science: Liquids and Solids

The Three States of Water

Students will be expected to

- respond to the ideas and questions of classmates during investigations into the characteristics of water, and how it changes from one state to another (203-5)
- describe the characteristics of the three states of water (ice, water, water vapour) and predict changes from one state to another (103-6, 200-3)

Properties and Interactions of Familiar Liquids and Solids

Students will be expected to

- ask questions about the properties of familiar liquids and solids that lead to exploration and investigation (200-1)
- investigate and compare properties of familiar liquids and solids (100-17)
- investigate and describe the interactions of familiar liquids and solids (100-18)
- make and record relevant observations during investigations of the interactions of liquids and solids, using written language, pictures, and charts (201-5)
- place objects in groups according to the type of liquid in which they will float or sink (202-2)
- demonstrate an understanding of sinking and floating objects by identifying and solving a related practical problem (100-21, 200-2)
- compare and evaluate solutions to the practical problem related to sinking and floating (202-8)
- communicate procedures used to solve the practical problem related to sinking and floating, using drawings, demonstrations, and written and/or oral descriptions (203-3)

Mixing Liquids and Solids to Make New and Useful Materials

Students will be expected to

- select and use solids, liquids, and appropriate tools to make useful materials (100-19, 200-4, 201-3)
- communicate questions, ideas, and intentions to classmates while mixing and combining liquids and solids to form new and useful materials (203-1)
- investigate mixing materials to create a new material with characteristics that are different from the original components (100-20)
- identify and use a variety of sources to get ideas for creating new materials (201-7)
- describe and demonstrate ways we use our knowledge of solids and liquids to maintain a clean and healthy environment (102-8)

General Curriculum Outcomes

Specific Curriculum Outcomes

Physical Science: Relative Position and Motion

Position

Students will be expected to

- use materials to build objects that move in a specific manner (201-3)
- describe the position of an object relative to other objects, using language such as “to the left of,” “on top,” “beside,” or “two giant steps behind,” or to an identified space, and place an object in an identified position (100-23, 203-2)
- describe the position of objects from different perspectives (100-24)
- identify questions that arise about how different students view the same object from different perspectives, and co-operate with these students to make up accurate descriptions (202-9, 203-5)

Motion

Students will be expected to

- investigate and describe different patterns of movement (100-25a)
- describe the motion of an object in terms of a change in position and orientation relative to other objects (100-22, 203-2)
- follow a simple procedure where instructions are given to move a person or object in a certain way, or in a specified direction (201-1)
- ask questions about the factors that affect the motion of an object, and identify factors to investigate (200-1, 200-2)
- make predictions about how various factors will affect the motion of an object (200-3)
- use terms like “faster” or “slower,” and tools such as rulers, string and stopwatches to test these predictions (201-3)
- draw simple conclusions about the factors that affect movement based on their investigations (100-25b, 202-7)
- compare and evaluate the abilities of their constructed object to move (208-8)

Social Studies

General Curriculum Outcomes

Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Interdependence

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment — locally, nationally, and globally — and the implications for a sustainable future.

People, Place, and Environment

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Time, Continuity, and Change

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Specific Curriculum Outcomes

Conceptual Organizer: Change

Unit One: People

Students will be expected to

- 2.1.1 describe changes in their lives and their reactions to these changes
- 2.1.2 demonstrate an understanding of how individuals and groups have contributed to change
- 2.1.3 explain how decisions made by individuals and diverse groups result in change
- 2.1.4 predict ways their community might change in the future, and how they can contribute to that future

Unit Two: Technology

Students will be expected to

- 2.2.1 describe and evaluate the role of technology in their lives
- 2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests

Unit Three: Economics

Students will be expected to

- 2.3.1 give examples of how children and their families use economic decision-making as consumers
- 2.3.2 explain how supply and demand affects price
- 2.3.3 demonstrate an understanding of the changing nature of work over time

Unit Four: Environments

Students will be expected to

- 2.4.1 explain how and why physical environments change over time
- 2.4.2 describe how people's interactions with their environment have changed over time
- 2.4.3 demonstrate an understanding of sustainable development and its importance to our future

Visual Arts

General Curriculum Outcomes

Strand One: Fundamental Concepts

Students will be expected to develop understanding of the following concepts through participation in a variety of hands-on, open-minded visual arts experiences.

Strand Two: Creating and Presenting

Students will be expected to apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding.

Specific Curriculum Outcomes

Students will be expected to

Elements of Art and Design

Students will be expected to

- FC2.1 develop an understanding of the elements and principles of art and design
- line: horizontal, vertical, diagonal lines, lines that show motion
 - shape and form: symmetrical shapes and forms
 - space: overlapping of objects to show depth
 - texture: illusion of texture
 - colour: secondary colours (such as violet, orange, and green; made by mixing equal amounts of the primary colours, blue, red, and yellow)
 - value: mixing of a tint; identification of light and dark

Principles of Art and Design

Students will develop understanding of all principles of art and design (that is contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement) but the focus in Grade 2 will be on repetition and rhythm.

- repetition and rhythm: repetition of colour and shape in patterns; random, alternating, and regular patterns in everyday objects

Students will be expected to

- CP2.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature (e.g., small glue-line prints in which a variety of curvy and pointy lines show illusory texture or represent a pattern they have seen on insects in the schoolyard or garden)
- CP2.2 demonstrate and understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic (e.g., use repetition of colour throughout an image that communicates a story)
- CP2.3 use the elements of art and design in artworks to communicate ideas, messages, and understandings (e.g., use a simple action pose to modify form in a sculpture of a pet or other animal made with modelling clay)
- CP2.4 use a variety of materials, tools, and techniques to respond to design challenges
- drawing: make marker or coloured-pencil drawings of trees that are close up and far away, using contrasts in size and placement on the paper to show depth of space, and basing the drawing on observation of real trees and trees in a variety of artwork

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- mixed media: use acrylic paint over textured materials (e.g., burlap, cardboard) to make expressive organic shapes, using a combination of traditional techniques
- painting: make a tempera painting depicting friends playing games, using a limited palette of colours
- printmaking: make a print of a motif for a storybook about dinosaurs, using polystyrene plate stamps or modelling clay imprints of dinosaurs and plants
- sculpture: make insect shapes and habitat features, using wood, twigs, raffia, corn husks, and other natural materials, to explore science concepts

Strand Three: Reflecting, Responding, and Analysing

Students are expected to apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.

- RRA2.1 express personal feelings and ideas about art experiences and images
(e.g., explain why they prefer a work by one artist over another)
- RRA2.2 explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others' art work
(e.g., use of different colours for achieving different effects, such as warm, sunny colours for a beach or cool colours for a wet forest)
- RRA2.3 demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art
(e.g., symbols and shapes related to school, travel, and the arts)
- RRA2.4 identify and document their strengths, their interests, and areas for improvement as creators of art
(e.g., identify what they feel they have done well and what they would do differently next time to improve)

Strand Four: Exploring Forms and Cultural Context

Students are expected to demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

- EC2.1 identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences
(e.g., community art works, such as public sculpture, architecture, and murals)
- EC2.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places
(e.g., Aboriginal textiles, ceramics, and petroglyphs)