

The Ontario Curriculum

GRADE 2

checklist format

compiled by: [The Canadian Homeschooler](#)
using the current Ontario Curriculum



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Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Two Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education in Ontario.

French as a second language isn't technically required until about the 4th grade, which is why I haven't included it in this Grade 2 checklist. If you are interested in knowing what is required for Immersion French at this level, please check the curriculum listed on the Ministry website: <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Math

Number Sense & Numeration

Section	Specific Expectations
<i>Quantity Relationships</i>	
<p>By the end of Grade 2, students will:</p> <p>- read, represent, compare and order whole numbers to 100, and use concrete materials to investigate fractions and money amounts to 100¢</p>	<input type="checkbox"/> Represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools and contexts
	<input type="checkbox"/> Read and print in words whole numbers to twenty, using meaningful contexts
	<input type="checkbox"/> Compose and decompose numbers two-digit numbers in a variety of ways, using concrete materials
	<input type="checkbox"/> Determine, through investigation using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer
	<input type="checkbox"/> Determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts
	<input type="checkbox"/> Regroup fractional parts into wholes, using concrete materials
	<input type="checkbox"/> Compare fractions using concrete materials, without using standard fractional notation
	<input type="checkbox"/> Estimate, count, and represent (using a ¢ symbol) the value of a collection of coins with a maximum value of one dollar
<i>Counting</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points</p>	<input type="checkbox"/> Count forward by 1s, 2s, 5s, 10s, and 25s to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10
	<input type="checkbox"/> Count backwards by 1s from 50 and any number less than 50, and count backwards by 10s from 100 and any number less than 100, using number lines and hundreds charts
	<input type="checkbox"/> Locate whole numbers to 100 on a number line and on a partial number line

<i>Operational Sense</i>	
<p>By the end of Grade 2, students will:</p> <p>-solve problems involving addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division</p>	<input type="checkbox"/> Solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental math strategies
	<input type="checkbox"/> Describe relationships between quantities by using whole-number addition and subtraction
	<input type="checkbox"/> Represent and explain, through investigation using concrete materials and drawings, multiplication as the combining of equal groups
	<input type="checkbox"/> Represent and explain, through investigation using concrete materials and drawing, division as the sharing of a quantity equally
	<input type="checkbox"/> Solve problems involving the addition and subtraction of two-digit numbers, with and without regrouping, using concrete materials, student-generated algorithms, and standard algorithms
	<input type="checkbox"/> Add and subtract money amounts to 100¢, using a variety of tools and strategies

Measurement

Section	Specific Expectations
<i>Attributes, Units & Measurement Sense</i>	
<p>By the end of Grade 2, students will:</p> <p>-estimate, measure, and describe length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units</p>	<input type="checkbox"/> Choose benchmarks – in this case, personal referents – for a centimetre and a metre to help them perform measurement tasks
	<input type="checkbox"/> Estimate and measure length, height, and distance, using standard units and non-standard units
	<input type="checkbox"/> Record and represent measurements of length, height, and distance, in a variety of ways
	<input type="checkbox"/> Select and justify the choice of a standard unit or a non-standard unit to measure length
	<input type="checkbox"/> Estimate, measure, and record the distance around objects, using non-standard units
	<input type="checkbox"/> Estimate, measure, and record area, through investigation using a variety of non-standard units
	<input type="checkbox"/> Estimate, measure, and record capacity and/or mass of an object, using a variety of non-standard units

	<input type="checkbox"/> Tell and write time to the quarter-hour, using demonstration digital and analogue clocks
	<input type="checkbox"/> Construct tools for measuring time intervals in non-standard units
	<input type="checkbox"/> Describe how changes in temperature affect everyday experiences
	<input type="checkbox"/> Use a standard thermometer to determine whether temperature is rising or falling
<i>Measurement Relationships</i>	
By the end of Grade 2, students will: - compare, describe, and order objects, using attributes measured in non-standard units and standard units	<input type="checkbox"/> Describe, through investigation, the relationship between the size of a unit of area and the number of units needed to cover a surface
	<input type="checkbox"/> Compare and order a collection of objects by mass and/or capacity, using non-standard units
	<input type="checkbox"/> Determine, through investigation, the relationship between days and weeks and between months and years

Geometry & Spatial Sense

Section	Specific Expectations
<i>Geometric Properties</i>	
By the end of Grade 2, students will: - identify common two-dimensional shapes and three-dimensional figures and sort & classify them by their geometric properties	<input type="checkbox"/> Distinguish between the attributes of an object that are geometric properties and the attributes that are not geometric properties, using a variety of tools
	<input type="checkbox"/> Identify and describe various polygons and sort and classify them by their geometric properties, using concrete materials and pictorial representations
	<input type="checkbox"/> Identify and describe various three-dimensional figures and sort and classify them by their geometric properties, using concrete materials
	<input type="checkbox"/> Create models and skeletons of prisms and pyramids, using concrete materials and describe their geometric properties
	<input type="checkbox"/> Locate the line of symmetry in a two-dimensional shape
<i>Geometric Relationships</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Compose and describe pictures, designs, and patterns by combining two-dimensional shapes
	<input type="checkbox"/> Compose and decompose two-dimensional shapes

- compose and decompose two-dimensional shapes and three-dimensional figures	<input type="checkbox"/> Cover outline puzzles with two-dimensional shapes in more than one way
	<input type="checkbox"/> Build a structure using three-dimensional figures, and describe the two-dimensional shapes and three-dimensional figures in the structure
<i>Location and Movement</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Describe the relative locations and the movements of objects on a map
- describe and represent the relative locations of objects, and represent objects on a map	<input type="checkbox"/> Draw simple maps of familiar settings, and describe the relative locations of objects on the maps
	<input type="checkbox"/> Create and describe symmetrical designs using a variety of tools

Patterning & Algebra

Section	Specific Expectations
<i>Patterns & Relationships</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Identify and describe, through investigation, growing patterns and shrinking patterns generated by the repeated addition of subtraction of 1's, 2's, 5's, 10's, and 25's on a number line and on a hundreds chart
-identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns	<input type="checkbox"/> Identify, describe, and create, through investigation, growing patterns and shrinking patterns found in real-life contexts
	<input type="checkbox"/> Represent a given growing or shrinking pattern in a variety of ways
	<input type="checkbox"/> Create growing or shrinking patterns
	<input type="checkbox"/> Create a repeating pattern by combining two attributes (e.g. Colour and shape; colour and size)
	<input type="checkbox"/> Demonstrate, through investigation, an understanding that a pattern results from repeating an operation (e.g. Addition, subtraction) or making a repeated change to an attribute (colour, orientation)
<i>Expressions and Equality</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials in a variety of ways

<p>- demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18</p>	<input type="checkbox"/> Represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign
	<input type="checkbox"/> Determine the missing number in equations involving addition and subtraction to 19, using a variety of tools and strategies
	<input type="checkbox"/> Identify, through investigation, and use the commutative property of addition to facilitate computation with whole numbers
	<input type="checkbox"/> Identify, through investigation, the properties of zero in addition and subtraction

Data Management & Probability

Section	Specific Expectations
<i>Collection and Organization of Data</i>	
<p>By the end of Grade 2, students will:</p> <p>- collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along the horizontal axis, as needed</p>	<input type="checkbox"/> Demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously <input type="checkbox"/> Gather data to answer a question, using a simple survey with a limited number of responses <input type="checkbox"/> Collect and organize primary data that is categorical or discrete and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with label ordered appropriately along horizontal axes, as needed
<i>Data Relationships</i>	
<p>By the end of Grade 2, students will:</p> <p>- read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers</p>	<input type="checkbox"/> Read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language <input type="checkbox"/> Pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts <input type="checkbox"/> Distinguish between numbers that represent data values and numbers that represent the frequency of an event

	<ul style="list-style-type: none"> □ Demonstrate an understanding of data displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole
<i>Probability</i>	
By the end of Grade 2, students will:	<ul style="list-style-type: none"> □ Describe probability as a measure of the likelihood that an event will occur, using mathematical language
-describe probability in everyday situations and simple games	<ul style="list-style-type: none"> □ Describe the probability that an event will occur, through investigation with simple games and probability experiments and using mathematical language

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
By the end of Grade 2, students will: -listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	<input type="checkbox"/> Identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction
	<input type="checkbox"/> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations
	<input type="checkbox"/> Identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts
	<input type="checkbox"/> Demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea and several interesting details
	<input type="checkbox"/> Use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text
	<input type="checkbox"/> Extend understanding of oral texts by connecting details in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
	<input type="checkbox"/> Identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction
	<input type="checkbox"/> Identify, initially with support and direction, who is speaking in an oral text and demonstrate that the speaker has his or her own point of view
	<input type="checkbox"/> Identify some of the presentation strategies used in oral text and explain how they influence the audience

<i>Speaking to Communicate</i>	
<p>By the end of Grade 2, students will:</p> <p>- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<input type="checkbox"/> Identify a variety of purposes for speaking
	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
	<input type="checkbox"/> Communicate ideas and information orally in a clear, coherent manner using simple but appropriate organizational patterns
	<input type="checkbox"/> Choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience
	<input type="checkbox"/> Identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with cultural sensitivity, to help communicate their meaning
	<input type="checkbox"/> Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
	<input type="checkbox"/> Use a few different visual aids to support or enhance oral presentations
<i>Reflecting on Oral Communication Skills and Strategies</i>	
<p>By the end of Grade 2, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<input type="checkbox"/> Identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking
	<input type="checkbox"/> Identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 2, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li data-bbox="558 321 1430 394">☐ Read a few different types of literary texts, graphic texts, and informational texts <li data-bbox="558 415 1393 489">☐ Identify several different purposes for reading and choose reading materials appropriate for those purposes <li data-bbox="558 510 1398 583">☐ Identify several reading comprehension strategies and use them before, during, and after reading to understand texts <li data-bbox="558 604 1455 716">☐ Demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details <li data-bbox="558 737 1446 810">☐ Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them <li data-bbox="558 831 1463 942">☐ Extend understanding of texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, and to the world around them <li data-bbox="558 963 1435 1037">☐ Identify the main idea and some additional elements of texts, initially with support and direction <li data-bbox="558 1058 1427 1131">☐ Express personal thoughts and feelings about what has been read <li data-bbox="558 1152 1430 1264">☐ Identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two alternative perspectives
<i>Understanding Form and Style</i>	
<p>By the end of Grade 2, students will:</p> <p>- recognize a variety of text forms, text feature, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> <li data-bbox="558 1333 1468 1482">☐ Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary, and informational texts such as a simple “How to” book <li data-bbox="558 1503 1459 1614">☐ Recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts <li data-bbox="558 1635 1446 1709">☐ Identify some text features and explain how they help readers understand texts <li data-bbox="558 1730 1463 1841">☐ Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain, initially with support and direction, how they help readers understand texts

<i>Reading with Fluency</i>	
<p>By the end of Grade 2, students will:</p> <p>-use knowledge of words and cueing systems to read fluently</p>	<ul style="list-style-type: none"> □ Automatically read and understand some high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts
	<ul style="list-style-type: none"> □ Predict the meaning of and solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> □ semantic (meaning) cues □ syntactic (language structure) cues □ graphophonic (phonological and graphic) cues
	<ul style="list-style-type: none"> □ Read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to the audience
<i>Reflecting on Reading Skills and Strategies</i>	
<p>By the end of Grade 2, students will:</p> <p>-reflect on and identify their strengths as readers, areas of improvement, and the strategies they found most helpful before, during, and after reading</p>	<ul style="list-style-type: none"> □ Identify, initially with support and direction, a few strategies they found helpful before, during, and after reading
	<ul style="list-style-type: none"> □ Explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
<p>By the end of Grade 2, students will:</p> <p>-generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the topic, purpose, audience, and form for writing <input type="checkbox"/> Generate ideas about a potential topic, using a variety of strategies and resources <input type="checkbox"/> Gather information to support ideas for writing in a variety of ways and/or from a variety of sources <input type="checkbox"/> Sort ideas and information for their writing in a variety of ways, with support and direction <input type="checkbox"/> Identify and order main ideas and supporting details, using graphic organizers and organization patterns <input type="checkbox"/> Determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary
<i>Using Knowledge of Form and Style in Writing</i>	
<p>By the end of Grade 2, students will:</p> <p>- draft and review their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write sort texts using a several simple forms <input type="checkbox"/> Establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience <input type="checkbox"/> Use familiar words and phrases to communicate relevant details <input type="checkbox"/> Write a variety of sentence types <input type="checkbox"/> Identify, initially with support and direction, their point of view and one or more possible different points of view about the topic <input type="checkbox"/> Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice <input type="checkbox"/> Make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies <input type="checkbox"/> Produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations

<i>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</i>	
<p>By the end of Grade 2, students will:</p> <p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<input type="checkbox"/> Spell many high-frequency words correctly
	<input type="checkbox"/> Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations
	<input type="checkbox"/> Confirm spellings and word meanings or word choices using a few different types of resources
	<input type="checkbox"/> Use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation mark at the end of a sentence, commas to mark pauses, and some uses of quotation marks
	<input type="checkbox"/> Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns <i>me, you, him, her, us, them</i> ; adjectives to describe a noun, verbs in the simple present and past tenses; joining words; and simple prepositions of place and time
	<input type="checkbox"/> Proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference
	<input type="checkbox"/> Use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout
	<input type="checkbox"/> Produces piece of published work to meet criteria identified by the teacher, based on the expectations
<i>Reflecting on Writing Skills and Strategies</i>	
<p>By the end of Grade 2, students will:</p> <p>-reflect on and identify their strengths as writers, areas of improvement and the strategies they found most helpful at different stages in the writing process</p>	<input type="checkbox"/> Identify some strategies they found helpful before, during, and after writing
	<input type="checkbox"/> Describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<input type="checkbox"/> Select pieces of writing they think show their best work and explain the reasons for their selection

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1414 394">☐ Identify the purpose and intended audience of some simple media texts <li data-bbox="561 415 1398 451">☐ Identify overt and implied messages in simple media texts <li data-bbox="561 472 1403 546">☐ Express personal thoughts and feelings about some simple media works and explain their responses <li data-bbox="561 567 1414 640">☐ Describe how different audiences might respond to specific media texts <li data-bbox="561 661 1463 777">☐ Identify, initially with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective <li data-bbox="561 798 1463 903">☐ Identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those text are produced
<i>Understanding Media Forms, Conventions, and Techniques</i>	
<p>By the end of Grade 2, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 976 1425 1050">☐ Identify some of the elements and characteristics of selected media forms <li data-bbox="561 1071 1455 1144">☐ Identify, the conventions and techniques used in some familiar media
<i>Creating Media Texts</i>	
<p>By the end of Grade 2, students will:</p> <p>-create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> <li data-bbox="561 1379 1438 1453">☐ Identify the topic, purpose, and audience for media texts they plan to create <li data-bbox="561 1474 1450 1547">☐ Identify an appropriate form to suit the purpose and audience for a media text they plan to create <li data-bbox="561 1568 1430 1642">☐ Identify conventions and techniques appropriate to the form chosen for a media text they plan to create <li data-bbox="561 1663 1463 1768">☐ Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

Reflecting on Media Literacy Skills and Strategies

By the end of Grade 2, students will:

-reflect on and identify their strengths as media interpreters and creators, areas of improvement and the strategies they found most helpful in understanding and creating media texts

- Identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
- Explain, initially with support and direction, how their skills with listening, speaking, reading, and writing help them to make sense of and produce media texts

Science & Technology

Understanding Life Systems: Growth and Changes in Animals

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 2, students will:</p> <p>-assess way in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live</p>	<ul style="list-style-type: none"> □ Identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
	<ul style="list-style-type: none"> □ Identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 2, students will:</p> <p>-investigate similarities and differences in the characteristics of various animals</p>	<ul style="list-style-type: none"> □ Follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations
	<ul style="list-style-type: none"> □ Observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources
	<ul style="list-style-type: none"> □ Investigate the life cycle of a variety of animals, using a variety of methods and resources
	<ul style="list-style-type: none"> □ Observe and compare changes in the appearance and activity of animals as they go through a complete life cycle (e.g. <i>Frog, butterfly</i>)
	<ul style="list-style-type: none"> □ Investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods
	<ul style="list-style-type: none"> □ Use scientific inquiry/research skills and knowledge acquired from previous investigations to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice

	<ul style="list-style-type: none"> □ Use appropriate science and technology vocabulary, including investigation, <i>life cycle</i>, <i>migration</i>, <i>adaptation</i>, <i>body coverings</i>, and <i>classify</i>, in oral and written communication
	<ul style="list-style-type: none"> □ Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 2, students will:</p> <p>- demonstrate an understanding that animals grow and change and have distinct characteristics</p>	<ul style="list-style-type: none"> □ Identify and describe major physical characteristics of different types of animals (<i>e.g., insects, mammals, reptiles</i>)
	<ul style="list-style-type: none"> □ Describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment
	<ul style="list-style-type: none"> □ Identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live
	<ul style="list-style-type: none"> □ Identify ways in which animals can be harmful to humans

Understanding Structures and Mechanisms: Movement

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 2, students will:</p> <p>-assess the impact of society and the environment of simple machines and mechanisms</p>	<ul style="list-style-type: none"> □ Assess the impact on society and the environment of simple machines that allow movement
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 2, students will:</p> <p>-investigate mechanisms that include simple machines and enable movement</p>	<ul style="list-style-type: none"> □ Follow established safety procedures during science and technology investigations
	<ul style="list-style-type: none"> □ Investigate and describe different kinds of movement
	<ul style="list-style-type: none"> □ Investigate the structure and function of simple machines
	<ul style="list-style-type: none"> □ Use technological problem-solving skills and knowledge and skills acquired from previous investigations , to design, build, and test a mechanism that includes one or more simple machines
	<ul style="list-style-type: none"> □ Use appropriate science and technology vocabulary, including <i>push, pull, beside, above, wheel, axle, and inclined plane</i>, in oral and written communication
<ul style="list-style-type: none"> □ Use a variety of forms to communicate with different audiences and for a variety of purposes 	
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 2, students will:</p> <p>- demonstrate an understanding of movement and way in which simple machines help to move objects</p>	<ul style="list-style-type: none"> □ Describe different ways in which objects move
	<ul style="list-style-type: none"> □ Identify ways in which the position of an object can be changed
	<ul style="list-style-type: none"> □ Identify the six basic types of simple machines – lever; inclined plane; pulley; wheel and axle, including gear; screw; and wedge – and give examples of ways in which each is used in daily life to make tasks easier
	<ul style="list-style-type: none"> □ Describe how each type of simple machine allows humans to move objects with less force than otherwise would be needed
<ul style="list-style-type: none"> □ Identify simple machines used in devices that move people 	

Understanding Matter and Energy: Properties of Liquids and Solids

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 2, students will:</p> <p>-assess ways in which the uses of liquids and solid can have an impact on society and the environment</p>	<ul style="list-style-type: none"> <li data-bbox="565 310 1458 457">☐ Assess the ways in which liquids and solids in the home are used, stored, and disposed of in terms of the effect on personal safety and the health of the environment, and suggest responsible actions to replace inappropriate practices <li data-bbox="565 478 1458 552">☐ Assess the impacts of changes in state of solids and liquids on individuals and society
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 2, students will:</p> <p>-investigate the properties of and interactions among liquids and solids</p>	<ul style="list-style-type: none"> <li data-bbox="565 676 1377 749">☐ Follow established safety procedures during science and technology investigations <li data-bbox="565 770 1239 802">☐ Investigate the properties of liquids and solids <li data-bbox="565 823 1442 938">☐ Investigate, through experimentation, interactions that occur as a result of mixing and/or dissolving liquids and solids, liquids and liquids, and solids and solids <li data-bbox="565 959 1401 1064">☐ Use scientific inquiry/experimentation skill, to investigate liquids and solids in terms of their capacity for buoyancy and/or absorption <li data-bbox="565 1085 1450 1232">☐ Use technological problem-solving skills and knowledge acquired from previous investigations, to design, build, and test a structure that involves interactions between liquids and solids <li data-bbox="565 1253 1450 1358">☐ Use appropriate science and technology vocabulary, including <i>clear, opaque, runny, hard, greasy, and granular</i>, in oral and written communication <li data-bbox="565 1379 1328 1453">☐ Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 2, students will:</p> <p>- demonstrate an understanding of the properties of liquids and solids</p>	<ul style="list-style-type: none"> <li data-bbox="565 1537 1450 1610">☐ Identify objects in the natural and built environment as solids or liquids <li data-bbox="565 1631 1206 1663">☐ Describe the properties of solids and liquids <li data-bbox="565 1684 1458 1799">☐ Describe the characteristics of liquid water and solid water, and identify the conditions that cause changes from one to the other

	<input type="checkbox"/> Identify conditions in which the states of liquids and solids remain constant and conditions that can cause their states to change
	<input type="checkbox"/> Describe some ways in which solids and liquids can be combined to make useful substances
	<input type="checkbox"/> Explain the meaning of international symbols that give us information on the safety of substances

Understanding Earth and Space Systems: Air and Water in the Environment

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 2, students will:</p> <p>-assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things</p>	<input type="checkbox"/> Assess the impact of human activities on air and water in the environment, taking different points of view into consideration, and plan a course of action to help keep the air and water in the local community clean
	<input type="checkbox"/> Assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 2, students will:</p> <p>-investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment</p>	<input type="checkbox"/> Follow established safety procedures during science and technology investigations
	<input type="checkbox"/> Investigate, through experimentation, the characteristics of air and its uses
	<input type="checkbox"/> Investigate, through experimentation, the characteristics of water and its uses
	<input type="checkbox"/> Investigate the stages of the water cycle, including evaporation, condensation, precipitation, and collection
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>solid, liquid, vapour, evaporation, condensation, and precipitation</i> , in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes

Understanding Basic Concepts

By the end of Grade 2, students will:

- demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs

- Identify the sun as Earth's principal source of heat and light
- Identify air as a gaseous substance that surrounds us and whose movement we feel as wind
- Identify water as a clear, colourless, odourless, tasteless liquid that exists in three states and that is necessary for the life of most animals and plants
- Describe ways in which living things, including humans, depend on air and water
- Identify sources of water in the natural and built environment
- Identify the three states of water in the environment, give examples of each, and show how they fit into the water cycle when the temperature of the surround environment changes
- State reasons why clean water is an increasingly scarce resource in many parts of the world

Social Studies

Heritage and Identity: Changing Family and Community Traditions

Section	Specific Expectations
<i>Application: Why Traditions Change</i>	
By the end of Grade 2, students will: -compare some significant traditions and celebrations among diverse groups at different times, and identify some of the reasons for the changes in these traditions/celebrations	<input type="checkbox"/> Compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions
	<input type="checkbox"/> Compare their family's structure and some of their traditions and celebrations with those of their peer's families
	<input type="checkbox"/> Compare some of the past and present traditions of different ethno-cultural groups in their local community, and identify some of the main reasons for the change
<i>Inquiry: Past and Present Traditions</i>	
By the end of Grade 2, students will: - use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong	<input type="checkbox"/> Formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong
	<input type="checkbox"/> Gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them
	<input type="checkbox"/> Analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community
	<input type="checkbox"/> Interpret and analyse information relevant to their investigations, using a variety of tools
	<input type="checkbox"/> Evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong
	<input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary
<i>Understanding Context: Tradition and Heritage</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Identify and describe different types of families

<p>- describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups</p>	<input type="checkbox"/> Identify some different groups in their community and describe some of the ways in which they contribute to diversity in Canada
	<input type="checkbox"/> Identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map
	<input type="checkbox"/> Describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as some other communities in Canada
	<input type="checkbox"/> Demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community
	<input type="checkbox"/> Identify some way in which heritage is passed on through various community celebrations and events
	<input type="checkbox"/> Identify some ways in which heritage is passed on through various family celebrations and practices

People and Environments: Global Communities

Section	Specific Expectations
<i>Application: Variations in Global Communities</i>	
<p>By the end of Grade 2, students will:</p> <p>-Describe some similarities and difference in the ways in which people in two or more communities in different parts of the world meets their needs and have adapted to the location, climate, and physical features of their regions</p>	<input type="checkbox"/> Compare selected communities from around the world, including their community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs
	<input type="checkbox"/> Described some the ways in which two or more distinct communities have adapted to their location, climate, and physical features
	<input type="checkbox"/> Demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions
<i>Inquiry: Natural Environments and Ways of Life</i>	
<p>By the end of Grade 2, students will:</p>	<input type="checkbox"/> Formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live

<p>- use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the way in which people in those communities live</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities <input type="checkbox"/> Analyse and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities <input type="checkbox"/> Interpret and analyse information relevant to their investigations, using a variety of tools <input type="checkbox"/> Evaluate evidence and draw conclusions about some aspects of the interrelationship between communities' natural environment and the ways of life of people in those communities <input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary and format
<p><i>Understanding Context: Physical Features and Communities</i></p>	
<p>By the end of Grade 2, students will:</p> <p>- identify and locate various physical features and selected communities around the world and describe some aspects of people's ways of life in those communities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways <input type="checkbox"/> Identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or mapping program <input type="checkbox"/> Identify cardinal directions on a map, and use these directions when locating selected communities, countries, and/or continents <input type="checkbox"/> Identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related <input type="checkbox"/> Demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps <input type="checkbox"/> Identify basic human needs, and describe some ways in which people in communities around the world meet these needs <input type="checkbox"/> Describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture <input type="checkbox"/> Describe similarities and differences between their community and a community in a different region in the world

The Arts

Dance

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 2, students will:</p> <p>-apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.</p>	<input type="checkbox"/> Develop short movement phrases inspired by a variety of activities in their community and incorporating different pathways, directions, and shapes
	<input type="checkbox"/> Use dance as a language to represent the main ideas in poems and stories, with a focus on body and space
	<input type="checkbox"/> Create distinct beginnings and endings for dance phrases in a variety of ways
	<input type="checkbox"/> Use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 2, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences</p>	<input type="checkbox"/> Describe the similarities between their own dance phrases and those of others
	<input type="checkbox"/> Identify, using dance vocabulary, the elements of dance in their own dance phrases and those of others, and describe how each element is used to communicate meaning
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as dance creators and audience members
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts</p>	<input type="checkbox"/> Describe, with teacher guidance, a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom
	<input type="checkbox"/> Identify and describe why people dance in daily life and various contexts in which they do so

Drama

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 2, students will:</p> <p>-apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1458 436">□ Engage in dramatic play and role play, with a focus on exploring main ideas and central character in stories from diverse communities, times, and places <li data-bbox="561 449 1458 562">□ Demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played <li data-bbox="561 575 1458 688">□ Plan and shape the direction of a dramatic play or role play, building on their own and others' ideas both in and out of role, with support <li data-bbox="561 701 1458 814">□ Communicate feelings and ideas to a familiar audience using a several simple visual or technological aids to support and enhance their drama work
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 2, students will:</p> <p>-apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences</p>	<ul style="list-style-type: none"> <li data-bbox="561 900 1458 974">□ Express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways <li data-bbox="561 987 1458 1142">□ Identify, using drama terminology, the elements and conventions of drama used in shared drama experiences and theatre and describe how they help communicate ideas and feelings and create interest <li data-bbox="561 1155 1458 1268">□ Identify and give example of their strengths, interests, and areas for improvement as drama participants and audience members
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 2, students will:</p> <p>- demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts</p>	<ul style="list-style-type: none"> <li data-bbox="561 1373 1458 1486">□ Identify and describe a variety of drama and theatre forms they experience in their home, school, and community, and in the media <li data-bbox="561 1499 1458 1572">□ Demonstrate an awareness of some drama and theatre traditions of communities around the world

Music

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 2, students will:</p> <p>-apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music</p>	<ul style="list-style-type: none"> <li data-bbox="565 323 1406 436">☐ Sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods <li data-bbox="565 453 1333 527">☐ Apply the elements of music when singing, playing an instrument, and moving <li data-bbox="565 543 1455 617">☐ Create simple compositions for specific purpose and a familiar audience <li data-bbox="565 634 1365 707">☐ Use the tools and techniques of musicianship in musical performances <li data-bbox="565 724 1393 798">☐ Use symbols to represent sounds and sounds to represent musical symbols
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 2, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences</p>	<ul style="list-style-type: none"> <li data-bbox="565 884 1385 957">☐ Express personal responses to musical performances in a variety of ways <li data-bbox="565 974 1403 1087">☐ Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create <li data-bbox="565 1104 1398 1218">☐ Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts</p>	<ul style="list-style-type: none"> <li data-bbox="565 1358 1409 1432">☐ Identify reasons why people make music in their daily lives and describe contexts in which they make music <li data-bbox="565 1449 1463 1562">☐ Identify, through performing and/or listening to, a variety of musical forms or pieces from different communities, times, and places

Visual Arts

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 2, students will:</p> <p>-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 understandings</p>	<ul style="list-style-type: none"> <li data-bbox="565 323 1446 436">□ Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature <li data-bbox="565 453 1446 567">□ Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic <li data-bbox="565 583 1446 659">□ Use elements of design in art works to communicate ideas, messages, and understandings <li data-bbox="565 676 1446 961">□ Use a variety of materials, tools, and techniques to respond to design challenges: <ul style="list-style-type: none"> <li data-bbox="656 764 813 793">□ drawing <li data-bbox="656 802 873 831">□ mixed media <li data-bbox="656 840 813 869">□ painting <li data-bbox="656 877 873 907">□ printmaking <li data-bbox="656 915 829 945">□ sculpture
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 2, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences</p>	<ul style="list-style-type: none"> <li data-bbox="565 1037 1295 1066">□ Express their feelings and ideas about works of art <li data-bbox="565 1096 1398 1209">□ Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work <li data-bbox="565 1226 1446 1302">□ Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art <li data-bbox="565 1318 1398 1394">□ Identify and document their strengths, their interests, and areas for improvement as creators of art
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 2, students will:</p> <p>- demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts</p>	<ul style="list-style-type: none"> <li data-bbox="565 1514 1430 1627">□ Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual art experiences <li data-bbox="565 1644 1458 1719">□ Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places

Health & Physical Education

Active Living

Section	Specific Expectations
<i>Active Participation</i>	
<p>By the end of Grade 2, students will:</p> <p>-participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of the value of regular physical activity in their daily lives</p>	<input type="checkbox"/> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
	<input type="checkbox"/> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
	<input type="checkbox"/> Identify reasons for participating in physical activity every day
<i>Physical Fitness</i>	
<p>By the end of Grade 2, students will:</p> <p>- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living</p>	<input type="checkbox"/> Daily Physical Activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
	<input type="checkbox"/> Describe different types of activities that improve the strength of the heart and lungs
	<input type="checkbox"/> Recognize their degree of exertion in physical activities by using simple assessment methods, and identify factors that affect their performance level
<i>Safety</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<input type="checkbox"/> Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
	<input type="checkbox"/> Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activities

Movement Competence: Skills, Concepts, and Strategies

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
By the end of Grade 2, students will: - perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities	<input type="checkbox"/> Perform a variety of static balances with and without equipment, using different body parts at different levels and making different body shapes
	<input type="checkbox"/> Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet
	<input type="checkbox"/> Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways
	<input type="checkbox"/> Send objects of different shapes and sizes at different levels and in different ways, using different body parts
	<input type="checkbox"/> Receive objects of different shapes and sizes at different level and in various ways, using different body parts
<i>Movement Strategies</i>	
By the end of Grade 2, students will: - apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities	<input type="checkbox"/> Demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities
	<input type="checkbox"/> Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities

Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<ul style="list-style-type: none"> <li data-bbox="565 306 1382 380">☐ Demonstrate an understanding of practices that enhance personal safety in the home and outdoors <li data-bbox="565 401 1369 474">☐ Identify common food allergies and sensitivities and the reactions they might cause <li data-bbox="565 495 1442 611">☐ Describe the differences between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines <li data-bbox="565 632 1414 768">☐ Outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related bodily changes, and identify factors that are important for healthy growth and living throughout life
<i>Making Healthy Choices</i>	
<p>By the end of Grade 2, students will:</p> <p>- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<ul style="list-style-type: none"> <li data-bbox="565 846 1414 961">☐ Use Canada's Food Guide to assess the nutritional value of meals, and identify food and beverage choices that enhance healthy growth and development <li data-bbox="565 982 1450 1098">☐ Demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control <li data-bbox="565 1119 1458 1234">☐ Explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations
<i>Making Connections for Healthy Living</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being</p>	<ul style="list-style-type: none"> <li data-bbox="565 1323 1370 1396">☐ Describe how to relate positively to others, and describe behaviours that can be harmful in relating to others <li data-bbox="565 1417 1398 1533">☐ Describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems

