

GRADE 2 CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.	
Guiding Question	How can the organization of ideas and information support the expression and understanding of messages?	
Learning Outcome	Students explain how the organization of ideas and information within texts can support the purpose of meaning of messages.	
	Skills & Procedures	
	Examine different reasons (purposes) for messages to be shared.	1
	Examine the narrator's contribution to a story or message.	1
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	How can listening and speaking be developed to improve oral communications?	
Learning Outcome	Students examine and adjust listening and speaking to communicate effectively.	
	Skills & Procedures	
	Explore how oral traditions are shared.	1,9
	Participate in a sharing circle.	9
	Identify community or cultural protocols that may influence respectful communication.	9
	Contribute to a variety of listening and speaking activities to build confidence in oral language skills.	1,8,9
	Contribute to a discussions as a listener and speaker	1,2,3,4,5,6,7,8,9
	Listen to and follow three-step instructions.	2,3,4,5,6,7,8
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How does comprehension facilitate the meaning of a text?	
Learning Outcome	Students examine and apply a variety of processes to comprehend texts.	
	Skills & Procedures	
	Listen and respond to a variety of fictional and informational texts that are read aloud.	1,2,3,4,5,6,7,8
	Examine and use words and phrases from texts that have been read aloud.	1,2,3,4,5,6,7,8
	Interpret information from illustrations or visuals when summarizing texts.	1
	Share personal connections that support understandings of ideas or information in texts.	2,3,4,5,6,7,8,9
	Answer questions that require making interpretations or giving opinions about information in texts.	4
	Answer questions that require recognizing cause and effect relationships in texts.	4
	Make predictions prior to and while reading, viewing, or listening to a text.	2,3,4,5,6,7,8

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Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can writing processes and techniques improve expressions?	
Learning Outcome	Students create and enhance ideas and information by applying a variety of writing processes.	
	Skills & Procedures	
	Create written messages that align with an intended audience or purpose.	2,4,6
	Generate ideas that can be expressed through messages.	2
	Edit written work for spelling, grammar, and punctuation.	2,6
	Incorporate images or features to enhance written messages.	2,3,4,5,6,7
	Share written messages with others.	2,6,7
	Use organizational tools to record or categorize information.	5

Physical Education and Wellness		
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	
Guiding Question	How are roles connected to character development?	
Learning Outcome	Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.	
	Skills & Procedures	
	Describe and compare responsibilities connected with various roles.	7
	Examine ways that individuals can positively contribute to communities through various roles.	3,6,7
	Explore how the roles and responsibilities of people, land, and animals contribute positively to community well-being.	1,3,6,7
	Describe strategies that support self-regulation.	5
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How can healthy relationships be portrayed in various contexts?	
Learning Outcome	Students connect healthy relationships to a variety of learning and playing contexts.	
	Skills & Procedures	
	Practise sharing and listening to ideas of others.	1,2,3,4,5,6,7,8,9

Social Studies		
General Outcome	Students will demonstrate an understanding and appreciation of how geography, culture,	
"Canada's Dynamic Communities"		
2.1.1	appreciate the physical and human geography of the communities studied:	
	appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)	1,8,9
	value oral history and stories as ways to learn about the land (LPP, TCC)	1

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Science		
General Learner Expectations	2-4 Demonstrate positive ways for the study of science and for the application of science in responsible ways.	
Specific Learner Expectations	<i>Students will show growth in acquiring and applying the following traits:</i>	
	respect for living things and environments, and commitment for their care.	2,3,5,7

Art		
Component 3	APPRECIATION: Students will interpret artworks literally.	
C	An artwork tells something about its subject matter and the artist who made it	8
F	All aspects of an artwork contribute to the story it tells	8
Component 10 (i)	PURPOSE 1: Students will record or document activities, people and discoveries.	
A	Everyday activities can be documented visually	6,7
C	Family groups and people relationships can be recorded visually	2