

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Language

GRADE 2 - LANGUAGE

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher

Tracking:

GRADE 2 | ORAL COMMUNICATION

Needs Improvement Satisfactory Good Excellent

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 2, students will:

Purpose

1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction (e.g., to acquire information from a presentation by a guest speaker; to exchange ideas in a small-group discussion; to enjoy and understand poetry)

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Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what _____ said about _____)

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Comprehension Strategies

1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., listen for key words and phrases that signal important ideas; retell an oral text to a partner after a presentation; ask appropriate questions in order to make predictions about an oral text)

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Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner's reflections after a think-pairshare activity; identify the important ideas in a group presentation; carry on a sustained conversation on a topic)

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Making inferences/Interpreting Texts

1.5 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

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* Talking sticks were originally used by some First Nations peoples to ensure impartial and fair council meetings, but their use is becoming popular again in talking and sentencing circles. A person speaks only when holding the talking stick, while the rest of the group listens silently.

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Extending Understanding

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language)

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Analysing Texts

1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction (e.g., phrases such as I think...I feel... indicate an opinion rather than strictly factual information)

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Point of View

1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view (e.g., people, events, and details are viewed differently by different people)

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Presentation Strategies

1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of facial expressions helps the listener understand what is being said)

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2. Speaking to Communicate

By the end of Grade 2, students will:

Purpose

2.1 identify a variety of purposes for speaking (e.g., to entertain the class; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to give directions to a partner in a shared activity; to explain to a small group the method used to solve a problem; to share ideas or information in large and small groups)

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Interactive Strategies

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2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., make connections to what other group members have said; demonstrate an understanding of when to speak, when to listen, and how much to say)
Clarity and Coherence

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2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns (e.g., give an oral account of a current event using the five W's to organize the information; restate the main facts from a simple informational text in correct sequence)
Appropriate Language

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2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience (e.g., use descriptive adjectives and adverbs to create vivid images for their audience)
Vocal Skills and Strategies

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2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., adjust volume to suit the purpose for speaking and the size and type of audience)

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Non-Verbal Cues

2.6 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
Visual Aids

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2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations (e.g., use a family photograph as part of an oral recount of an event; use a story map to retell a story)

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3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 2, students will:

Metacognition

3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking

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Interconnected Skills

3.2 identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

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GRADE 2 | READING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 2, students will:

Variety of Texts

1.1 read some different literary texts (e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language), graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts (e.g., "How to" books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries)
Purpose

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1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information)

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Comprehension Strategies

1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts (e.g., activate prior knowledge to ask questions or make predictions about the topic or story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember)

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Demonstrating Understanding

1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (e.g., retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence)

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Making Inferences/Interpreting Texts

1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

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Extending Understanding

1.6 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

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Analysing Texts

1.7 identify the main idea and some additional elements of texts (e.g., narrative: characters, setting, problem, solution, events/episodes, resolution; procedure: goal, materials, method)

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Responding to and Evaluating Texts

1.8 express personal thoughts and feelings about what has been read (e.g., by using visual art or music to communicate their reaction)

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Point of View

1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives (e.g., develop a narrative or role play to present a story from the point of view of one or two minor characters)

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2. Understanding Form and Style

By the end of Grade 2, students will:

Text Forms

2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale (e.g., plot, characters, setting), graphic texts such as a primary dictionary (e.g., words listed in alphabetical order, simple definitions accompanied by picture clues or diagrams), and informational texts such as a "How to" book (e.g., materials listed in order of use, numbered steps, labels, diagrams)

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Text Patterns

2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., numbered steps help the reader follow a procedure or set of instructions correctly)

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Text Features

2.3 identify some text features and explain how they help readers understand texts (e.g., table of contents, index, chart, illustrations, pictures, diagrams, icons)

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Elements of Style

2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., descriptive adjectives help the reader visualize a setting; alliteration helps make ideas or characters stand out: red red robin)

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3. Reading With Fluency

By the end of Grade 2, students will:

Reading Familiar Words

3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on charts or posters; in shared-, guided-, and independent-reading texts; in shared- and interactive-writing texts; in personal writing and the writing of their peers)

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Reading Unfamiliar Words

3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including:

?semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); n

?syntactic (language structure) cues (e.g., word order, language patterns, punctuation); v

?graphophonetic (phonological and graphic) cues (e.g., letter clusters within words; onset and rime; common spelling patterns; words within words; visual features of words such as shape or size) ,

Reading Fluently

3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience (e.g., make oral reading sound like spoken language, with the appropriate pauses, stops, and starts indicated by the punctuation)

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4. Reflecting on Reading Skills and Strategies

By the end of Grade 2, students will:

Metacognition

4.1 identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading

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Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., reading a text independently is easier after discussing the topic with a partner and/or talking about it in a group)

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GRADE 2 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

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2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

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3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

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4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

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SPECIFIC EXPECTATIONS

1. Developing and Organizing

Content

By the end of Grade 2, students will:

Purpose and Audience

1.1 identify the topic, purpose, audience, and form for writing (e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie)

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Developing Ideas

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1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., formulate and ask questions such as the five W's [who, what, when, where, why] to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with a partner) Research				
1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from a variety of texts, including teacher readalouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts) Classifying Ideas				
1.4 sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using simple graphic organizers such as webs or a Venn diagram) Organizing Ideas				
1.5 identify and order main ideas and supporting details, using graphic organizers (e.g., a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally) and organizational patterns (e.g., problem-solution, chronological order) Review				
1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary (e.g., use a graphic organizer to explain their material to a classmate and ask for feedback to identify gaps)				
2. Using Knowledge of Form and Style in Writing By the end of Grade 2, students will: Form				
2.1 write short texts using several simple forms (e.g., a friendly letter; a factual recount of a scientific or mathematical investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or an extension of a familiar story, modelled on stories read; their own variation on a patterned poem; an advertisement for a toy) Voice				
2.2 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 (e.g., words that convey admiration for a character: a cool person) Word Choice				
2.3 use familiar words and phrases to communicate relevant details (e.g., a sequence of adjectives: The big, brown bear...) Sentence Fluency				
2.4 use a variety of sentence types (e.g., questions, statements, exclamations) Point of View				
2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic Preparing for Revision				
2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice Revision				
2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences to present information in a more logical sequence; adding linking words to connect ideas; replacing general words with concrete, specific words/phrases) Producing Drafts				
2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations				
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively By the end of Grade 2, students will: Spelling Familiar Words				
3.1 spell many high-frequency words correctly (e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts) Spelling Unfamiliar Words				
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., spell words out loud; segment words into clusters of letters to hear onset and rime; sort words by common sound patterns and/or letter sequences; link letters to words: You hear with your ear; follow rules for adding endings to base words when the spelling doesn't change; use word meanings to help spell simple contractions and homophones: bear/bare) Vocabulary				
3.3 confirm spellings and word meanings or word choice using a few different types of resources (e.g., locate words in alphabetical order by using first and second letters in a primary dictionary, on a word wall, or in an online picture dictionary) Punctuation				
3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks Grammar				
3.5 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 me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words (e.g., and, but); simple prepositions of place and time (e.g., under, with, before, after) Proofreading				

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3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference (e.g., Does each sentence make sense? Are the ideas and information presented in a logical order? Does each sentence begin with a capital letter and end with a period, question mark, or exclamation mark? What resources can I use to check the spelling of a word if it doesn't look right?)

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Publishing

3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout (e.g., use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration)

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Producing Finished Works

3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

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4. Reflecting on Writing Skills and Strategies

By the end of Grade 2, students will:

Metacognition

4.1 identify some strategies they found helpful before, during, and after writing (e.g., use a writer's notebook to record ideas for writing, new and interesting words, graphic organizers that could be used again)

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Interconnected Skills

4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

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Portfolio

4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

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Grade 2 Ontario Curriculum Tracking Template – Grade 2 Math

GRADE 2 - MATHEMATICS

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
Grade 2: Number Sense and Numeration				
– determine, using concrete materials, the ten that is nearest to a given two–digit number, and justify the answer (e.g., use counters on ten frames to determine that 47 is closer to 50 than to 40);				
– determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts (e.g., a paper plate divided into fourths has larger parts than a paper plate divided into eighths) (Sample problem: Use paper squares to show which is bigger, one half of a square or one fourth of a square.);				
– regroup fractional parts into wholes, using concrete materials (e.g., combine nine fourths to form two wholes and one fourth);				
– compare fractions using concrete materials, without using standard fractional notation (e.g., use fraction pieces to show that three fourths are bigger than one half, but smaller than one whole);				
– estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar.				
Counting				
By the end of Grade 2, students will:				
– count forward by 1's, 2's, 5's, 10's, and 25's to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 (e.g., count by 5's from 15; count by 25's from 125);				
– count backwards by 1's from 50 and any number less than 50, and count backwards by 10's from 100 and any number less than 100, using number lines and hundreds charts (Sample problem: Count backwards from 87 on a hundreds carpet, and describe any patterns you see.);				
– locate whole numbers to 100 on a number line and on a partial number line (e.g., locate 37 on a partial number line that goes from 34 to 41).				
Operational Sense				
By the end of Grade 2, students will:				
– solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies (e.g., "To add 6 + 8, I could double 6 and get 12 and then add 2 more to get 14.");				
– describe relationships between quantities by using whole–number addition and subtraction (e.g., "If you ate 7 grapes and I ate 12 grapes, I can say that I ate 5 more grapes than you did, or you ate 5 fewer grapes than I did.");				
– represent and explain, through investigation using concrete materials and drawings, multiplication as the combining of equal groups (e.g., use counters to show that 3 groups of 2 is equal to 2 + 2 + 2 and to 3 x 2);				
– represent and explain, through investigation using concrete materials and drawings, division as the sharing of a quantity equally (e.g., "I can share 12 carrot sticks equally among 4 friends by giving each person 3 carrot sticks.");				
– solve problems involving the addition and subtraction of two–digit numbers, with and without regrouping, using concrete materials (e.g., base ten materials, counters), student–generated algorithms, and standard algorithms;				
– add and subtract money amounts to 100¢, using a variety of tools (e.g., concrete materials, drawings) and strategies (e.g., counting on, estimating, representing using symbols).				
Grade 2: Measurement				
Overall Expectations				
By the end of Grade 2, students will:				
– estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non–standard units and standard units;				
– compare, describe, and order objects, using attributes measured in non–standard units and standard units.				

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Math

Specific Expectations

Attributes, Units, and Measurement Sense

By the end of Grade 2, students will:

- choose benchmarks – in this case, personal referents – for a centimetre and a metre (e.g., “My little finger is about as wide as one centimetre. A really big step is about one metre.”) to help them perform measurement tasks;
- estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units;
- record and represent measurements of length, height, and distance in a variety of ways (e.g., written, pictorial, concrete) (Sample problem: Investigate how the steepness of a ramp affects the distance an object travels. Use cash-register tape for recording distances.);

- select and justify the choice of a standard unit (i.e., centimetre or metre) or a nonstandard unit to measure length (e.g.,

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“I needed a fast way to check that the two teams would race the same distance, so I used paces.”); different doll beds using string, to see which bed is the longest around.);

- estimate, measure, and record area, through investigation using a variety of non-standard units (e.g., determine the number of yellow pattern blocks it takes to cover an outlined shape) (Sample problem: Cover your desk with index cards in more than one way. See if the number of index cards needed stays the same each time.);

- estimate, measure, and record the capacity and/or mass of an object, using a variety of non-standard units (e.g., “I used the pan balance and found that the stapler has the same mass as my pencil case.”);

- tell and write time to the quarter-hour, using demonstration digital and analogue clocks (e.g., “My clock shows the time recess will start [10:00], and my friend’s clock shows the time recess will end [10:15].”);

- construct tools for measuring time intervals in non-standard units (e.g., a particular bottle of water takes about five seconds to empty);

- describe how changes in temperature affect everyday experiences (e.g., the choice of clothing to wear);

- demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring

Measurement Relationships

By the end of Grade 2, students will:

- describe, through investigation, the relationship between the size of a unit of area and the number of units needed to cover a surface (Sample problem: Compare the numbers of hexagon pattern blocks and triangle pattern blocks needed to cover the same book.);

- compare and order a collection of objects by mass and/or capacity, using non-standard units (e.g., “The coffee can holds more sand than the soup can, but the same amount as the small pail.”);

- estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units

Grade 2: Geometry and Spatial Sense

Overall Expectations

By the end of Grade 2, students will:

- identify two-dimensional shapes and three-dimensional figures and sort and classify them by their geometric properties;
- compose and decompose two-dimensional shapes and three-dimensional figures;
- describe and represent the relative locations of objects, and represent objects on a map.

Specific Expectations

Geometric Properties

By the end of Grade 2, students will:

- distinguish between the attributes of an object that are geometric properties (e.g., number of sides, number of faces) and the attributes that are not geometric properties (e.g., colour, size, texture), using a variety of tools (e.g., attribute blocks, geometric solids, connecting cubes);
- identify and describe various polygons (i.e., triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort and classify them by their geometric properties (i.e., number of sides or number of vertices), using concrete materials and pictorial representations (e.g., “I put all the figures with five or more vertices in one group, and all the figures with fewer than five vertices in another group.”);

- identify and describe various three-dimensional figures (i.e., cubes, prisms, pyramids) and sort and classify them by

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their geometric properties (i.e., number and shape of faces), using concrete materials (e.g., “I separated the figures that have square faces from the ones that don’t.”);

– locate the line of symmetry in a twodimensional shape (e.g., by paper folding; by using a Mira).

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Geometric Relationships

By the end of Grade 2, students will:

– compose and describe pictures, designs, and patterns by combining two–dimensional shapes (e.g., “I made a picture of a flower from one hexagon and six equilateral triangles.”);

– compose and decompose two–dimensional shapes (Sample problem: Use Power Polygons to show if you can compose a rectangle from two triangles of different sizes.);

– cover an outline puzzle with twodimensional shapes in more than one way;

– build a structure using three–dimensional figures, and describe the two–dimensional shapes and three–dimensional figures in the structure (e.g., “I used a box that looks like a triangular prism to build the roof of my house.”).

Location and Movement

By the end of Grade 2, students will:

– describe the relative locations (e.g., beside, two steps to the right of) and the movements of objects on a map (e.g., “The path shows that he walked around the desk, down the aisle, and over to the window.”);

– draw simple maps of familiar settings, and describe the relative locations of objects on the maps (Sample problem: Draw a map of the classroom, showing the locations of the different pieces of furniture.);

– create and describe symmetrical designs using a variety of tools (e.g., pattern blocks, tangrams, paper and pencil).

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Grade 2: Patterning and Algebra

Overall Expectations

By the end of Grade 2, students will:

– identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns;

– demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18.

Specific Expectations

Patterns and Relationships

By the end of Grade 2, students will:

– identify and describe, through investigation, growing patterns and shrinking patterns generated by the repeated addition

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or subtraction of 1’s, 2’s, 5’s, 10’s, and 25’s on a number line and on a hundreds chart (e.g., the numbers 90, 80, 70, 60, 50, 40, 30, 20, 10 are in a straight line on a hundreds chart);

– identify, describe, and create, through investigation, growing patterns and shrinking patterns involving addition and subtraction, with and without the use of calculators (e.g., $3 + 1 = 4$, $3 + 2 = 5$, $3 + 3 = 6$, ...);

– identify repeating, growing, and shrinking patterns found in real–life contexts (e.g., a geometric pattern on wallpaper, a rhythm pattern in music, a number pattern when counting dimes);

– represent a given growing or shrinking pattern in a variety of ways (e.g., using pictures, actions, colours, sounds, numbers, letters, number lines, bar graphs) (Sample problem: Show the letter pattern A,AA, AAA,AAAA, ... by clapping or hopping.);

– create growing or shrinking patterns (Sample problem: Create a shrinking pattern using cut–outs of pennies and/or nickels, starting with 20 cents.);

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– create a repeating pattern by combining two attributes (e.g., colour and shape; colour and size) (Sample problem: Use attribute blocks to make a train that shows a repeating pattern involving two attributes.);

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– 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 (e.g., colour, orientation).

Expressions and Equality

By the end of Grade 2, students will:

– demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials (e.g., starting with 9 tiles and adding 6 more tiles gives the same result as starting with 10 tiles and

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adding 5 more tiles);
 – represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign (e.g., “I can break a train of 10 cubes into 4 cubes and 6 cubes. I can also break 10 cubes into 7 cubes and 3 cubes. This means $4 + 6 = 7 + 3$.”);

– determine the missing number in equations involving addition and subtraction to 18, using a variety of tools and strategies (e.g., modelling with concrete materials, using guess and check with and without the aid of a calculator) (Sample problem: Use counters to determine the missing number in the equation $6 + 7 = __ + 5$.);

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– identify, through investigation, and use the commutative property of addition (e.g., create a train of 10 cubes by joining 4 red cubes to 6 blue cubes, or by joining 6 blue cubes to 4 red cubes) to facilitate computation with whole numbers (e.g., “I know that $9 + 8 + 1 = 9 + 1 + 8$. Adding becomes easier because that gives $10 + 8 = 18$.”);

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– identify, through investigation, the properties of zero in addition and subtraction (i.e., when you add zero to a number, the number does not change; when you subtract zero from a number, the number does not change).

Grade 2: Data Management and Probability

Overall Expectations

By the end of Grade 2, students will:

- 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 horizontal axes, as needed;
- read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers;
- describe probability in everyday situations and simple games.

Specific Expectations

Collection and Organization of Data

By the end of Grade 2, students will:

- demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously (e.g., sort attribute blocks by colour and shape at the same time);
- gather data to answer a question, using a simple survey with a limited number of responses (e.g., “What is your favourite season?; How many letters are in your first name?”);

- collect and organize primary data (e.g., data collected by the class) that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed (Sample problem: Record the number of times that specific words are used in a simple rhyme or poem.).

Data Relationships

By the end of Grade 2, students will:

- read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), and describe the data using mathematical language (e.g., “Our bar graph shows that 4 more students walk to school than take the bus.”);
- distinguish between numbers that represent data values (e.g., “I have 4 people in my family.”) and numbers that represent the frequency of an event (e.g., “There are 10 children in my class who have 4 people in their family.”);

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- demonstrate an understanding of data displayed in a graph (e.g., by telling a story, by drawing a picture), by comparing different parts of the data and by making statements about the data as a whole (e.g., “I looked at the graph that shows how many students were absent each month. More students were away in January than in September.”).

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Probability

Specific Expectations

- describe probability as a measure of the likelihood that an event will occur, using mathematical language (i.e., impossible, unlikely, less likely, equally likely, more likely, certain) (e.g., “If I take a new shoe out of a box without looking, it’s equally likely that I will pick the left shoe or the right shoe.”);
- describe the probability that an event will occur (e.g., getting heads when tossing a coin, landing on red when spinning a

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Math

spinner), through investigation with simple games and probability experiments and using mathematical language (e.g., “I tossed 2 coins at the same time, to see how often I would get 2 heads. I found that getting a head and a tail was more likely than getting 2 heads.”) (Sample problem: Describe the probability of spinning red when you spin a spinner that has one half shaded yellow, one fourth shaded blue, and one fourth shaded red. Experiment with the spinner to see if the results are what you expected.).

GRADE 2 - SCIENCE AND TECHNOLOGY

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

GRADE 2 | UNDERSTANDING LIFE SYSTEMS

Needs Improvement Satisfactory Good Excellent

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- 1. assess ways 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;
- 2. investigate similarities and differences in the characteristics of various animals;
- 3. demonstrate an understanding that animals grow and change and have distinct characteristics.

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 2, students will:

- 1.1 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

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Sample prompts: Because interacting with dogs can have a calming effect on humans (e.g., lowering blood pressure and relieving tension), dog visits are used in hospitals and retirement homes as therapy for the patients/residents. Dogs and monkeys can be trained to be the eyes and ears of visually and hearing impaired people. Birds can destroy crops such as blueberries and apples.

- 1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live (e.g., actions of animal lovers and groups that protect animals and their rights, the home owner who wants a nice lawn, people who visit zoos and wildlife parks, pet owners), form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced

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2. Developing Investigation and Communication Skills

By the end of Grade 2, students will:

- 2.1 follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations (e.g., make the teacher aware of any allergies; handle animals gently or know when it is better not to handle them at all; wash hands after handling animals)
- 2.2 observe and compare the physical characteristics (e.g., fur or feathers; two legs or no legs) and the behavioural characteristics (e.g., predator or prey) of a variety of animals, including insects, using student-generated questions and a variety of methods and resources (e.g., observation of live animals in the schoolyard; books, videos/DVDs, CD-ROMs, and/or Internet sources that depict animals in a positive light)
- 2.3 investigate the life cycle of a variety of animals (e.g., butterflies, frogs, chickens), using a variety of methods and resources (e.g., observation of live animals in the classroom and in the schoolyard; books, videos/DVDs, CD-ROMs, and/or the Internet)
- 2.4 observe and compare changes in the appearance and activity of animals as they go through a complete life cycle (e.g., frog, butterfly)
- 2.5 investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods (e.g., read simple non-fiction texts and Aboriginal stories; observe animal activity in the schoolyard and surrounding areas, and record findings)
- 2.6 use scientific inquiry/research skills (see page 15), and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice
- 2.7 use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication
- 2.8 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a model constructed of modelling clay and a tree branch to explain how a caterpillar feeds)

3. Understanding Basic Concepts

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Science & Tech

By the end of Grade 2, students will:

- 3.1 identify and describe major physical characteristics of different types of animals (e.g., insects, mammals, reptiles)
- 3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment (e.g., some birds migrate to a warmer climate for the winter; the design of a whale's flipper allows the whale to turn, steer, and balance; the cecropia moth has the pattern of a snake's head on its wings: the hypothesis is that this is to frighten its predators away)
- 3.3 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 (e.g., bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences; the buffalo provided some Aboriginal people with everything they needed to survive: food, shelter, clothing, tools, ornamentation, and weapons; horses can be used for labour; cats and dogs provide companionship for humans; animals, including humans, disperse plant seeds)
- 3.4 identify ways in which animals can be harmful to humans (e.g., some people have an allergic reaction to bee and wasp venom when they are stung; deer, moose, and bears on roads can pose a hazard to people driving at night)

GRADE 2 | UNDERSTANDING STRUCTURES AND MECHANISMS MOVEMENT

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- 1. assess the impact on society and the environment of simple machines and mechanisms;
- 2. investigate mechanisms that include simple machines and enable movement;
- 3. demonstrate an understanding of movement and ways in which simple machines help to move objects.

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 2, students will:

- 1.1 assess the impact on society and the environment of simple machines that allow movement

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2. Developing Investigation and Communication Skills

By the end of Grade 2, students will:

- 2.1 follow established safety procedures during science and technology investigations (e.g., return tools to their designated area when they are done with them; carry tools and materials safely)
- 2.2 investigate and describe different kinds of movement (e.g., by observing how toys and other everyday objects move)
- 2.3 investigate the structure and function of simple machines (e.g., by building a wheel and axle for a toy car; by exploring the effects of changing the slope of a ramp)
- 2.4 use technological problem-solving skills (see page 16), and knowledge and skills acquired from previous investigations, to design, build, and test a mechanism that includes one or more simple machines (e.g., a toy, a model vehicle)
- 2.5 use appropriate science and technology vocabulary, including push, pull, beside, above, wheel, axle, and inclined plane, in oral and written communication
- 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., orally explain to the class the process they followed in building a mechanism that includes one or more simple machines)

3. Understanding Basic Concepts

By the end of Grade 2, students will:

- 3.1 describe different ways in which objects move (e.g., turning, spinning, swinging, bouncing, vibrating, rolling)
- 3.2 identify ways in which the position of an object can be changed (e.g., by pushing, by pulling, by dropping)
- 3.3 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 ch
- 3.4 describe how each type of simple machine allows humans to move objects with less force than otherwise would be needed (e.g., an inclined plane allows a heavy object to be moved upwards more easily than if it were lifted and carried up stairs; a wheel and axle allow an object to roll, which creates less friction than if it were dragged; a lever activated by a piano key strikes [pushes] a string, which vibrates to make a sound)
- 3.5 identify simple machines used in devices that move people (e.g., the wheel and axle on a bicycle or a car; the pulleys on an elevator; the inclined planes of moving ramps in parking garages and malls)

GRADE 2 | UNDERSTANDING MATTER AND ENERGY

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Science & Tech

PROPERTIES OF LIQUIDS AND SOLIDS

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. assess ways in which the uses of liquids and solids can have an impact on society and the environment;
2. investigate the properties of and interactions among liquids and solids;
3. demonstrate an understanding of the properties of liquids and solids.

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 2, students will:

- 1.1 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
- 1.2 assess the impacts of changes in state of solids and liquids on individuals and society

2. Developing Investigation and Communication Skills

By the end of Grade 2, students will:

- 2.1 follow established safety procedures during science and technology investigations (e.g., clean up spills as soon as they happen)
- 2.2 investigate the properties of liquids (e.g., conduct experiments to compare the rate at which different liquids flow) and solids (e.g., conduct experiments to find out ways in which solids can be changed)
- 2.3 investigate, through experimentation, interactions that occur as a result of mixing and/or dissolving liquids and solids (e.g., salt and water, sand and water), liquids and liquids (e.g., oil and water), and solids and solids (e.g., salt and sand)
- 2.4 use scientific inquiry/experimentation skills (see page 12) to investigate liquids and solids in terms of their capacity for buoyancy (e.g., wood floats, coins sink) and/or absorption (e.g., paper towel absorbs liquid, plastic wrap repels liquid)
- 2.5 use technological problem-solving skills (see page 16), and knowledge acquired from previous investigations, to design, build, and test a structure that involves interactions between liquids and solids (e.g., an object that floats)
- 2.6 use appropriate science and technology vocabulary, including clear, opaque, runny, hard, greasy, and granular, in oral and written communication
- 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a simple drawing program to write a booklet for the school library describing class experiments in investigating liquids and solids)

3. Understanding Basic Concepts

By the end of Grade 2, students will:

- 3.1 identify objects in the natural and built environment as solids (e.g., sand, ice, rocks, tables, sidewalks, walls) or liquids (e.g., water, tree sap, milk, gasoline)
- 3.2 describe the properties of solids (e.g., they maintain their shape and cannot be poured) and liquids (e.g., they take the shape of the container they are in and can be poured)
- 3.3 describe the characteristics of liquid water (e.g., it takes the shape of the container it is in) and solid water (e.g., ice floats), and identify the conditions that cause changes from one to the other (e.g., water turns to ice when the temperature goes below zero; ice turns to water when heated)
- 3.4 identify conditions in which the states of liquids and solids remain constant (e.g., solids remain solid when broken; liquids remain liquid when poured) and conditions that can cause their states to change (e.g., liquids may freeze when the temperature drops; solids may melt when heated)
- 3.5 describe some ways in which solids and liquids can be combined to make useful substances (e.g., flour and water make paste; milk and chocolate powder make chocolate milk)
- 3.6 explain the meaning of international symbols that give us information on the safety of substances (e.g., a skull-and-crossbones symbol means that the substance is poisonous; a flame inside a hexagon means that the substance is flammable)

GRADE 2 | UNDERSTANDING EARTH AND SPACE SYSTEMS

AIR AND WATER IN THE ENVIRONMENT

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Science & Tech

1. 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;
2. investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment;
3. demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 2, students will:

1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean

1.2 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

2. Developing Investigation and Communication Skills

By the end of Grade 2, students will:

2.1 follow established safety procedures during science and technology investigations (e.g., use caution around hot kettles and the steam they produce; clean up water spills as soon as they happen)

2.2 investigate, through experimentation, the characteristics of air (e.g., air takes up space, has mass) and its uses (e.g., living things breathe air to stay alive; air makes certain activities possible: helps keep a kite flying and a sailboat moving)

2.3 investigate, through experimentation, the characteristics of water (e.g., water takes up space, flows or moves when not contained, has mass) and its uses (e.g., living things need water to stay alive; water makes things move: spins a water wheel; water makes certain activities possible: keeps a white-water raft afloat)

2.4 investigate the stages of the water cycle, including evaporation (e.g., heat water in a kettle), condensation (e.g., collect the water vapour from the kettle on an overturned mirror), precipitation (e.g., allow the water vapour on the overturned mirror to collect, cool, and drop), and collection (e.g., let the dripping water accumulate in a container)

2.5 investigate water in the natural environment (e.g., observe and measure precipitation; observe and record cloud formations; observe water flow and describe where it goes; observe a puddle over time and record observations)

2.6 use appropriate science and technology vocabulary, including solid, liquid, vapour, evaporation, condensation, and precipitation, in oral and written communication

2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., create posters or media ads that encourage care and concern for water and air in the community)

3. Understanding Basic Concepts

By the end of Grade 2, students will:

3.1 identify air as a gaseous substance that surrounds us and whose movement we feel as wind

3.2 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

3.3 describe ways in which living things, including humans, depend on air and water (e.g., most animals, including humans breathe air to stay alive; wind generates energy, disperses seeds; all living things need to drink or absorb water to stay alive; water is used for washing and bathing, transportation, energy generation)

3.4 identify sources of water in the natural and built environment (e.g., natural: oceans, lakes, ponds, streams, springs, water tables; human-made: wells, sewers, water-supply systems, reservoirs, water towers)

3.5 identify the three states of water in the environment, give examples of each (e.g., solid ?visible as ice, snow, sleet, hail, frost; liquid ?visible as rain, dew; gas ?visible as fog, water vapour), and show how they fit into the water cycle when the temperature of the surrounding environment changes (e.g., heat ?evaporation; cooling ?condensation and precipitation) ng th

3.6 state reasons why clean water is an increasingly scarce resource in many parts of the world

GRADE 2 - HERITAGE AND IDENTITY: CHANGING FAMILY AND COMMUNITY TRADITIONS

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Heritage and Citizenship: Grade 2 – Traditions and Celebrations

Needs Improvement Satisfactory Good Excellent

Overall Expectations

By the end of Grade 2, students will:

A1. Application: compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations (FOCUS ON: Perspective; Cause and Consequence)

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A2. Inquiry: 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 (FOCUS ON: Continuity and Change)

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A3. Understanding Context: 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 (FOCUS ON: Interrelationships; Significance)

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Specific Expectations

A1. Application: Why Traditions Change - FOCUS ON: Perspective; Cause and Consequence

By the end of Grade 2, students will:

A1.1 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

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A1.2 compare their family's structure and some of their traditions and celebrations with those of their peers' families

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A1.3 compare some of the past and present traditions and celebrations of different ethnocultural groups in their local community, and identify some of the main reasons for the change

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A2. Inquiry: Past and Present Traditions - FOCUS ON: Continuity and Change

By the end of Grade 2, students will:

A2.1 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

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A2.2 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

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A2.3 analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community

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A2.4 interpret and analyse information relevant to their investigations, using a variety of tools

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A2.5 evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong

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A2.6 communicate the results of their inquiries, using appropriate vocabulary

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A3. Understanding Context: Tradition and Heritage - FOCUS ON: Interrelationships; Significance

By the end of Grade 2, students will:

A3.1 identify and describe different types of families

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A3.2 identify some different groups in their community (e.g., various religious and ethnocultural groups), and describe some of the ways in which they contribute to diversity in Canada

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A3.3 identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map

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A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada (

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A3.5 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

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A3.6 identify some ways in which heritage is passed on through various community celebrations and events

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A3.7 identify some ways in which heritage is passed on through various family celebrations and practices

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GRADE 2 - PEOPLE AND ENVIRONMENTS: GLOBAL COMMUNITIES

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

B. PEOPLE AND ENVIRONMENTS: GLOBAL COMMUNITIES	Needs Improvement	Satisfactory	Good	Excellent
Overall Expectations				
By the end of Grade 2, students will:				
B1. Application: describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions (FOCUS ON: Cause and Consequence)				
B2. Inquiry: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live (FOCUS ON: Interrelationships; Patterns and Trends)				
B3. Understanding Context: 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 (FOCUS ON: Significance)				
Specific Expectations				
B1. Application: Variations in Global Communities - FOCUS ON: Cause and Consequence				
By the end of Grade 2, students will:				
B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs				
B1.2 describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features				
B1.3 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				
B2. Inquiry: Natural Environments and Ways of Life - FOCUS ON: Interrelationships; Patterns and Trends				
By the end of Grade 2, students will:				
B2.1 formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people				
B2.2 gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities				
B2.3 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				
B2.4 interpret and analyse information relevant to their investigations, using a variety of tools				
B2.5 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				
B2.6 communicate the results of their inquiries, using appropriate vocabulary				
B3. Understanding Context: Physical Features and Communities - FOCUS ON: Significance				
By the end of Grade 2, students will:				
B3.1 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				
B3.2 identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or a mapping program				
B3.3 identify cardinal directions on a map (i.e., N, S, E, W), and use these directions when locating selected communities, countries, and/or continents				
B3.4 identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related				
B3.5 demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps				
B3.6 identify basic human needs (e.g., for food, water, clothing, transportation, shelter), and describe some ways in which people in communities around the world meet these needs				
B3.7 describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture				
B3.8 describe similarities and differences between their community and a community in a different region in the world				

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Arts

GRADE 2 - The Arts

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

Needs
Improvement Satisfactory Good Excellent

A. DANCE

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

SPECIFIC EXPECTATIONS

A1. Creating and Presenting

By the end of Grade 2, students will:

- A1.1 develop short movement phrases inspired by a variety of activities in their community (e.g., riding a bike; movements from sports, yoga, or playground games/activities) and incorporating different pathways (e.g., straight, curvy), directions (e.g., forward, back, sideways, diagonal), and shapes (e.g., big/small shapes, shapes created individually and with partners)
- A1.2 use dance as a language to represent the main ideas in poems and stories, with a focus on body and space (e.g., use arm movements to suggest a cheering crowd; use a circle pathway to suggest the relationship among several characters; use a smooth and delicate sequence of expanding movements to suggest a butterfly emerging from a cocoon)
- A1.3 create distinct beginnings and endings for dance phrases in a variety of ways (e.g., having a moment of silence at the beginning and end of a dance phrase; freezing at the end of a dance phrase; starting and ending in similar or contrasting shapes; dimming the lights to signal the end of a dance phrase)
- A1.4 use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them (e.g., depict a large animal with torso, arms, and legs that creeps along at a low level; change movements to interpret the motions of various animals represented by the different musical sections of Camille Saint-Saëns's Carnival of the Animals)

A2. Reflecting, Responding, and Analysing

By the end of Grade 2, students will:

- A2.1 describe the similarities between their own dance phrases and those of others (e.g., similarities in the shapes, pathways, levels, and locomotor or non-locomotor movements used in one another's dance phrases)
- A2.2 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 (e.g., describe how various aspects of body [shapes, body parts, locomotor and non-locomotor movements] and space [levels, direction] are used to depict crashing waves)
- A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members (e.g., describe to a partner what they do well; identify specific movements, stops, and turns that were effective in their dance)

A3. Exploring Forms and Cultural Contexts

By the end of Grade 2, students will:

- A3.1 describe, with teacher guidance, a variety of dances from communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom (e.g., folk dances, ceremonial dances, dances of worship, theatrical dances, social dances)
- A3.2 identify various reasons why people dance in daily life and various contexts in which they do so (e.g., to socialize [Banga], to dance for the earth [at powwows], to celebrate [Jewish wedding ritual], for exercise [hip hop], to tell stories [ballet], to relate history [West African dance])

B. DRAMA

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- B3. Exploring Forms and Cultural Contexts: 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.

SPECIFIC EXPECTATIONS

B1. Creating and Presenting

By the end of Grade 2, students will:

- B1.1 engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places (e.g., retell and enact a story from different points of view; stop at a dramatic point in a story and adopt roles of the characters in the story; enact a scene between characters in a fairy-tale kingdom, animals in the tundra, or neighbours in a back alley)

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Arts

B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played (e.g., devise and share a group mime showing how characters respond to the tension in a situation of conflict, departure, or anticipation; use voice expressively to convey an interpretation of a character’s attitude)

B1.3 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 (e.g., In role: respond to a scientist [role-played by the teacher] who says the class must give up their pet dinosaur because it poses a safety hazard; Out of role: use conventions such as discussion and/or guided imagery to establish the setting, context, and characters for a drama activity)

B1.4 communicate feelings and ideas to a familiar audience (e.g., classmates), using several simple visual or technological aids to support and enhance their drama work (e.g., act out a familiar story using props instead of words; dim lights to create a spooky mood; use simple objects or props such as fur or feathers to indicate animal or bird characters in an Aboriginal story)

B2. Reflecting, Responding, and Analysing

By the end of Grade 2, students will:

B2.1 express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways (e.g., use a journal response, a think-pair-share activity, visual art work, or a drama convention such as role on the wall to explore both the inner thoughts and feelings of the character and the perspectives of others who know the character)

B2.2 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 (e.g., as a class create a checklist of the elements in a drama and what each element contributes and helps communicate; use a tableau to share a moment of importance in the story)

B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members (e.g., identify the goals they had in presenting a drama work and communicate how they achieved those goals; generate multiple ideas for improvement in a mapping activity or experiential play experience)

B3. Exploring Forms and Cultural Contexts

By the end of Grade 2, students will:

B3.1 identify and describe a variety of drama and theatre forms they experience in their home, school, and community, and in the media (e.g., favourite television, film, computer programs; favourite play roles; playing with puppets to enact real-life scenarios; attending plays; listening to stories about family and community traditions)

B3.2 demonstrate an awareness of some drama and theatre traditions of communities around the world (e.g., describe experiences with festivals, pageants, circuses; explain the use of special objects in ceremonies or celebrations; give examples of the use of a narrator in plays or street theatre)

C. MUSIC

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

SPECIFIC EXPECTATIONS

C1. Creating and Performing

By the end of Grade 2, students will:

C1.1 sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods (e.g., perform a simple three-note melodic ostinato to support a melody)

C1.2 apply the elements of music when singing, playing an instrument, and moving (e.g., pitch: move the body to show how individual pitches go up, go down, or stay the same, and how they connect to form a melody)

C1.3 create simple compositions for a specific purpose and a familiar audience (e.g., create accompaniments for songs, stories, or poems; create a simple song using the notes “mi”, “so”, and “la”, or the notes of a pentatonic scale)

C1.4 use the tools and techniques of musicianship in musical performances (e.g., use controlled breathing and relaxed but straight posture when singing; show awareness of proper playing technique when playing instruments; match pitches within an accessible vocal range; clap back rhythms accurately while keeping a steady beat)

C1.5 use symbols to represent sounds and sounds to represent musical symbols (e.g., match short melody maps with the corresponding phrases in a song; use rhythm syllables such as “ta ti-ti” to represent note values orally)

C2. Reflecting, Responding, and Analysing

By the end of Grade 2, students will:

C2.1 express personal responses to musical performances in a variety of ways (e.g., use a teacher-directed listening log to record their thoughts, feelings, ideas; write or draw their response)

C2.2 describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create (e.g., duration: an increase in tempo to indicate excitement; dynamics: a decrease in volume to create a feeling of relaxation in the music; timbre: the sound quality of a particular instrument to create a particular mood)

C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (e.g., share with a partner what they did well during the last performance, using musical vocabulary)

C3. Exploring Forms and Cultural Contexts

By the end of Grade 2, students will:

C3.1 identify reasons why people make music in their daily lives (e.g., people sing songs that have special meaning in their family; children can use music to promote environmental awareness at school), and describe contexts in which they make music (e.g., family gatherings, seasonal celebrations)

C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places (e.g., “O Canada”, an Iroquoian lullaby, Indian classical music, Obwisana from Ghana)

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Arts

D. VISUAL ARTS

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- D1. Creating and Presenting: apply the creative process (see pages 19–22) 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;
 D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
 D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

SPECIFIC EXPECTATIONS

D1. Creating and Presenting

By the end of Grade 2, students will:

- D1.1 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., a streetscape collage with children playing, made with paint, pastel, and various kinds of paper [newspaper, magazines]; 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)
 D1.2 demonstrate an understanding of composition, using principles of 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; create a painting or series of stamp prints, showing depth, perspective, and contrast of pattern by overlapping fish and vegetation of different sizes and shapes)
 D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., use tints of a colour to create light areas for emphasis in a collaborative mural of favourite places in the neighbourhood; use a simple action pose to modify form in a sculpture of a pet or other animal made with modelling clay)
 D1.4 use a variety of materials, tools, and techniques to respond to design challenges (e.g.,
- drawing: make marker or coloured-pencil drawings of trees that are close and far away, using contrasts in size and placement on the paper to show depth of space, and basing the drawings on observations of real trees and trees in a variety of art works [e.g., works by Emily Carr or Tom Thomson]
 - mixed media: use acrylic paint over textured materials [e.g., burlap, cardboard] to make expressive organic shapes, using a combination of traditional techniques [blending, glazing, sgraffito, scumbling, impasto] and experimental techniques [use of sponges, fingers, sticks, twigs, feathers, masking tape]
 - painting: make a tempera painting depicting friends playing playground 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)

D2. Reflecting, Responding, and Analysing

By the end of Grade 2, students will:

- D2.1 express their feelings and ideas about works of art (e.g., explain why they prefer a work by one artist over another; explain to a partner how well an art work reflects their personal knowledge and prior experience)
 D2.2 explain how elements and principles of 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; depiction of various textures, such as rough tree bark, smooth plastics, and ridged corduroy; elaboration and variation to create variety in otherwise symmetrical buildings)
 D2.3 demonstrate an awareness 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; sports or institutional logos; symbols from art works or heritage crafts of family or community significance)
 D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art (e.g., identify what is interesting about a work they have produced; identify what they feel they have done well and what they would do differently next time to improve)

D3. Exploring Forms and Cultural Contexts

By the end of Grade 2, students will:

- D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences (e.g., design of everyday items; picture books; artists-in-education; community art works, such as public sculpture, architecture, and murals; Aboriginal designs in dancing regalia; art works in student art exhibitions and community art festivals)
 D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places (e.g., depictions of nature, of people doing things together, or of people at work; miniature paintings from India; Aboriginal textiles, ceramics, and petroglyphs; contemporary Inuit drawings of life in the North by Annie Pootoogook)

GRADE 2 - Physical and Health Education

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

Needs Improvement Satisfactory Good Excellent

LIVING SKILLS

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

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SPECIFIC EXPECTATIONS

1. Living Skills

By the end of Grade 2, students will:

Personal Skills (PS)*

1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: monitor their body's response to physical activity; Movement Competence: after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living: complete a checklist to monitor their daily care of their teeth)

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Student: "I know I might be moving too fast if I'm breathing so hard that I can't talk."

1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: dress appropriately for outdoor activity; Movement Competence: describe the value of experimenting when trying new activities; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help)

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Student: "When I'm learning something new and I can't do it right away, if I keep trying, I always get better. Not doing it perfectly helps me learn what not to do. If I throw a ball and it goes way too far, I know I need to throw a little softer."

* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 18–21 for a discussion of living skills.)

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Interpersonal Skills (IS)*

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: to understand instructions properly, stop and look at the teacher when instructions are being given; Movement Competence: copy a partner's movements in a mirroring activity while standing face to face by following non-verbal signals and body language that indicate the movements; Healthy Living: effectively communicate their objections or refusal to participate if someone is doing something that they do not like)

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1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: demonstrate how they can help one another while using equipment; Movement Competence: work cooperatively with a partner when throwing and catching balls and other objects of varying sizes; Healthy Living: use positive language when talking to peers, as part of developing good relationships, and encourage others to do the same)

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Students: "If someone's ball rolls into my space when I am playing, I stop and give it back." "If my partner is learning to catch, we will start by choosing a bigger ball or an object with soft edges to make it a little easier." "I don't call anyone names, because that can hurt as much as hitting them."

Critical and Creative Thinking (CT)*

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather; Movement Competence: explore the use of many pieces of equipment and explain how each is different and why they prefer one over another; Healthy Living: explain how to stay safe by identifying household products that might be dangerous)

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Student: "I like using the mitt that the ball sticks to better than the scoop, because the mitt makes it easier to catch the ball. The ball sometimes bounces out of the scoop."

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

A1. 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;
A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Phys Ed. & Health

A1. Active Participation

By the end of Grade 2, students will:

A1.1 actively participate in a wide variety of program activities, according to their capabilities (e.g., individual and small-group activities, dancing to music, cooperative games), while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity; knowing what to do; demonstrating appropriate interpersonal skills, such as active listening, communicating with respect, and providing help to and asking for help from group members) [PS, IS]

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A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, being able to choose the activities they participate in and having choice within the activities, having adequate practice time, having access to safe outdoor play space, being able to take part in activities that are connected to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]

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A1.3 identify reasons for participating in physical activity every day (e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve health, follow cultural teachings) [CT]

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Student: "Being active every day helps to make you strong and healthy. I like to do outdoor activities with my friends or family."

A2. Physical Fitness

By the end of Grade 2, students will:

A2.1 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 (e.g., playing continuous tag games, skipping, wheeling their wheelchair, using hula hoops) [PS]

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Student: "Moving slowly at the beginning helps to get our bodies ready for more activity. Then, when the music gets faster, we can really move our bodies to the beat! We stretch at the end because our muscles are warm then and they stretch more easily. We move slowly in the cool-down to relax our bodies and get ready to move on to something else."

A2.2 describe different types of activities that improve the strength of the heart and lungs (e.g., running, wheeling fast, walking fast, skipping, dancing to music, doing a fitness circuit, other whole-body or large muscle activities)

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Student: "We can make our hearts and lungs stronger by doing activities that make our hearts beat faster and make us breathe hard. Activities like dancing, running, and jumping do that for me."

A2.3 recognize their degree of exertion in physical activities by using simple assessment methods (e.g., putting their hand on their chest to feel the increase in heart rate as they move faster, using the talk test [monitoring whether they can talk while being physically active]), and identify factors that affect their performance level (e.g., humidity, extremely cold or warm air, poor air quality, personal fitness level) [PS, CT]

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Student: "I put my thumb at the 'in between' spot because my heart was beating faster and I was breathing harder, but I think I could have done even more. I was a bit tired today because I went to bed late last night, so I did not go as fast as I could have."

A2.4 participate in setting and achieving realistic personal and group goals related to physical activity (e.g., a personal goal of doing a physical activity for a specified period of time, a group goal of completing a collective number of class star jumps in a given time frame) [PS, IS, CT]

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Students: "I am going to try to move for the next two songs, and I'll only take one 'slow down' break. I love this music, so that will help me keep going." "If I am tired, it helps me if someone encourages me." "I like trying to beat my record."

A3. Safety

By the end of Grade 2, students will:

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., being aware of personal space, making sure their shoelaces are tied, warming up to prevent injury, taking turns when sharing equipment, avoiding overcrowding when using equipment both in class and on the playground, making sure straps are done up before pushing a wheelchair) [PS, IS]

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Student: "We will make sure that we have enough space around us so that we are not throwing near another group. We will take turns throwing."

Student: "I need to keep my head up and pay attention to the people and equipment around me so that I do not bump into anyone. I need to be able to stop in control when the teacher gives a signal."

A3.2 identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., wearing a properly fitting helmet to protect the head, avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [PS, CT]

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Students: "I need to have my puffer in my pocket in case I need it for my breathing." "I need to have my medicine [epinephrine autoinjector] in my pouch in case I get stung by a bee."

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

B1. 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;

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B2. 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.

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SPECIFIC EXPECTATIONS

B1. Movement Skills and Concepts

By the end of Grade 2, students will:

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Phys Ed. & Health

B1.1 perform a variety of static balances with and without equipment (e.g., balance on the floor, on a line, on a bench; balance objects on different body parts), using different body parts at different levels and making different body shapes (e.g., low level – perform a V-sit; balance on buttocks with legs in the air, hold with muscles tight and legs together and arms either supporting the body or held at their sides; medium level – perform a standing scale: balance on one foot with the other leg stretched behind in the air, torso bent forward, and arms out parallel to the floor for balance; high level – perform a standing balance: using a walker for balance, lift one foot or one hand) [PS]

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Student: “Squeezing my muscles tight, using bigger body parts, and keeping my eyes on one spot make it easier to balance. Balances where I have my arms and legs stretched out into a wide position are easier to hold steady than ones where I am balancing on one body part or in a narrow position. It is easier to balance in positions that are closer to the ground than ones where I am stretched up high.”

B1.2 demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet [PS]

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B1.3 perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways (e.g., hop sideways across a line, gallop in a curved pathway around trees or objects, skip quickly using a rope, slide or wheel slowly in a zigzag pattern, move at different speeds in response to the beat of a drum, run quickly following a curving pathway, jog slowly backwards while checking over their shoulder) [PS]

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B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., slide a beanbag across the floor to a partner; throw a beanbag or ball underhand, using two hands or their dominant hand, and catch it or have a partner catch it; throw a disc through an upright hula hoop; kick a utility ball to a partner; strike a beach ball, using their hands, knees, chest, or foot) [PS]

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Student: “No matter how I send an object, it helps to face my partner and stretch my hand or foot towards my partner when I throw or kick, so that the object will travel in a straight line. That works for any kind of object, but bigger objects are easier to hit. Lighter objects move more slowly.”

Teacher: “What part of your foot should you use to contact the ball if you want to kick it along the ground?”

Student: “I should use the side of my foot, not my toe.”

B1.5 receive objects of different shapes and sizes at different levels and in various ways, using different body parts (e.g., stop a low bouncing ball with their hands or feet; catch or trap a beanbag that they or a partner toss, using two hands or their dominant hand) [PS, IS]

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Student: “I keep my eyes on the ball the whole time it is coming to me.”

B2. Movement Strategies

By the end of Grade 2, students will:

B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]

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Student: “When I am playing with a ball with a partner, we can work on sending the ball in different ways – by kicking it, throwing it, striking it, or rolling it. We can also try to receive it in different ways – by catching it with our hands or stopping it with our feet. My partner and I need to stand close enough to each other that we can get the ball to each other. I need to make sure my partner sees that I am going to throw the ball before I throw it. We need to watch out for other pairs of students and make sure we don’t get too close to them. If I’m in a bigger group, we need to make sure that everyone gets to throw the ball sometimes and that we’re not too close together or too far apart.”

Student: “If we are sharing the scooter, we take turns so we both have about the same time with the scooter. When we are finished with the scooter, we show good etiquette by putting the scooter away where it belongs.”

B2.2 apply a variety of simple tactics to increase their chances of success during physical activities (e.g., wheel their wheelchair or run into open space when playing tag games in order to more easily avoid being tagged; choose an object for a throwing activity that they think they can successfully throw and catch multiple times – a cloth ball, a utility ball, a tennis ball, a beanbag; use adapted or specialized equipment, such as a ball with a bell inside that can provide an auditory cue) [PS, CT]*

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Students: “Catching is hard for me, so I picked a bigger ball.” “I picked a bouncy ball because I like running fast to get it if I drop it.” “I can’t see very well, so I chose a ball with a bell inside. Hearing the bell lets me know where the ball is.” “I use a walker and have a hard time moving around, so I picked a beanbag that won’t roll away if I drop it.” “I picked a stuffed animal to catch because it is fun, and I can practise with my own stuffed animals at home. It is also really easy to catch because it is soft.”

* The types of living skills associated with students’ application of tactical solutions differ with the students’ developmental stage. Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. At the different stages of development, however, students are able to focus on applying critical and creative thinking to a greater or lesser degree. In Grades 1–3, students are also occupied with developing personal skills (e.g., identifying what activities they like best and which ones they are good at by experimenting with a wide variety of activities and equipment); in Grades 4–6, most students are ready to focus on interpersonal skills as they apply tactical solutions; and in Grades 7 and 8, most are prepared to focus their energy on the thinking skills involved.

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C. HEALTHY LIVING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

C1. demonstrate an understanding of factors that contribute to healthy development;

C2. 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;

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C3. 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.

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SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of Grade 2, students will:

Personal Safety and Injury Prevention

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Phys Ed. & Health

C1.1 demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands) and outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals) [PS]

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Students: “At home, you should make sure that an adult always knows where you are when you’re playing outside. You should not touch any household product that has a symbol on it that means danger or poison. You should have a plan and know what to do in an emergency.” “When you’re outside, you should wear a hat to protect you from the sun and a helmet when you’re riding your bike.” “You should sit facing the front of the school bus, and always cross the road in front of the bus when you get off. Don’t get so close to the bus that you can touch it. Get help from the driver or another adult if you drop something in the ‘danger zone’ – the area around the bus where the driver can’t see you.” “If you have a nut allergy, tell your friends and their parents about it when you’re playing at their house. Make sure your snacks do not have nuts, and always carry an autoinjector.” “If you want to come up to an animal or touch it, you have to ask permission from an adult and learn how to do it safely.”

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C1.2 identify common food allergies and sensitivities (e.g., to peanuts, tree nuts, milk, eggs, fish) and the reactions they might cause (e.g., swelling, skin rash, difficulty breathing, abdominal cramps, vomiting, diarrhea, coma, death)
 Student: “A lot of people have allergies to nuts. If you have a nut allergy, you can have a very dangerous reaction if you eat or come into contact with nuts or something that is made with nuts.”

Substance Use, Addictions, and Related Behaviours

C1.3 describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines
 Student: “On the label of the bottle, it has the name of the patient, instructions for using the medicine, and a prescription number.”

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Teacher: “How are commonly used non-prescription medicines and health care supplements – for example, cough syrup; vitamins; herbal, homeopathic, and naturopathic remedies; and First Nation, Métis, and Inuit traditional medicines – different from prescription medicines?”

Student: “You don’t need a prescription from a doctor to get them. You can get them in places like health food stores and not just in pharmacies. Traditional First Nation, Métis, and Inuit medicines are usually made from things like plants that grow in the forest.”

Teacher: “What should we do to ensure that medicines are used safely and correctly?”

Student: “You should only take medicine that an adult who is caring for you gives you. You should never share prescription medicines. All instructions, like how much you should take and when you should take it, for all medicines should be followed carefully.”

C2. Making Healthy Choices

By the end of Grade 2, students will:

Healthy Eating

C2.1 use Canada’s Food Guide to assess the nutritional value of meals (e.g., in terms of food groups and number and size of servings), and identify food and beverage choices that enhance healthy growth and development

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Student: “A healthy lunch has foods from different parts of the food guide. This lunch has rice from the grain products group, a piece of chicken from the meat and alternatives group, and carrots from the vegetables and fruit group. There are cookies for dessert. This is a healthy lunch. If there were also a piece of fruit, or yogurt from the milk and alternatives group, it would be even healthier.”

C2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (e.g., the food that’s available in the home; the food that’s available when eating out; energy needed at different times of day; allergies; food guidelines associated with medical conditions such as diabetes or celiac disease; food safety related to food preparation, storage, handling, and cleanliness) [CT]

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Student: “A snack should give me energy and it should be safe and easy to eat. Snacks with less sugar – like fruit and vegetables – are better for my teeth. Also, some foods need to be kept cold to be safe to eat.”

Teacher: “What can you do if you are going to be somewhere where there are only a few healthy choices or none at all?”

Student: “I should try to make the healthiest choice I can, like having a salad instead of fries at a fast-food restaurant. Or I can go ahead and eat what is available, as long as I don’t do it regularly or too often. If I’m not too hungry, I can wait to eat something healthier later. I can try to bring a healthy snack from home next time, or if my school has a healthy snack program, I can have a snack at school.”

Personal Safety and Injury Prevention

C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (e.g., speaking confidently; stating boundaries; saying no; reporting exploitive behaviours, such as improper touching of their bodies or others’ bodies) [PS, IS]

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Student: “You can hold your head up high, make eye contact, and speak strongly.”

Teacher: “In some cultures, making eye contact is considered disrespectful. What can you do then?”

Student: “You can stand up for yourself in other ways, by saying no in a polite but firm way, and not doing anything that makes you uncomfortable. You can also try to stay away from people or places where there may be trouble.”

Teacher: “Why is standing up for yourself important in a friendship?”

Student: “It helps you when you can say what you think or what you need. Friends should listen to each other and show respect. For example, if someone teases me about my allergy to nuts, I can tell them to stop and let them know that contact with nuts could make me stop breathing.”

Teacher: “If someone does something that you do not like, touches you in an inappropriate way, or asks to touch you in a way that makes you feel uncomfortable or confused, how can you stand up for yourself?”

Student: “I can say no and move away. My body is mine. I can tell someone – like a parent, a teacher, an elder, a doctor – that I need help. I can keep telling until I get help.”

C3. Making Connections for Healthy Living

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Phys Ed. & Health

By the end of Grade 2, students will:

Personal Safety and Injury Prevention

C3.1 describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including name calling, insults, and mocking; deliberately ignoring someone; physical violence, including pushing, kicking, and hitting) [15]

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Teacher prompt: "What does being a good friend look like? How can you show that you're a friend while working in groups?"

Student: "I can make sure to include everyone, be nice to anyone who wants to be my partner, share toys and equipment, be encouraging, keep my hands to myself, and speak nicely."

Teacher: "Calling someone a name or leaving them out of a group because of how they learn, speak, or look are examples of abusing or mistreating someone with your words or behaviour. What could you do if you saw someone doing something like this?"

Student: "I could tell the person to stop, or get help from an adult, or be friendly to the person who is being treated badly."

Teacher prompt: "Getting help for someone or telling can be a positive or helpful thing. Tattling on someone can be harmful. What is the difference between telling and tattling?"

Student: "When you tattle, you are telling to get someone into trouble. When you are telling, you are telling to get someone out of trouble."

C3.2 describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems (e.g., getting more sleep to help get rid of a cold; getting more fresh air and physical activity to relieve headaches; eating healthier meals as recommended in Canada's Food Guide; using natural healing practices) [CT]

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C3. Making Connections for Healthy Living

GROWTH AND DEVELOPMENT (1998) (Table from page 98)

OVERALL EXPECTATION

By the end of Grade 2, students will:

- describe parts of the human body, the functions of these parts, and behaviours that contribute to good health.

SPECIFIC EXPECTATIONS

By the end of Grade 2, students will:

- distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender);
- describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating);
- identify the five senses and describe how each functions.

Grade 2 Ontario Curriculum Tracking Template – Grade 2 French Immersion

- * recognize and use appropriate language structures in their response to written texts;
- * use reading strategies (e.g., visual cues, language and word patterns, context clues, phonics, word lists) to determine the meaning of unfamiliar vocabulary and expressions;
- * read aloud, observing the rules of pronunciation and intonation;
- * recognize and use punctuation as an aid to comprehension;
- * use and interpret basic conventions of text (e.g., illustrations, diagrams, headings) to find information.

Writing Communication of Information and Ideas

By the end of Grade 2, students will:

- * create short written texts for specific purposes (e.g., a story, a pattern book, an invitation, a thank-you note, a personal dictionary), following a model;
- * organize ideas in a logical sequence (e.g., write stories that have a beginning, a middle, and an end);
- * use materials from various media (e.g., photographs, drawings, collages) to clarify and enhance a written message.

Application of Language Conventions

By the end of Grade 2, students will:

- * use appropriate language structures in their writing;
- * use and spell correctly the vocabulary appropriate for this grade level;
- * print legibly;
- * use complete simple sentences in their writing;
- * use commas to separate a series of items in a sentence, and in addresses;
- * use question marks at the end of questions;
- * use capitals for personal names;
- * revise and proofread their writing (e.g., correct errors in spelling, punctuation), with the teacher's assistance;
- * use appropriate resources to verify spelling (e.g., word lists, dictionaries).

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

- * agreement of partitive articles (du, de la, de l', des) with nouns
- * simple feminine forms of nouns (e.g., chat/chatte, lion/lionne)

Verbs

- * subject/verb agreement
- * présent of regular -er verbs
- * présent of frequently used verbs faire, pouvoir

Adjectives

- * possessive adjectives mon/ma/mes, ton/ta/tes, son/sa/ses

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Prepositions and Conjunctions

- * use of pour

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Interrogative Constructions

- * questions starting with question words quel/quelle

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Sentence Structure

- * simple sentences consisting of subject + verb + complement (e.g., Elle est jeune.)
- * negative form ne ... pas

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Native Lang

GRADE 2 - Native Language

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Needs Improvement Satisfactory Good Excellent

Grade 2: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 2, student will:

- + communicate in simple contexts using basic vocabulary and simple phrases;
- + demonstrate an understanding of simple spoken language, using both verbal and non-verbal cues;
- + demonstrate a basic understanding of vocabulary and language structures appropriate for this grade;
- + demonstrate an understanding of the writing system used in the program;
- + read simple words and phrases in the writing system used in the program;
- + write simple words and phrases in the writing system used in the program;
- + demonstrate an appreciation and understanding of aspects of the Native culture under study.⁵

Specific Expectations

Oral Communication

By the end of Grade 2, students will:

- + communicate in simple contexts using basic vocabulary and simple phrases (e.g., this is my book);
- + participate in structured oral language activities appropriate for the grade (e.g., describe actions using simple phrases - I walk, I run);
- + respond appropriately to simple questions using simple phrases (e.g., it's mine);
- + demonstrate an understanding of simple oral messages using both verbal and non-verbal cues (e.g., tone of voice, facial expression, gestures).

Reading

By the end of Grade 2, students will:

- + demonstrate an understanding of the writing system used in the program;
- + read words and simple phrases, using the alphabet or syllabics chart, pictures, and other visual aids;
- + participate in structured reading activities appropriate for the grade (e.g., match letters of the alphabet or syllabic characters to words, match simple phrases to pictures);
- + use visual cues (e.g., pictures, illustrations) to determine the meaning of simple phrases;
- + recognize words and language structures that have been introduced orally;
- + read simple phrases aloud using pictures.

Writing

By the end of Grade 2, students will:

- + demonstrate an understanding of the writing system used in the program;
- + write simple words and phrases using the alphabet or syllabics chart;
- + participate in structured writing activities appropriate for the grade (e.g., write simple phrases that include familiar vocabulary);
- + spell simple words and phrases correctly, using available resources (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists, community members);
- + demonstrate an understanding of simple phrases by creating lists of simple phrases around a familiar topic or idea (e.g., phrases that describe an action - I eat, I walk).

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied. Language elements

nouns and pronouns

- + pronoun as subject - plural form (e.g., we, you)
- + demonstrative pronouns - plural form (e.g., these, those)

Grade 2 Ontario Curriculum Tracking Template – Grade 2 Native Lang

- + demonstratives with nouns - plural form (e.g., these houses, those boats)
- + possessive pronouns - singular and plural forms (e.g., it's mine, it's theirs)
- + formation of the plural of nouns through the addition of affixes (e.g., hats, coats)

verbs

- + present tense of verbs with a second-person singular pronoun (e.g., you are eating)
- + verbs used to express possession (e.g., I have a pencil, I have a toy)

interrogative constructions

- + question words with new vocabulary (e.g., why, at what time, when)

negative constructions

- + formation of the negative in simple phrases (e.g., it is not raining)

Vocabulary

- + words used to describe gradations of colour (e.g., pink, grey, light blue, dark blue)
- + numbers from 101 to 1000; numbers to 1000 by 100's
- + words associated with the weather, months, clothing, clan animals, and extended family (e.g., grandmother, grandfather, aunt, uncle, cousin)
- + simple phrases (e.g., this is my grandmother)

Spelling

- + correct spelling of words and simple phrases studied
- + use of resources to confirm spelling (e.g., alphabet or syllabics chart, classroom displayed vocabulary lists)

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