

CURRICULUM MAPS FOR GRADE 2**CONTENTS:**

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Subject:	Religion	Grade:	2
Unit:	Title:	We Belong To The Lord Jesus	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Let's be friends!				
	To enjoy being together	1-1	Charity	Respect
	To create a space together that expresses who we are	1-2	Charity	Kindness Empathy
	To share our stories of friendship	1-7	Justice	Respect Cooperation
	To discover the joy of having friends	1-3	Hope	Friendship
	To strengthen ties of friendship by preparing for a party	1-9	Faith	Cooperation
	To celebrate our friendship	2-1 2-2		Respect Cooperation
////////////////////////////////////				
Let's come together				
	To reflect on how I belong	4-6	Justice	Cooperation
	To deepen my appreciation of belonging to a family	4-8	Charity	Cooperation Integrity
	To focus on our experiences of greeting and welcoming	2-5 1-9	Charity	Respect Friendship
	To celebrate our place in the assembly	3-4	Charity	Cooperation Responsibility
	To experience Jesus Christ in the assembly	3-2	Faith	Respect
	To remember that we belong to the family of God through baptism	3-5	Faith	Respect
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Let's treasure God's word				
	To develop a listening attitude to the word of God	3-4 1-2	Faith	Respect
	To celebrate the word of God	3-1 4-2	Faith Hope	Motivation Initiative
	To experience Jesus Christ the Word	2-8-9	Charity	Friendship
	To savour the experience of celebrating the word of God	3-4		Respect Motivation
	To listen to Jesus who reveals himself in the word	1-7	Justice	Honesty
	To respond to Jesus the Word	1-4	Fortitude	Responsibility
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Let's treasure God's presence				
	To enter into Advent	3-3	Hope	Kindness Empathy
	To celebrate Mary's response to the Word	1-1	Faith	Respect
	To treasure Mary's response to God's Word	1-6 4-5	Hope	Responsibility
	To rejoice in God's presence among us	1-2	Faith	Respect
	To listen to John The Baptist's response to God	1-5	Charity	Responsibility

		2-5		
	To hear the invitation to change our hearts	4-4 1-7	Prudence Justice	
Concept / Values	Course outcomes	Permeation outcomes Task: Virtue: Value:		
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Let's treasure God's gift				
	To enjoy being together again			
	To recognize Jesus the Word of God as gift			
	To enter into God's story given to us in the Creed			
	To treasure what we believe			
	To explore the community's prayer in the general intercessions			
	To celebrate God's gift in prayer			
////////////////////////////////////				
Let's take				
	To appreciate the gifts of the Earth			
	To recognize the Earth as God's gift to all			
	To nurture an attitude of wonder and awe for the fruits of God's creation			
	To celebrate the work of human hands			
	To explore our activities around tables			
	To explore how the Sunday assembly prepares the table of the Eucharist			
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Let's bless				
	To explore how we honor people	1-4	Charity	Kindness
	To explore how we honor God	2-2	Fortitude	Integrity
	To remember what God has done in creation	1-1	Prudence	Respect
	To remember what God has done in our midst	3-4	Faith	Respect Integrity
	To explore the action of the Spirit on the gifts of bread and wine	3-3	Faith	Integrity
	To explore the action of the Spirit on the assembly	3-4	Temperance	Respect
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Let's break				
	To explore the Our Father as our request for daily bread and reconciliation	2-8	Prudence Faith	Integrity Self-discipline
	To explore the seal of our prayer in the Sign of Peace	2-2	Prudence Charity	Respect
	To enter into the suffering and death of Jesus	3-2	Hope, courage	Motivation
	To appreciate the death of Jesus in the bread broken and the cup poured out	3-3	Charity	Courage Integrity
	To recognize that we are called to serve others	2-2	Justicee	Responsibility
	To listen to the invitation to feast at the table	1-8	Justice Faith	Kindness Empathy
Concept / Values	Course outcomes	Permeation outcomes Task: Virtue: Value:		
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Let's eat and drink				
	To explore our Easter experiences	3-2	Faith	Responsibility

			Charity	Integrity
	To enter into the joy of the Easter story	3-1	Hope	Responsibility
	To savour the presence of the risen Christ in the Easter community	3-4	Prudence Faith	Respect
	To reflect on how it is Jesus who gathers and feeds us	1-8	Justice Faith	Integrity
	To recognize that the food we share at the Sunday assembly is Jesus, the bread of life	1-9	Justice	Respect Integrity
	To hear Jesus invite us to be bread for all	1-9	Love Temperance	Respect Integrity
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Let's go forth				
	To explore the meaning of the dismissal rite	4-2 1-7	Faith, hope, Charity	Kindness Empathy
	To discover what it means to be sent forth	4-4	Fortitude	Kindness, Empathy
	To reflect on the action of the Eucharist	3-5	Faith Hope	Friendship
	To treasure our belonging to the risen Jesus	3-2	Faith Hope	Friendship
	To remember the joy of our being together	1-9 1-2 4-6	Charity	Friendship
	To celebrate our being sent forth	1-9 4-1	Fortitude	Kindness Friendship

Subject:	English Language Arts	Grade:	2
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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General Outcome 1				
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover and Explore				
Express ideas and develop understanding		Task:	Virtue:	Value:
	contribute relevant ideas and information from personal experiences to group language activities	2-1	Charity	Integrity Respect
	talk about how new ideas and information have changed previous understanding	1-1 1-5	Faith Hope	Honesty Motivation
	express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts	2-4 2-9	Charity Temperance	Cooperation Friendship Integrity
Experiment with language and forms				
	use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information	4-4 3-6	Faith Prudence	Honesty Kindness Empathy
Express preferences				
	explain why particular oral, print or other media texts are personal favourites	1-1 1-4 2-10	Charity	Respect
Set goals				
	recognize and talk about developing abilities as readers, writers and illustrators	2-1 3-4	Charity Prudence	Kindness Perseverance Self-discipline
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1.2 Clarify and Extend				
Consider others' ideas		Task:	Virtue:	Value:
	connect own ideas and experiences with those shared by others	1-4 2-2 2-5	Charity Justice	Cooperation Respect Friendship
Combine ideas				
	record ideas and information in ways that make sense	1-1	Justice	Respect
Extend understanding				
	find more information about new ideas and topics	1-1	Justice	Respect
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General Outcome 2				
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts				
2.1 Use Strategies and Cues				
Use prior knowledge		Task:	Virtue:	Value:
	use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning	1-1 2-1	Fortitude Prudence	Courage Integrity

	connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning	1-7	Faith Justice	Responsibility Honesty
	use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning	4-4	Charity	Cooperation
Use comprehension strategies		Task:	Virtue:	Value:
	use knowledge of oral language to predict words when reading stories and poems (<i>i.e.Amen</i>)	1-10	Faith	Praise and celebration Courage Work and perseverance
	apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions		Fortitude	Courage Motivation and initiative Work and perseverance
	identify the main idea or topic and supporting details of simple narrative and expository texts	1-1 2-3 2-6	Faith Fortitude	Courage Motivation and initiative Work and perseverance
	identify by sight an increasing number of high frequency words and familiar words from favourite books	1-1 2-3 2-6	Faith Fortitude	Courage Motivation and initiative Work and perseverance
	read aloud with fluency, accuracy and expression	1-1 2-3 2-6	Faith Fortitude	Courage Motivation and initiative Work and perseverance
	figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge	1-1 2-3 2-6	Faith Fortitude	Courage Motivation and initiative Work and perseverance
Use textual cues		Task:	Virtue:	Value:
	preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning	1-1 3-3	Charity Temperance Prudence	Motivation and initiative Respect Integrity
	use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading	1-1 1-5 3-3 3-6	Fortitude	Cooperation Work and perseverance Respect Self-discipline
Use phonics and structural analysis				
	apply phonic rules and generalizations to read unfamiliar words in context	1-4 1-7	Charity Temperance	Work and perseverance Respect Self-discipline

	apply knowledge of long and short vowel sounds to read unfamiliar words in context	1-4 1-7	Charity Temperance	Perseverance Respect Self-discipline
	use knowledge of word parts, contractions and compound words to read unfamiliar words in context	1-4 1-7	Charity Temperance	Perseverance Respect Self-discipline
	associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context	1-4 1-7	Charity Temperance	Perseverance Respect Self-discipline
Use references				
	put words in alphabetical order by first letter (<i>i.e. Creation story</i>)	1-1 1-4 1-7	Charity Temperance	Perseverance Respect Self-discipline
	use picture dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	1-4 1-7	Charity Temperance	Perseverance Respect Self-discipline
2.2 Respond to Texts				
Experience various texts		Task:	Virtue:	Value:
	engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts	2-6 2-8 4-3	Justice Charity	Respect Cooperation Kindness and empathy
	identify favourite kinds of oral, print and other media texts	2-6 2-8 4-3	Faith Fortitude	Responsibility Courage Integrity
	model own oral, print and other media texts on familiar forms	2-2	Prudence Justice Fortitude	Integrity Stewardship
	respond to mood established in a variety of oral, print and other media texts	2-5	Charity Temperance	Stewardship
Construct meaning from texts		Task:	Virtue:	Value:
	connect situations portrayed in oral, print and other media texts to personal and classroom experiences	2-6 4-4	Charity Faith	Friendship
	retell the events portrayed in oral, print and other media texts in sequence	4-3 4-6	Faith	Honesty
	suggest alternative endings for oral, print and other media texts	4-3 4-6	Faith Justice	Honesty Integrity Respect
	discuss, represent or write about interesting or important aspects of oral, print and other media texts	4-6	Charity	Respect
	express thoughts or feelings related to the events and characters in oral, print and other media texts	2-1 2-9 4-6	Charity	Respect Stewardship
Appreciate the artistry of texts				
	identify and use words and sentences that have particular emotional effects	2-1 2-9 4-6	Charity	Respect Stewardship
	identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights. (<i>i.e. guided meditations</i>)	1-1 4-3	Charity Hope	Integrity Honesty

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4.2 Attend to Conventions				
Attend to grammar and usage		Task:	Virtue:	Value:
	write complete sentences, using capital letters and periods		Faith Hope	Work and perseverance Self-discipline
	use connecting words to join related ideas in a sentence		Faith Hope	Work and perseverance Self-discipline
	identify nouns and verbs, and use in own writing		Faith Hope	Work and perseverance Self-discipline
	identify adjectives and adverbs that add interest and detail to stories		Faith Hope	Work and perseverance Self-discipline
Attend to spelling				
	use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing		Faith Hope	Work and perseverance Self-discipline
	use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing		Faith Hope	Work and perseverance Self-discipline
	use the conventional spelling of common words necessary for the efficient communication of ideas in writing		Faith Hope	Work and perseverance Self-discipline
Attend to capitalization and punctuation				
	use capital letters for proper nouns and at the beginning of sentences in own writing		Faith Hope	Work and perseverance Self-discipline
	use periods and question marks, appropriately, as end punctuation in own writing		Faith Hope	Work and perseverance Self-discipline
	use commas after greetings and closures in friendly letters and to separate words in a series in own writing		Faith Hope	Work and perseverance Self-discipline
	identify commas and apostrophes when reading, and use them to assist comprehension		Faith Hope	Work and perseverance Self-discipline
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4.3 Present and Share				
Present information		Task:	Virtue:	Value:
	present ideas and information by combining illustrations and written texts	2-1 2-8	Charity	Courage Respect
Enhance presentation				
	clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments	2-1 2-5	Charity Prudence	Kindness and empathy Respect
Use effective oral and visual communication				
	speak in a clear voice, with appropriate volume, at an understandable pace and with expression	2-2	Charity	Respect Courage

	stay on topic during class and group discussions	2-5	Justice Temperance	Responsibility Self-discipline
Evaluate group process				
	recognize own and others' contributions to group process	2-6 2-9 4-6	Temperance Charity	Responsibility Praise and celebration

Subject:	Science	Grade:	2
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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SKILLS				
2-1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed				
2-2 Recognize pattern and order in objects and events studied; and, with guidance, record procedures and observations, using pictures and words; and make predictions and generalizations, based on observations		Task:	Virtue:	Value:
Focus	ask questions that lead to exploration and investigation	1-1	Faith	Responsibility Cooperation
	identify one or more possible answers to questions asked by themselves and others. Ideas may take the form of predictions and hypotheses	1-2	Faith	Cooperation Respect
Explore and Investigate	manipulate materials and make observations that are relevant to questions asked	1-1	Prudence	Work Perseverance Stewardship
	carry out simple procedures identified by others	1-5 2-5	Charity	Empathy Respect
	identify materials used and how they were used	2-2	Temperance	Responsibility
	use, with guidance, print and other sources of information provided. Sources may include library, classroom, community and computer-based resources	2-9	Justice	Integrity Honesty
Reflect and Interpret	describe what was observed, using captioned pictures and oral language	4-6	Justice	Respect
	describe and explain results; explanations may reflect an early stage of concept development	2-3 4-4	Hope	Praise Celebration
	identify applications of what was learned	2-3 4-4	Hope	Praise Celebration
	identify new questions that arise from the investigation	1-1	Faith	Responsibility
2-3 Construct, with guidance, an object that achieves a given purpose, using materials that are provided		Task:	Virtue:	Value:
Focus	identify the purpose of the object to be constructed: What structure do we need to make? What does it need to do?	1-1	Faith	Responsibility Cooperation
Explore and Investigate	attempt, with guidance, a variety of strategies to complete tasks	2-9	Justice	Work Perseverance
	identify steps followed in constructing the object and in testing it to see if it works	2-2	Hope	Integrity Stewardship
	engage in all parts of the task and allow others to make their contributions	2-3 2-5	Perseverance	Respect Cooperation
	identify materials used and how they were used	2-2	Prudence	Responsibility Honesty
	use, with guidance, print and other sources of information provided. Sources may include library, classroom, community and computer-based resources	2-9	Justice	Honesty Integrity

	Evaluate the suitability of different materials for containing liquids. Students should recognize that materials such as writing paper and unglazed pottery are not waterproof and would not be suitable as containers; but that waxed paper and glazed pottery are waterproof and, thus, could be used in constructing or lining a liquid container	1-5	Justice Fortitude	Responsibility
	Demonstrate an understanding that liquid water can be changed to other states: <ul style="list-style-type: none"> recognize that on cooling, liquid water freezes into ice and that on heating, it melts back into liquid water with properties the same as before recognize that on heating, liquid water may be changed into steam or water vapor and that this change can be reversed on cooling identify examples in which water is changed from one form to another. 	1-4 2-9	Faith Charity	Integrity
	Predict that the water level in open containers will decrease due to evaporation, but the water level in closed containers will not decrease	1-1	Faith	Cooperation Responsibility
	Predict that a wet surface will dry more quickly when exposed to wind or heating and apply this understanding to practical situations, such as drying of paints, clothes and hair	1-1	Faith	Cooperation Respect
	Recognize that water is a component of many materials and of living things	2-9	Justice	Honesty Integrity
	Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe	2-4	Temperance	Self-Discipline Honesty



Topic B: Buoyancy and Boats

2-7	Construct objects that will float on and move through water, and evaluate various designs for watercraft	Task:	Virtue:	Value:
	Describe, classify and order materials on the basis of their buoyancy. Students who have achieved this expectation will distinguish between materials that sink in water and those that float. They will also be aware that some “floaters” sit mostly above water, while others sit mostly below water. The terms buoyancy and density may be introduced but are not required as part of this learning expectation	1-1	Fortitude	Work Perseverance
	Alter or add to a floating object so that it will sink, and alter or add to a nonfloating object so that it will float	1-1	Fortitude	Motivation Initiative
	Assemble materials so they will float, carry a load and be stable in water		Faith	Praise Celebration
	Modify a watercraft to increase the load it will carry	1-2		Motivation
	Modify a watercraft to increase its stability in water	1-2		Initiative
	Evaluate the appropriateness of various materials to the construction of watercraft, in particular: <ul style="list-style-type: none"> the degree to which the material is waterproof (not porous) 	1-5 4-6	Charity	Courage

	<ul style="list-style-type: none"> the ability to form waterproof joints between parts the stiffness or rigidity of the material the buoyancy of the materia 			
	Develop or adapt methods of construction that are appropriate to the design task	1-1 1-2	Prudence	Self-Discipline
	Adapt the design of a watercraft so it can be propelled through water	1-2	Temperance	Praise Celebration
	Explain why a given material, design or component is appropriate to the design task	1-10	Hope	Integrity
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Topic C: Magnetism				
2-8	Describe the interaction of magnets with other magnets and with common materials	Task:	Virtue:	Value:
	Identify where magnets are used in the environment and why they are used	1-1 1-2	Faith	Respect
	Distinguish materials that are attracted by a magnet from those that are not	1-1	Prudence	Honesty
	Recognize that magnets attract materials with iron or steel in them; and given a variety of metallic and nonmetallic objects, predict those that will be attracted by a magnet	4-4	Faith	Integrity
	Recognize that magnets have polarity, demonstrate that poles may either repel or attract each other, and state a rule for when poles will repel or attract each other	1-5	Fortitude	Motivation Initiative
	Design and produce a device that uses a magnet	1-2	Temperance	Work Perseverance
	Demonstrate that most materials are transparent to the effects of a magnet. A magnetic field will pass through such materials, whereas other materials interact with a magnet	4-4	Faith	Honesty
	Compare and measure the strength of magnets	2-2	Charity Justice	Praise Celebration
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Topic D: Hot and Cold Temperature				
2-9	Recognize the effects of heating and cooling, and identify methods for heating and cooling	Task:	Virtue:	Value:
	Describe temperature in relative terms, using expressions, such as hotter than, colder than	1-2	Prudence	Praise Celebration
	Measure temperature in degrees Celsius (°C).	1-1	Hope – Global Warming Temperance	Stewardship
	Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning	1-1	Hope Temperance	Stewardship
	Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources	1-5	Justice	Respect Responsibility
	Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health	1-8		

	Identify ways in which the temperature in homes and buildings can be adjusted; e.g., by turning a thermostat up or down, by opening or closing windows, by using a space heater in a cold room	1-1	Hope Temperance	Stewardship
	Describe, in general terms, how local buildings are heated: <ul style="list-style-type: none"> • identify the energy source or fuel • recognize that most buildings are heated by circulating hot air or hot water • describe how heat is circulated through the school building and through their own homes 	1-2	Prudence	Praise Celebration
	Describe the role of insulation in keeping things hot or cold, and identify places where some form of insulation is used; e.g., clothing, refrigerator, coolers, homes	1-2	Prudence	Praise Celebration
	Identify materials that insulate animals from the cold; e.g., wool, fur and feathers; and identify materials that are used by humans for the same purpose	1-1 1-4	Hope Prudence	Stewardship
	Design and construct a device to keep something hot or cold	1-1	Prudence	Praise Celebration
	Describe ways in which temperature changes affect us in our daily lives	1-1	Hope Temperance	Stewardship Kindness Empathy



Topic E: Small Crawling and Flying Animals

2–10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed		Task:	Virtue:	Value:
	Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally	1-1 4-4	Faith	Praise Celebration
	Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates—that is, animals such as insects, spiders, centipedes, slugs, worms	2-5 1-1	Prudence	Respect
	Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home	1-1 2-2 4-4	Temperance	Stewardship
	Identify each animal’s role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source	1-1	Hope	Praise Celebration
	Describe the relationships of these animals to other living and nonliving things in their habitat, and to people	1-1 2-5 4-4	Love (Charity)	Cooperation
	Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight	1-1	Hope Justice	Praise Celebration Respect

	Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks	1-1 2-2 2-9	Justice Prudence	Stewardship Responsibility Kindness Empathy
	Identify ways in which animals are considered helpful or harmful to humans and to the environment	1-1 2-9	Justice	Respect

Subject:	Social Studies		Grade:	2
Unit:	Topic 1	Title:		
Topic:	2.1 Canada's Dynamic Communities			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
////////////////////////////////////				
2.1.1 appreciate the physical and human geography of the communities studied:				
	appreciate how a community's physical geography shapes identity (I, LPP)			
	appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)			
	value oral history and stories as ways to learn about the land (LPP, TCC)			
	acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)			
	demonstrate care and concern for the environment (C, ER, LPP)			
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2.1.2 investigate the physical geography of an Inuit, an Acadian, and a Prairie community in Canada by exploring and reflecting the following questions for inquiry:		Task:	Virtue:	Value:
	Where are the Inuit, Acadian and Prairie communities located in Canada? (LPP)			
	How are the geographic regions different from where we live? (LPP)			
	What are the major geographical regions, landforms and bodies of water in each community? (LPP)			
	What are the main differences in climate among these communities? (LPP)			
	What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)			
	How does the physical geography of each community shape its identity? (CC, I)			
	What is daily life like for children in Inuit, Acadian and Prairie communities (e.g., recreation, school)? (CC, I, LPP)			
	How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)			
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2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a Prairie community in Canada by exploring and reflecting upon the following questions for inquiry:		Task:	Virtue:	Value:
	What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)			
	What are the traditions and celebrations in the			

	Internet.			
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2.S.2 develop skills of historical thinking:				
	correctly apply terms related to time (i.e., long ago, before, after)			
	arrange events, facts and/or ideas in sequence			
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2.S.3 develop skills of geographic thinking:				
	use a simple map to locate communities studied in Canada			
	determine distance on a map, using relative terms such as near/far, here/there			
	apply the concept of relative location to determine locations of people and places			
	use cardinal directions to locate communities studied in relation to one’s own community			
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2.S.4 demonstrate skills of decision making and problem solving:		Task:	Virtue:	Value:
	apply ideas and strategies to decision making and problem solving			
	propose new ideas and strategies to contribute to decision making and problem solving			
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2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:		Task:	Virtue:	Value:
	demonstrate the ability to deal constructively with diversity and disagreement			
	work and play in harmony with others to create a safe and caring environment			
	consider the needs and ideas of others share information collected from electronic sources to add to a group task			
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2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:		Task:	Virtue:	Value:
	participate in activities that enhance their sense of belonging within their school and community			
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2.S.7 apply the research process:		Task:	Virtue:	Value:
	participate in formulating research questions			
	develop questions that reflect a personal information need			
	follow a plan to complete an inquiry			
	access and retrieve appropriate information from electronic sources for a specific inquiry			
	navigate within a document, compact disc or other software program that contains links			
	organize information from more than one source			
	process information from more than one source to retell what has been discovered			
	formulate new questions as research progresses			

Glossary of Terms and Concepts—Grade 2

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Acadians	Descendants of approximately 100 French families who settled along the shores of the Baie française (now the Bay of Fundy) in the area now known as New Brunswick, Nova Scotia and Prince Edward Island.
cultural diversity	Differences in groups having a variety of languages, ethnicity, nationalities, within a shared space.
goods	Items that are produced and have an economic value.
human geography	The branch of geography that pertains specifically to how humans adapt to their environment.
Inuit	A member of any of several Aboriginal peoples who live in coastal regions of the Canadian Arctic and in Greenland.
physical geography	The study of the physical characteristics of the environment, for example, landforms, climate and bodies of water.
rural	Relating to farming, agricultural; of or relating to people who live in the country
services	Physical or intellectual labour.
urban	Relating to cities or city life.

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

Subject:	Health	Grade:	Grade 2
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
////////////////////////////////////				
WELLNESS CHOICES–General Outcome <i>Students will make responsible and informed choices to maintain health and to promote safety for self and others</i>				
1. Personal Health		Task:	Virtue:	Value:
	describe the effects of combining healthy eating and physical activity			
	examine the need for positive health habits; e.g., adequate sleep, sun protection			
	demonstrate appreciation for own body; e.g., make positive statements about activities one can do			
	describe personal body image			
	classify foods according to <i>Canada’s Food Guide to Healthy Eating</i> , and apply knowledge of food groups to plan for appropriate snacks and meals			
	determine safe and responsible use of medications			
2. Safety and Responsibility		Task:	Virtue:	Value:
	identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions			
	describe and apply communication safety behaviours at home; e.g., answering the door/telephone			
	describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skate			
	identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours			
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RELATIONSHIP CHOICES–General Outcome <i>Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions</i>				
1. Understanding and Expressing Feelings		Task:	Virtue:	Value:
	recognize that individuals make choices about how to express feelings; e.g., frustration			
	become aware that the safe expression of feelings is healthy			
	identify possible psychological and physiological responses to stress			
	develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell			
2. Interactions		Task:	Virtue:	Value:
	demonstrate ways to show appreciation to friends and others			

	develop strategies to show respect for others; e.g., show interest when others express feelings, offer support			
	demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise			
3. Group Roles and Processes		Task:	Virtue:	Value:
	recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer			
	explain how groups can contribute to a safe and caring environment			
////////////////////////////////////				
LIFE LEARNING CHOICES–General Outcome <i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges</i>				
1. Learning Strategies		Task:	Virtue:	Value:
	demonstrate organizational skills; e.g., notebook organization, desk organization			
	identify personal behaviours that show readiness to learn			
	apply the decision-making process for age-appropriate issues			
	recognize that it takes time and effort to accomplish goals			
2. Life Roles and Career Development		Task:	Virtue:	Value:
	recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills			
	recognize that each individual has many roles in life; e.g., friend, sister			
3. Volunteerism		Task:	Virtue:	Value:
	explain why volunteerism is important			
	select and perform volunteer tasks in the school			

Subject:	Phys Ed / Health	Grade:	2
Unit:	Title:	Mapped Phys. Ed and Health curriculums	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes	Task:	Virtue:	Value:
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Physical Education Curriculum		Health Curriculum			
Benefits Health		Wellness Choices		Task:	Virtue:
	B2-1 recognize that “energy” is required for muscle movement	W2.1 describe the effects of combining healthy eating and physical activity			
	B2-4 identify personal physical attributes that contribute to physical activity	W2.3 demonstrate appreciation for own body; e.g., make positive statements about activities one can do			
		W2.4 describe personal body image			
	D2-3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity	W2.9 describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates			
Physical Education Curriculum		Health Curriculum		Task:	Virtue:
Cooperation		Relationship Choices			
	B2-8 understand the connections between physical activity and emotional well-being; e.g., feels good	R2.3 identify possible psychological and physiological responses to stress			
	C2-1 identify and demonstrate respectful communication skills appropriate to context	R2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support			
	C2-5 display a willingness to play cooperatively with others of various abilities, in large or small groups	R2.8 recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer			
////////////////////////////////////					
Physical Education Curriculum		Health Curriculum			
Do it daily!		Life Learning Choices		Task:	Virtue:
	D2-6 practise setting a short-term goal related to positive effort to participate in a physical activity	L2.4 recognize that it takes time and effort to accomplish goals			

Subject:	Phys Ed	Grade:	2
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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	<i>Students will</i> acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits			
	Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water	Task:	Virtue:	Value:
	A2-1 select and perform locomotor skills involved in a variety of activities			
	A2-2 N/A			
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	Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging	Task:	Virtue:	Value:
	A2-3 select and perform nonlocomotor skills involved in a variety of activities			
	A2-4 N/A			
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	Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking	Task:	Virtue:	Value:
	A2-5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others			
	A2-6 N/A			
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	Application of Basic Skills in an Alternative Environment	Task:	Virtue:	Value:
	A2-7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course			
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	Application of Basic Skills in Dance	Task:	Virtue:	Value:
	A2-8 demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship			
	A2-9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others			
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	Application of Basic Skills in Games	Task:	Virtue:	Value:
	A2-10 create and play body and space awareness games			
	A2-11 apply basic rules and fair play while playing and learning the strategies of lead-up games			

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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	A2-12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence			
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Application of Basic Skills in Individual Activities		Task:	Virtue:	Value:
	A2-13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching			
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GENERAL OUTCOME B: <i>Students will understand, experience and appreciate the health benefits that result from physical activity</i>				
Functional Fitness		Task:	Virtue:	Value:
	B2-1 recognize that “energy” is required for muscle movement			
	B2-2 describe ways to improve personal growth in physical abilities			
	B2-3 experience movement involving the components of health- related fitness; e.g., flexibility, endurance, strength, cardio- respiratory activities			
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Body Image		Task:	Virtue:	Value:
	B2-4 identify personal physical attributes that contribute to physical activity			
	B2-5 N/A			
////////////////////////////////////				
Well-being		Task:	Virtue:	Value:
	B2-6 describe how the body benefits from physical activity			
	B2-7 identify changes that take place in the body during physical activity			
	B2-8 understand the connections between physical activity and emotional well-being; e.g., feels good			
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GENERAL OUTCOME C: <i>Students will interact positively with others</i>				
Communication		Task:	Virtue:	Value:
	C2-1 identify and demonstrate respectful communication skills appropriate to context			
	C2-2 N/A			
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Fair Play		Task:	Virtue:	Value:
	C2-3 identify and demonstrate etiquette and fair play			
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Leadership		Task:	Virtue:	Value:
	C2-4 accept responsibility for assigned roles while participating in physical activity			
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Teamwork		Task:	Virtue:	Value:
	C2-5 display a willingness to play cooperatively with others of various abilities, in large or small groups			

	C2-6 N/A			
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GENERAL OUTCOME D: <i>Students will assume responsibility to lead an active way of life</i>				
Effort		Task:	Virtue:	Value:
	D2-1 express a willingness to participate regularly in physical education class			
	D2-2 identify personal factors that encourage movement			
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Safety		Task:	Virtue:	Value:
	D2-3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity			
	D2-4 demonstrate and participate in safe warm-up and cool- down activities			
	D2-5 demonstrate moving safely and sensitively in various environments; e.g., modified games			
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Goal Setting/Personal Challenge		Task:	Virtue:	Value:
	D2-6 practise setting a short-term goal related to positive effort to participate in a physical activity			
	D2-7 identify ways to change an activity to make it a challenge based on personal abilities			
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Active Living in the Community		Task:	Virtue:	Value:
	D2-8 identify types of physical activities people choose within the community			
	D2-9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment			