

Grade 2 Outcomes

Treaty Education: Creating a Strong Foundation through Treaties

Treaty Relationships 2¹: Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared. Indicators: Examine the concepts of peace and harmony and provide examples of how these concepts are expressed in people's lives and discuss why these concepts are important; Discuss First Nations concepts of sharing (e.g., traditional community ownership vs. individual ownership) and consider what sharing the land and its resources might mean; Represent examples of peaceful and harmonious relationships between First Nations and others.

Spirit and Intent of Treaties 2²: Recognize the importance of honesty when examining one's intentions. Indicators: Share examples of honesty; Discuss the role of honesty in written or verbal expressions of intention; Explore and express what may happen if honesty is separated from one's actions (e.g., promising to do something and not doing it).

Historical Context 2³: Analyze the traditional forms of leadership that were in practice prior to European contact and in First Nations communities. Indicators: Explore the traditional leadership practices of First Nations (e.g., matriarchal, consensus approach, spiritual); Describe the concept of consensus from student's own experience (e.g., deciding what restaurant to go to, what game to play at recess); Research how decisions were made by First Nations; Compare past and present ways of selecting First Nations leaders.

Treaty Promises and Provisions 2⁴: Develop an understanding of Treaties as sacred promises that exist between the British Crown (i.e., government) and First Nations. Indicators: Explore First Nations beliefs that treaties are special promises sealed by sacred ceremonies (e.g. pipe ceremony); Recognize that the treaty suits, medals, and flags are symbols used by the British Crown to signify its commitment to uphold the promises made in the treaties; Represent understanding of the concept that treaties will last for as long as the sun shines, grasses grow, and rivers flow; Identify the Saskatchewan Numbered Treaty Territory in which they live (e.g., Treaties 2, 4, 5, 6, 8, 10).

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP2.1 Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage).</p> <p>CP2.2 Create and connect dance phrases using the elements of dance including actions (identify variety), body (bases), dynamics (move with varying speeds, duration, forces), relationships (using own words, classify variety of relationships with partner or object such as above, below, beside), and space (straight or curved pathways or combinations).</p> <p>CP2.3 Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities).</p> <p>CP2.4 Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection.</p> <p>CP2.5 Create sound compositions using communities as inspiration.</p> <p>CP2.6 Create and perform music that demonstrates understanding of form (repetition and contrast), beat (strong and weak beats/accents) and meter (2/4 and 4/4), rhythm (create ostinati), tempo (fast/slow paces), dynamics (loud/soft), pitch (high/low sounds) and pitch, direction (moving up/down/staying the same), texture (layers of sounds) , and tone colour (variety).</p> <p>CP2.7 Create visual art works that draw on observations and express ideas about own communities.</p> <p>CP2.8 Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).</p> <p>CR2.1 Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.</p> <p>CR2.2 Use inquiry and technology to investigate a variety of arts expressions.</p> <p>CH2.1 Identify key features of arts and cultural traditions in own community.</p> <p>CH2.2 Describe key features of traditional arts expressions of Saskatchewan First Nations and Metis Artists.</p>	<p>CR2.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Just Watch Me) community (e.g., People and Places) social responsibility (e.g., Friendship) and make connections to prior learning and experiences.</p> <p>CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.</p> <p>CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities and follow oral directions and demonstrations.</p> <p>CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.</p> <p>CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., My Family and Friends) community (e.g., Our Community) social responsibility (e.g., TV Ads for Children) and make connections to own life.</p> <p>CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.</p> <p>CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion, and providing reasons, and explaining information and directions.</p> <p>CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</p> <p>AR2.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., "What did I learn?").</p> <p>AR2.2 Set personal goals as a result of group discussions (e.g., "What did I do well?", "How could I be a better viewer, listener, reader, representer, speaker, and writer?").</p>	<p>USC2.1 Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.</p> <p>USC2.2 Determine how healthy snacking practices influence personal health.</p> <p>USC2.3 Develop an understanding of how health may be affected by illness and disease.</p> <p>USC2.4 Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.</p> <p>USC2.5 Recognize potential safety risks in community "play areas" and determine safe practices/ behaviours to identify, assess, and reduce the risks.</p> <p>USC2.6 Examine how communities benefit from the diversity of their individual community members.</p> <p>DM2.1 Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.</p> <p>AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.</p>	<p>N2.1 Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by: representing (including place value), describing, skip counting, differentiating between odd and even numbers, estimating with referents, comparing two numbers, and ordering three or more numbers.</p> <p>N2.2 Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: representing strategies for adding and subtracting concretely, pictorially, and symbolically, creating and solving problems involving addition and subtraction, estimating, using personal strategies for adding and subtracting with and without the support of manipulatives, analyzing the effect of adding or subtracting zero, and analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements.</p> <p>P2.1 Demonstrate understanding of repeating patterns (three to five elements) by: describing, representing patterns in alternate modes, extending, comparing, and creating patterns using manipulatives, pictures, sounds, and actions.</p> <p>P2.2 Demonstrate understanding of increasing patterns by: describing, reproducing, extending, creating patterns using manipulatives, pictures, sounds, and actions (numbers to 100).</p> <p>P2.3 Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: relating equality and inequality to balance, comparing sets, recording equalities with an equal sign, recording inequalities with a not equal sign, and solving problems involving equality and inequality.</p> <p>SS2.1 Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units, and estimating, measuring, comparing and analyzing measurements.</p> <p>SS2.2 Demonstrate understanding of non-standard units for measurement of mass by: describing the choice and appropriate use of non-standard units, and estimating, measuring, comparing and analyzing measurements.</p> <p>SS2.3 Describe, compare, and construct 3-D objects, including: cubes, spheres, cones, cylinders, pyramids.</p> <p>SS2.4 Describe, compare, and construct 2-D shapes, including , triangles, squares, rectangles, circles.</p> <p>SS2.5 Demonstrate understanding of the relationship between 2-D shapes and 3-D objects.</p> <p>SP2.1 Demonstrate understanding of concrete graphs and pictographs.</p>	<p>PE2.1 Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.</p> <p>PE2.2 Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.</p> <p>PE2.3 Explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a: utilization level of skills when: walking, running, jumping forward and landing, jumping sideways and landing, control level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body "takes off" from one foot, propels through air for distance, then lands on the opposite foot), sliding (one footsteps and the other moves to meet the first foot, "step-close"), galloping (one footsteps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways, and progressing-towards-control level of skill when: rolling backward.</p> <p>PE2.4 Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot while participating in movement activities, including at a: utilization level of skill when: balancing, jumping and landing on, the spot, control level of skill when: landing on hands from kneeling position, rotating on the spot, control level of skill when: landing on hands from a bent knee standing position, and non-locomotor skills.</p> <p>PE2.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: control level of skill when: throwing, catching (collecting, gathering), kicking, progressing-towards-control level of skill when: hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements (e.g., short-handled racquets, paddles).</p> <p>PE2.6 Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of: space (general space, levels, directions, pathways, and extensions), effort (time/speed, force, and flow), and relationships (with objects and with others).</p> <p>PE2.7 Explore and demonstrate rhythmical movement with smooth transitions between movements in: self-created patterns, and responsive patterns, involving relationships with objects and others established dances.</p> <p>PE2.8 Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch), target games (e.g., ring or hoop toss, bowling, bocce ball, curling), and alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing).</p> <p>PE2.9 Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.</p> <p>PE2.10 Demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.</p>	<p>AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles.</p> <p>AN2.2 Compare the growth and development of humans with that of familiar animals.</p> <p>AN2.3 Assess the interdependence of humans and animals in natural and constructed environments.</p> <p>LS2.1 Investigate properties (e.g., colour, taste, smell, shape, and texture) of familiar liquids and solids.</p> <p>LS2.2 Investigate interactions between liquids and solids, and technologies based on those interactions.</p> <p>MP2.1 Analyze methods of determining the position of objects relative to other objects.</p> <p>MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self.</p> <p>AW2.1 Investigate properties of air and water (in all three states of matter) within their environment.</p> <p>AW2.2 Assess the importance of air and water for the health and survival of living things, including self, and the environment.</p>	<p>IN2.1 Determine characteristics of a community.</p> <p>IN2.2 Create a representation of the diversity of cultural groups in the local community.</p> <p>DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.</p> <p>DR2.2 Analyze the influence of the natural environment on the local community.</p> <p>DR2.3 Identify physical representations as constructed models of real things.</p> <p>DR2.4 Describe the influence of Treaty and First Nations people on the local community.</p> <p>PA2.1 Analyze how decisions are made within the local community.</p> <p>PA2.2 Assess and practice various approaches to resolving conflicting interests within the community.</p> <p>PA2.3 Analyze rights and responsibilities of citizens in the school and local community.</p> <p>RW2.1 Describe ways in which the local community meets needs and wants of its members.</p> <p>RW2.2 Analyze various worldviews regarding the natural environment.</p> <p>RW2.3 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.</p>