

The Ontario Curriculum

GRADE 2

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2023 Ontario Curriculum Guidelines



Content

Introduction	Page 3
Mathematics	Page 4
Language Arts	Page 9
Science & Technology	Page 16
Social Studies	Page 21
The Arts	Page 25
Health & Physical Education	Page 29

Introduction

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

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

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

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

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

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject (2023). I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



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

Math

Social-Emotional Learning (SEL) Skills and the Mathematical Processes

By the end of Grade 2, students will: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Number

Section	Specific Expectations
<i>Number Sense</i>	
By the end of Grade 2, students will: -demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	<i>Whole Numbers</i>
	<input type="checkbox"/> Read, represent, compose, and decompose whole numbers up to and including 200, using a variety of tools and strategies, and describe various ways they are used in everyday life
	<input type="checkbox"/> Compare and order whole numbers up to and including 200, in various contexts
	<input type="checkbox"/> Estimate the number of objects in collections of up to 200 and verify their estimates by counting
	<input type="checkbox"/> Count to 200, including by 20s, 25s, and 50s, using a variety of tools and strategies
	<input type="checkbox"/> Describe what makes a number even or odd
	<i>Fractions</i>
	<input type="checkbox"/> Use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 6 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts
	<input type="checkbox"/> Recognize that one third and two sixths of the same whole are equal, in fair-sharing contexts
<i>Operations</i>	
By the end of Grade 2, students will: -use knowledge of numbers and operations to solve mathematical	<input type="checkbox"/> Use the properties of addition and subtraction, and the relationships between addition and multiplication and between subtraction and division, to solve problems and check calculations
	<input type="checkbox"/> Recall and demonstrate addition facts for numbers up to 20, and related subtraction facts

problems encountered in everyday life	<input type="checkbox"/> Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 50, and explain the strategies used
	<input type="checkbox"/> Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 100
	<input type="checkbox"/> Represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings
	<input type="checkbox"/> Represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings

Algebra

Section	Specific Expectations
<i>Patterns and Relationships</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts
-identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	<input type="checkbox"/> Create and translate patterns using various representations, including shapes and numbers
	<input type="checkbox"/> Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns represented with shapes and numbers
	<input type="checkbox"/> Create and describe patterns to illustrate relationships among whole numbers up to 100
<i>Equations and Inequalities</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Identify when symbols are being used as variables, and describe how they are being used
-demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	<input type="checkbox"/> Determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent
	<input type="checkbox"/> Identify and use equivalent relationships for whole numbers up to 100, in various contexts

<i>Coding</i>	
By the end of Grade 2, students will: - solve problems and create computational representations of mathematical situations using coding concepts and skills	<input type="checkbox"/> Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential and concurrent events
	<input type="checkbox"/> Read and alter existing code, including code that involves sequential and concurrent events, and describe how changes to the code affect the outcomes
<i>Mathematical Modelling</i>	
By the end of Grade 2, students will: - apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations	<input type="checkbox"/> This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands.

Data

Section	Specific Expectations
<i>Data Literacy</i>	
By the end of Grade 2, students will: - manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	<i>Data Collection and Organization</i>
	<input type="checkbox"/> Sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams
	<input type="checkbox"/> Collect data through observations, experiments, or interviews to answer questions of interest that focus on two pieces of information, and organize the data in two-way tally tables
	<i>Data Analysis</i>
	<input type="checkbox"/> Identify the mode(s), if any, for various data sets presented in concrete graphs, pictographs, line plots, bar graphs, and tables, and explain what this measure indicates about the data
	<input type="checkbox"/> Analyse different sets of data presented in various ways, including in logic diagrams, line plots, and bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions

<i>Probability</i>	
<p>By the end of Grade 2, students will:</p> <p>- describe the likelihood that events will happen, and use that information to make predictions</p>	<input type="checkbox"/> Use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of complementary events happening, and use that likelihood to make predictions and informed decisions
	<input type="checkbox"/> Make and test predictions about the likelihood that the mode(s) of a data set from one population will be the same for data collected from a different population

Spatial Sense

Section	Specific Expectations
<i>Geometric and Spatial Reasoning</i>	
<p>By the end of Grade 2, students will:</p> <p>- describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</p>	<i>Geometric Reasoning</i>
	<input type="checkbox"/> Sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry
	<input type="checkbox"/> Compose and decompose two-dimensional shapes, and show that the area of a shape remains constant regardless of how its parts are rearranged
	<input type="checkbox"/> Identify congruent lengths and angles in two-dimensional shapes by mentally and physically matching them, and determine if the shapes are congruent
	<i>Location and Movement</i>
	<input type="checkbox"/> Create and interpret simple maps of familiar places <input type="checkbox"/> Describe the relative positions of several objects and the movements needed to get from one object to another
<i>Measurement</i>	
<p>By the end of Grade 2, students will:</p> <p>- compare, estimate, and determine measurements in various contexts</p>	<i>Length</i>
	<input type="checkbox"/> Choose and use non-standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed
	<input type="checkbox"/> Explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths <input type="checkbox"/> Measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the impact of starting at points other than zero

	<i>Time</i>
	<input type="checkbox"/> Use units of time, including seconds, minutes, hours, and non-standard units, to describe the duration of various events

Financial Literacy

Section	Specific Expectations
<i>Money and Finances</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate an understanding of the value of Canadian currency</p>	<p><i>Money Concepts</i></p> <p> <input type="checkbox"/> Identify different ways of representing the same amount of money up to Canadian 200¢ using various combinations of coins, and up to \$200 using various combinations of \$1 and \$2 coins and \$5, \$10, \$20, \$50, and \$100 bills </p>

Language Arts

A: Literacy Connections and Applications

Section	Specific Expectations
<i>A1. Transferable Skills</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts</p>	<p>□ identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms</p>
	<p>□ demonstrate an understanding of how transferable skills help them to express their voice and be engaged in their learning</p>
<i>A2. Digital Media Literacy</i>	
<p>By the end of Grade 2, students will:</p> <p>demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media</p>	<p>□ demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities</p>
	<p>□ demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission</p>
	<p>□ gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning</p>
	<p>□ demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts</p>

	<input type="checkbox"/> demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator
	<input type="checkbox"/> use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems
	<input type="checkbox"/> communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community
<i>A3. Applications, Connections, and Contributions</i>	
<p>By the end of Grade 2, students will:</p> <p>- apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations</p>	<input type="checkbox"/> apply the knowledge and skills developed in this grade to support learning in various subject areas and identify some ways this learning can be used in everyday life
	<input type="checkbox"/> demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts
	<input type="checkbox"/> identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Section	Specific Expectations
<i>B1. Oral & Non-Verbal Communication</i>	
By the end of Grade 2, students will: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	<input type="checkbox"/> use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities
	<input type="checkbox"/> identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, and to recognize when a message is difficult to understand
	<input type="checkbox"/> identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently
	<input type="checkbox"/> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages being conveyed
	<input type="checkbox"/> use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas, to support audience comprehension
<i>B2. Language Foundations for Reading and Writing</i>	
By the end of Grade 2, students will: - demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing	<input type="checkbox"/> Use phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts
	<input type="checkbox"/> Use orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading
	<input type="checkbox"/> use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words
	<input type="checkbox"/> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context

	<ul style="list-style-type: none"> □ read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation
<i>B3. Language Conventions for Reading and Writing</i>	
By the end of Grade 2, students will:	<ul style="list-style-type: none"> □ identify and construct declarative, imperative, interrogative, and exclamatory sentences, including compound sentences
demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts	<ul style="list-style-type: none"> □ demonstrate an understanding of the functions of parts of speech in sentences, including abstract and collective nouns, personal pronouns, forms of the verb “to be”, comparative and superlative adjectives, conjunctions, and recognition of the words that adverbs modify, and use this knowledge to support comprehension and communicate meaning clearly
	<ul style="list-style-type: none"> □ use their understanding of the meaning and function of capitalization and punctuation to communicate clearly, including capital letters for proper nouns, commas to separate items in lists, apostrophes for possessives, and quotation marks for direct speech

C. Comprehension: Understanding and Responding to Texts

Section	Specific Expectations
<i>C1. Knowledge About Texts</i>	
By the end of Grade 2, students will:	<ul style="list-style-type: none"> □ read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
-apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres	<ul style="list-style-type: none"> □ identify simple literary and informational text forms and their associated genres
	<ul style="list-style-type: none"> □ identify some text patterns, such as chronological order and journal entry, and text features, including table of contents, charts, and icons, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning
	<ul style="list-style-type: none"> □ identify ways in which images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts
	<ul style="list-style-type: none"> □ identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and describe how they help communicate meaning

	<input type="checkbox"/> identify the narrator’s point of view in a variety of texts, including first person or third person, in simple texts, and suggest an alternative point of view to tell the story
	<input type="checkbox"/> read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences
<i>C2. Comprehension Strategies</i>	
<p>By the end of Grade 2, students will:</p> <p>- apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts</p>	<input type="checkbox"/> activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts
	<input type="checkbox"/> identify purposes for engaging with texts, including enjoyment or finding information
	<input type="checkbox"/> make predictions using background knowledge, text features, and evidence from the text
	<input type="checkbox"/> use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts
	<input type="checkbox"/> identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them
	<input type="checkbox"/> identify the main idea in a simple text, and relate important details in sequence
	<input type="checkbox"/> identify strategies, such as activating prior knowledge and visualizing, that have helped them comprehend texts
<i>C3. Critical Thinking in Literacy</i>	
<p>By the end of Grade 2, students will:</p> <p>-apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts</p>	<input type="checkbox"/> identify simple literary devices, including consonance and simile, and describe how they help communicate meaning
	<input type="checkbox"/> make simple inferences, using stated and implied information and ideas, to understand simple texts
	<input type="checkbox"/> analyze simple texts, including literary and informational texts, by identifying and sequencing important information and events
	<input type="checkbox"/> identify some cultural elements represented in various texts, including symbols and values, and explain how these elements contribute to the meaning

	<input type="checkbox"/> identify explicit and implicit perspectives communicated in a text, providing evidence, and describe how these perspectives could influence an audience
	<input type="checkbox"/> express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility
	<input type="checkbox"/> identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences
	<input type="checkbox"/> identify thinking skills that helped them understand simple texts

D. Composition: Expressing Ideas and Creating Texts

Section	Specific Expectations
<i>D1. Developing Ideas and Organizing Content</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> identify the topic, purpose, and audience for various texts they plan to create
-plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	<input type="checkbox"/> generate and develop ideas about given and chosen topics, using simple strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas
	<input type="checkbox"/> gather information and content relevant to a topic, using three or more sources
	<input type="checkbox"/> sort and sequence ideas and information, taking into account the text form and genre to be used
	<input type="checkbox"/> identify the strategies that helped them to develop ideas for texts
<i>D2. Creating Texts</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> draft short texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies
- apply knowledge and understanding of various	<input type="checkbox"/> print legibly and fluently, with appropriate formation patterns, size, placement, and spacing

text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and/or strategies, and reflect critically on created text	<input type="checkbox"/> demonstrate a personal voice in their texts, using descriptive words to express their thoughts, feelings, and opinions about the topic
	<input type="checkbox"/> identify the point of view, including first person, used in their texts
	<input type="checkbox"/> make revisions to texts using feedback from others, such as adding or deleting sentences
	<input type="checkbox"/> make simple edits to draft texts, such as checking for errors in capitalization, punctuation, and spelling
<i>D3. Publishing, Presenting, and Reflecting</i>	
By the end of Grade 2, students will: - select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics	<input type="checkbox"/> produce final texts using simple techniques, to achieve the intended effect
	<input type="checkbox"/> present the texts they have created using appropriate strategies, including by reading aloud with expression
	<input type="checkbox"/> identify a few strategies they found helpful when presenting texts

Science & Technology

STEM Skills and Connections : Overall Expectations

Section	Specific Expectations
<i>STEM Investigation and Communication Skills</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Use a scientific research process and associated skills to conduct investigations
-use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures	<input type="checkbox"/> Use a scientific experimentation process and associated skills to conduct investigations
	<input type="checkbox"/> Use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems
	<input type="checkbox"/> Follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials
	<input type="checkbox"/> Communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
<i>Coding and Emerging Technologies</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Write and execute code in investigations and when modelling concepts, with a focus on decomposing problems into smaller steps
-use coding in investigations and to model concepts, and assess the impact of coding and of emerging technologies on everyday life	<input type="checkbox"/> Identify and describe impacts of coding and of emerging technologies on everyday life
<i>Applications, Connections, and Contributions</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems
- demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences	<input type="checkbox"/> Investigate how science and technology can be used with other subject areas to address real-world problems
	<input type="checkbox"/> Analyse contributions to science and technology from various communities

Life Systems: Growth and Changes in Animals

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Examine impacts that animals can have on society and the environment, and describe some ways in which any negative impacts can be minimized
-assess way in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live	<input type="checkbox"/> Assess impacts of various human activities on animals and the places where they live, and describe practices that can minimize negative impacts
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Compare physical characteristics of various animals, including characteristics that are constant and those that change
- demonstrate an understanding that animals grow and change and have distinct characteristics	<input type="checkbox"/> Describe the locomotion of various animals
	<input type="checkbox"/> Describe the life cycle of a variety of animals, including insects, amphibians, birds, and mammals
	<input type="checkbox"/> Compare changes in the appearance and behaviour of various animals as they go through a complete life cycle

Matter and Energy: Properties of Liquids and Solids

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 2, students will: -assess ways in which liquids and solids and their uses can have an impact on society and the environment	<input type="checkbox"/> Assess practices related to the use, storage, and disposal of liquids and solids in the home in terms of the effects on personal health and safety and on the environment, and suggest ways to improve these practices
	<input type="checkbox"/> Assess the impacts of changes of state of liquids and solids on humans and on environments
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 2, students will: - demonstrate an understanding of the properties and physical changes of liquids and solids	<input type="checkbox"/> Identify various types of matter in natural and built environments as liquids or solids
	<input type="checkbox"/> Describe the properties of liquids and solids
	<input type="checkbox"/> Describe properties of liquid water and solid water, and identify the conditions that cause changes from one state to the other
	<input type="checkbox"/> Describe some ways in which liquids and solids can be combined to make useful mixtures
	<input type="checkbox"/> Classify solid objects and materials in terms of their buoyancy and in terms of their ability to absorb or repel water
	<input type="checkbox"/> Explain the meaning of international symbols that give us information on the safety of substances

Structures and Mechanisms: Simple Machines & Movement

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Assess the impact of simple machines on the daily lives of people in various communities
-assess the impact of simple machines on society and on the environment	<input type="checkbox"/> Assess the impact on the environment of technologies that use simple machines to facilitate movement
<i>Understanding Basic Concepts</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Describe different ways in which objects move
- demonstrate an understanding of movement and ways in which simple machines help to move objects	<input type="checkbox"/> Identify ways in which the position of an object can be changed
	<input type="checkbox"/> Identify the six basic types of simple machines: lever, inclined plane, wedge, pulley, wheel and axle, and screw
	<input type="checkbox"/> Describe ways in which each type of simple machine is used in daily life to make tasks easier
	<input type="checkbox"/> Compare, qualitatively or quantitatively, the force required to move an object using various simple machines to the force required to move the object without using a simple machine

Earth and Space Systems: Air and Water in the Environment

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 2, students will: -assess ways in which the actions of humans have an impact on the quality of air and water and create plans to protect these resources	<input type="checkbox"/> Assess the impact of human activities on air and water, taking various perspectives into consideration, including those of First Nations, Métis, and Inuit, and plan a course of action to protect the quality of the air and/or water in the local community
	<input type="checkbox"/> Assess their personal and household uses of water, and create a plan to use water responsibly
	<input type="checkbox"/> Examine the availability of fresh water and drinking water around the world, and describe the impact on communities
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 2, students will: - demonstrate an understanding of the properties of air and water, including water in various states, and of ways in which living things depend on air and water for their survival	<input type="checkbox"/> Demonstrate an understanding of the key properties of air and water
	<input type="checkbox"/> Identify sources of water in the natural and built environments
	<input type="checkbox"/> Describe the stages of the water cycle, including evaporation, condensation, precipitation, and collection
	<input type="checkbox"/> Identify the three states of water in the environment, and describe how temperature changes affect the state of water within the water cycle
	<input type="checkbox"/> Describe ways in which living things, including humans, depend on air and water

Social Studies

Heritage and Identity: Changing Family and Community Traditions

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

<i>Understanding Context: Tradition and Heritage</i>	
<p>By the end of Grade 2, students will:</p> <p>describe some of the major groups in their community, including First Nations, Métis, and/or Inuit, other diverse communities, and different types of families, and some of the ways in which traditions and heritage are passed on by such groups</p>	<input type="checkbox"/> Identify and describe different types of families
	<input type="checkbox"/> Identify various groups in their community and describe some of the ways in which their community reflects this diversity
	<input type="checkbox"/> Identify places and/or countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map
	<input type="checkbox"/> Describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as some other communities in Canada , including First Nations, Métis, and/or Inuit communities
	<input type="checkbox"/> Demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community
	<input type="checkbox"/> Identify some way in which heritage is passed on through various community celebrations, traditions, teachings, ceremonies, and events
	<input type="checkbox"/> Identify some ways in which heritage is passed on through various family celebrations and practices, including at least one First Nation, Métis, and/or Inuit family celebration or practice

People and Environments: Global Communities

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

regions	
<i>Inquiry: Natural Environments and Ways of Life</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities, including at least one contemporary First Nation, Métis, or Inuit community, and the ways in which people live
use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities, including at least one contemporary First Nation, Métis, or Inuit community, and the ways in which people in those communities live	<input type="checkbox"/> gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities, including at least one contemporary First Nation, Métis, or Inuit community
	<input type="checkbox"/> Analyse and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities
	<input type="checkbox"/> Interpret and analyse information relevant to their investigations, using a variety of tools
	<input type="checkbox"/> evaluate evidence and draw conclusions about some aspects of the interrelationship between communities' natural environment and the ways of life of people in those communities, including at least one contemporary First Nation, Métis, or Inuit community
	<input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary and formats
<i>Understanding Context: Physical Features and Communities</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways
- identify and locate various physical features and selected communities around the world, including at least one contemporary First Nation, Métis, or Inuit community, and describe some aspects of people's ways of life in those communities	<input type="checkbox"/> Identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or mapping program
	<input type="checkbox"/> Identify cardinal directions on a map, and use these directions when locating selected communities, countries, and/or continents
	<input type="checkbox"/> Identify the location of selected countries, cities, and/or towns around the world, including at least one contemporary First Nation, Métis, or Inuit community, and describe how their location and climate are related

	<input type="checkbox"/> Demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps
	<input type="checkbox"/> Identify basic human needs, and describe some ways in which people in communities around the world meet these needs
	<input type="checkbox"/> Describe selected communities around the world, including at least one contemporary First Nation, Métis, or Inuit community, with reference to their major physical features, wildlife, and some aspects of their culture
	<input type="checkbox"/> Describe similarities and differences between their community and a community in a different region in the world

The Arts

Dance

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

Drama

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 2, students will:	<ul style="list-style-type: none"> □ Engage in dramatic play and role play, with a focus on exploring main ideas and central character in stories from diverse communities, times, and places
-apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories	<ul style="list-style-type: none"> □ Demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played □ 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 □ Communicate feelings and ideas to a familiar audience using a several simple visual or technological aids to support and enhance their drama work
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 2, students will:	<ul style="list-style-type: none"> □ Express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways
-apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	<ul style="list-style-type: none"> □ 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 □ Identify and give example of their strengths, interests, and areas for improvement as drama participants and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 2, students will:	<ul style="list-style-type: none"> □ Identify and describe a variety of drama and theatre forms they experience in their home, school, and community, and in the media
- 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	<ul style="list-style-type: none"> □ Demonstrate an awareness of some drama and theatre traditions of communities around the world

Music

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods
-apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music	<input type="checkbox"/> Apply the elements of music when singing, playing an instrument, and moving
	<input type="checkbox"/> Create simple compositions for specific purpose and a familiar audience
	<input type="checkbox"/> Use the tools and techniques of musicianship in musical performances
	<input type="checkbox"/> Use symbols to represent sounds and sounds to represent musical symbols
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Express personal responses to musical performances in a variety of ways
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences	<input type="checkbox"/> Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 2, students will:	<input type="checkbox"/> Identify reasons why people make music in their daily lives and describe contexts in which they make music
-demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts	<input type="checkbox"/> Identify, through performing and/or listening to, a variety of musical forms or pieces from different communities, times, and places

Health & Physical Education

Social-Emotional Learning Skills

Section	Specific Expectations
<i>Active Participation</i>	
<p>By the end of Grade 2, students will:</p> <p>-apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	Identification and Management of Emotions <ul style="list-style-type: none"> □ Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
	Stress Management and Coping <ul style="list-style-type: none"> □ Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience
	Positive Motivation and Perseverance <ul style="list-style-type: none"> □ Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope
	Healthy Relationships <ul style="list-style-type: none"> □ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
	Self-Awareness and Sense of Identity <ul style="list-style-type: none"> □ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
	Critical and Creative Thinking <ul style="list-style-type: none"> □ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

Active Living

Section	Specific Expectations
<i>Active Participation</i>	
By the end of Grade 2, students will:	<ul style="list-style-type: none"> □ Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
-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	<ul style="list-style-type: none"> □ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities □ Identify reasons for participating in physical activity every day
<i>Physical Fitness</i>	
By the end of Grade 2, students will:	<ul style="list-style-type: none"> □ 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
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living	<ul style="list-style-type: none"> □ Describe different types of activities that improve the strength of the heart and lungs □ Recognize their degree of exertion in physical activities by using simple assessment methods, and identify factors that affect their performance level □ Participate in setting and achieving realistic personal and group goals related to physical activity
<i>Safety</i>	
By the end of Grade 2, students will:	<ul style="list-style-type: none"> □ Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities	<ul style="list-style-type: none"> □ Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activities

Movement Competence: Skills, Concepts, and Strategies

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

Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of practices that enhance personal safety in the home, outdoors, and when online □ Identify common food allergies and sensitivities and the reactions they might cause
	<p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Describe the differences between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Outline the basic stages of human development (<i>e.g., infant, child, adolescent, adult, older adult</i>) and related bodily changes, and identify factors that are important for healthy growth and living throughout life □ Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change
	<p>Mental Health Literacy</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations and describe what they can do to feel better at those times
<i>Making Healthy Choices</i>	
<p>By the end of Grade 2, students will:</p> <p>- demonstrate the ability to apply health knowledge social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Use Canada's Food Guide to assess the nutritional value of meals, and identify food and beverage choices that enhance healthy growth and development □ Demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control
	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health

	Mental Health Literacy <ul style="list-style-type: none"> □ Explain how understanding and being able to name their feelings can help in knowing when they might need to get help
<i>Making Connections for Healthy Living</i>	
By the end of Grade 2, students will: -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	Personal Safety and Injury Prevention <ul style="list-style-type: none"> □ Describe how to relate positively to family members, caregivers, and other, and describe behaviours that can be harmful in relating to others
	Substance Use, Addictions, and Related Behaviours <ul style="list-style-type: none"> □ Describe methods that may be used instead of or in combination with medication to maintain good physical and mental health and prevent or treat various health problems