



# Learning

# Outcomes

# Framework

April 2004

*Grade 2*



**Learning Outcomes Framework**  
**Grade 2**



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# Contents

Introduction .....	v
English Language Arts .....	1
Health Education .....	6
Mathematics .....	8
Music .....	11
Physical Education .....	13
Science .....	16
Social Studies .....	21
Visual Arts .....	23



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# Introduction

The learning outcomes framework comprises a series of curriculum outcomes statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in the primary–graduation continuum. Through an ongoing process, the Department of Education is developing a learning outcomes framework for each area of the public school program.

This document provides an overview of the learning outcomes framework organized by grade level and subject area. It is intended to serve as a brief survey of expected learning outcomes and as a tool to assist teachers in program planning. The connections among learning outcomes reflect natural affinities among subject areas and facilitate the design of a balanced, integrated program.

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides listed in *Public School Programs: 2002–2003*. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to *Vision and Learning Outcomes for the Integration of Information Technologies within Nova Scotia Public School Programs*.

Foundation documents provide the framework for general and key-stage curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on specific curriculum outcomes and describe other aspects of curriculum, such as program design and components, instructional and assessment strategies, and resources.

General curriculum outcomes are statements which identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key-stage curriculum outcomes are statements which identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area. Specific curriculum outcomes are statements which identify what students are expected to know and be able to do at a particular grade level.

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes. For some subject areas, key-stage curriculum outcomes are also included. It should be noted that specific curriculum outcomes noted for health education and social studies are draft statements. While implementation of new curriculum in these subjects is not yet required, teachers may wish to consider these draft statements in planning their instructional programs.

## Elementary Program Components

Elementary schools must include, for all children in each year's program for grades primary–6, health education, language arts, mathematics, music, physical education, social studies, science, and visual arts. The elementary program does not include technology education as a subject area; however, the general and key-stage curriculum outcomes for technology education included in this booklet provide a framework for teachers of grades primary–6 to use in integrating technology education within learning experiences across the curriculum.



# English Language Arts

## General Curriculum Outcomes      Specific Curriculum Outcomes

*Students will be expected to*

GCO 1: Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.

- 1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- 1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- 1.3 express and explain opinions and respond to the questions and reactions of others
- 1.4 listen critically to others' ideas and opinions

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

- 2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
- 2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to a variety of oral presentations and other texts

GCO 3: Students will interact with sensitivity and respect, considering the situation, audience, and purpose.

- 3.1 use basic courtesies and conventions of conversation in group work and co-operative play
- 3.2 identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- 4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- 4.2 read widely and experience a variety of children's literature
- 4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- 4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
  - predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
  - monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would it have a "t" at the end?)

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- 4.5 use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)
- 4.6 read silently, vocalizing only when a major problem with word recognition or meaning occurs
- 4.7 visually survey the text when reading and abandon finger pointing unless a problem occurs
- 4.8 word solve by using analogy with known words; knowledge of affixes, roots, or compounds; an syllabication
- 4.9 use blending as one strategy for decoding words
- 4.10 recognize a wide variety of sight words
- 4.11 use a dictionary
- 4.12 identify main idea and supporting details of a text
- 4.13 identify principles of order in text (time, cause and effect, space)
- 4.14 interpret figurative language
- 4.15 use clues from the text and personal experiences to gain an understanding of character
- 4.16 recognize different emotions and empathize with literary characters
- 4.17 recognize the elements of a story or plot
- 4.18 use prereading/previewing strategies, such as
  - predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
  - making connections between what they read and their own experiences and knowledge
  - setting their own purposes for reading/viewing
  - asking themselves questions about what they want to find out
- 4.19 use during reading/viewing strategies, such as
  - verifying and adjusting predictions/making further predictions
  - making connections between what they read and their own experiences and knowledge
  - visualizing characters, settings, and situations (making pictures in their minds)
- 4.20 use after-reading/viewing strategies such as
  - reflecting about the text
  - responding to the text (through talking, writing, or some other means of representation)
  - asking questions about the text
- 4.21 describe their own reading and viewing processes and strategies

## General Curriculum Outcomes      Specific Curriculum Outcomes

*Students will be expected to*

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- 5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
- identify their own personal and learning needs for information
  - generate their own questions as a guide for research
  - use a range of print and non-print materials to meet their needs
  - use basic reference materials and a database of electronic search
  - reflect on their own research process

GCO 6: Students will be expected to respond personally to a range of texts.

- 6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions
- 6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating and increasing awareness of the reasons for their opinions

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.

- 7.1 question information presented in print and visual texts
- use a personal knowledge base as a frame of reference
- 7.2 identify some different types of print and media texts
- recognize some of their language conventions and text characteristics
  - recognize that these conventions and characteristics help them understand what they read and view
- 7.3 respond critically to texts
- formulate questions as well as understandings
  - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
  - discuss the text from the perspective of their own realities and experiences
  - identify instances of prejudice, bias, and stereotyping

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

- 8.1 use writing and other forms of representation to
- formulate questions
  - generate and organize language and ideas
  - discover and express personal attitudes and opinions
  - express feelings and imaginative ideas
  - record experiences
  - explore how and what they learn
- 8.2 explore, with assistance, ways for making their own notes
- 8.3 experiment with language choices in imaginative writing and other ways of representing

## General Curriculum Outcomes    Specific Curriculum Outcomes

*Students will be expected to*

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

- 9.1 create written and media texts using a variety of forms
  - experiment with a combination of writing with other media to increase the impact of their presentations
- 9.2 demonstrate some awareness of purpose and audience
  - make choices about form for a specific purpose/audience
  - realize that work to be shared with an audience needs editing
- 9.3 consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

- 10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
  - use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
  - use appropriate drafting techniques (focussing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)
  - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/ rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/ information, rearranging, using feedback from conferences to help revise)
  - use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)
  - use appropriate techniques for publishing/ presenting (e.g., a word processor to publish; illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/ representing orally; publishing on-line; submitting work to school/district newsletter)
- 10.2 use some conventions of written language
  - punctuation and capitalization
    - > use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
    - > use periods at the ends of sentences and for abbreviations

## General Curriculum Outcomes    Specific Curriculum Outcomes

*Students will be expected to*

- > use commas in a series and in dates
- > use apostrophes for possessives and contractions
- > use question marks, exclamation marks, and quotation marks
- language structure
  - > make subjects and verbs agree
  - > begin to use simple paragraphing
  - > use a variety of simple and more complex sentence structures
  - > use pronouns appropriately
- spelling
  - > use meaning and syntax patterns as well as sound cues
  - > use a range of spelling strategies
  - > spell many words conventionally
  - > use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)
- 10.3 demonstrate engagement with the creation of pieces of writing and other representation
  - engage in writing/representing activities for sustained periods of time
  - work willingly on revising and editing for an audience
  - demonstrate pride and sense of ownership in writing/representing efforts
- 10.4 experiment with technology in writing and other forms of representing
  - use a tape recorder to tape dramatic presentations, readings of published work, and retellings
  - use a simple word processing program to draft, revise, edit, and publish
  - use a drawing program (computer software)
  - with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy)
  - with assistance use the Internet to communicate
- 10.5 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

# Health Education

## General Curriculum Outcomes    Specific Curriculum Outcomes

*Students will be expected to*

### The Body: Growth and Development

GCO A: Students will be expected to demonstrate knowledge of the body, body functions, and growth and development.

- A2.1 demonstrate a knowledge of the ways their senses warn them of danger
- A3.1 demonstrate an awareness of their physical growth

### Strategies for Healthy Living

GCO B: Students will be expected to demonstrate knowledge, skills, and attitudes that contribute to active, healthy living.

- B1.1 classify cooked, mixed, and processed foods according to their ingredients
- B1.2 demonstrate an ability to select a variety of foods representing different food groups
- B1.3 identify nutritious foods from various cultures
- B2.1 define drugs in general terms and give examples of drugs commonly used at home
- B2.2 demonstrate a knowledge of safety rules for taking medicines, including prescription and over-the-counter drugs
- B3.1 identify and practise vehicle and sidewalk safety precautions
- B3.2 identify and practise safety precautions and emergency procedures related to fire
- B3.3 demonstrate a knowledge of basic first aid procedures related to burns
- B3.4 identify and practise strategies for protecting their skin from the harmful rays of the sun
- B3.5 identify and practise strategies for responding to bullying
- B3.6 with caregivers, devise a plan for responding to emergencies at home
- B4.1 identify and practise strategies for responding to common disease symptoms
- B5.1 demonstrate strategies for dealing with anger in oneself and others
- B6.1 identify and practise hygiene at school related to the prevention of disease
- B7.1 participate in a broad range of physical activities they enjoy

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- B7.2 demonstrate an awareness that physical activity affects their breathing rate and heartbeat
- B7.3 demonstrate an awareness of the importance of stretching the muscles

**Values and Practices for Healthy Living**

GCO C: Students will be expected to demonstrate knowledge of factors that contribute to healthy living values and practices.

- C1.1 demonstrate an understanding of ways a family can provide for the needs of its members
- C1.2 demonstrate an understanding that each family member has a position, role, and responsibility within the family
  
- C2.1 describe jobs (paid and unpaid) that people do in their community
- C2.2 identify and demonstrate ways of showing respect and consideration to others
  
- C3.1 demonstrate an awareness of changes in their community, and how these changes affect them and their families
  
- C4.1 demonstrate an awareness of conditions in the environment that support the healthy growth of all types of animals
- C4.2 identify the reasons communities have health and safety rules and laws
  
- C5.1 demonstrate an awareness of cultural and social diversity in their community and region

**Strategies for Positive Personal Development and Healthy Relationships**

GCO D: Students will be expected to demonstrate the knowledge, skills, and attitudes necessary to live happily and productively as an individual, within a family, and within the community.

- D1.1 identify and show appreciation for skills they have developed
- D2.1 acknowledge thoughtful and caring behaviours among their classmates
- D2.2 demonstrate respect for and acceptance of all classmates
  
- D3.1 identify and use strategies for making and keeping friends, and for resolving conflicts with friends
  
- D4.1 accept responsibility for the consequences of their decisions
- D4.2 identify and evaluate alternative solutions for a given problem

# Mathematics

## General Curriculum Outcomes

GCO A: Students will demonstrate number sense and apply number theory concepts.

GCO B: Students will demonstrate number sense and apply operation principles and procedures in both numeric and algebraic situations.

GCO C: Students will explore, recognize, represent and apply patterns and relationships, both informally and formally.

## Specific Curriculum Outcomes

*Students will be expected to*

- A1 order numbers and use ordinal language
- A2 count in a variety of ways
- A3 estimate the size of numbers to the nearest multiple of 10
- A4 identify simple fractions using models
- A5 describe numbers in a variety of ways
- A6 demonstrate an understanding of base-10 groupings
- A7 model numbers to three places
- A8 compare and order numbers by size
- A9 recognize, extend, and create simple place-value patterns
  
- B1 recognize that multiplication can be used to determine the total amount in groups of equal size
- B2 recognize that division can mean determining how many groups of a fixed size are in a larger group or fair sharing
- B3 demonstrate an understanding that addition can be used to solve subtraction problems and vice versa
- B4 create word problems involving addition and subtraction
- B5 develop and apply strategies to learn addition and subtraction facts
- B6 recall addition facts involving two addends, each less than 10, and the related subtraction facts
- B7 demonstrate an understanding of basic principles of addition
- B8 add 3 single-digit numbers
- B9 model and perform the addition of two 2-digit numbers, with and without regrouping
- B10 model and perform the subtraction of two 2-digit numbers, with and without regrouping
- B11 estimate the sum or difference of two 2-digit numbers
- B12 use technology to solve problems involving sums or differences of larger numbers
  
- C1 compare and contrast patterns
- C2 demonstrate an understanding that there are often many ways to continue a pattern, unless a pattern rule is provided
- C3 identify and use patterns in an addition table
- C4 identify and extend place-value patterns
- C5 represent patterns using their own notation or symbolism

## General Curriculum Outcomes      Specific Curriculum Outcomes

*Students will be expected to*

GCO D: Students will demonstrate an understanding of and apply concepts and skills associated with measurement.

- C6 solve simple open sentences involving addition and subtraction facts
- D1 identify procedures not involving units to be used to compare areas
- D2 demonstrate a sense of how long 1 cm and 1 m are
- D3 estimate and measure length in non-standard and standard units
- D4 recognize and explain why standard units are used
- D5 demonstrate a sense of how much 1 L is
- D6 estimate and measure capacity in non-standard and standard units
- D7 demonstrate a sense of how much 1 kg is
- D8 estimate and measure mass using non-standard and standard units
- D9 estimate and measure time using non-standard units
- D10 read hours and half-hours on a clock
- D11 explore properties of the calendar
- D12 choose appropriate units with which to estimate and measure, and perform the measurements
- D13 demonstrate an understanding that the size of unit used affects the number describing the measurement
- D14 demonstrate an understanding that 100 cm make up 1 m

GCO E: Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.

- E1 develop aspects of spatial sense, including perceptual constancy, perception of spatial relationships, and visual discrimination
- E2 recognize 3-D shapes from drawings and from alternative perspectives
- E3 sort, build, and pattern with 2-D and 3-D shapes
- E4 recognize, name, and represent parallel lines and right angles
- E5 recognize, name, describe, and represent parallelograms
- E6 recognize, name, describe, and represent triangular, square, and rectangular prisms and pyramids
- E7 cut and assemble nets of cubes and triangular, square, and rectangular prisms and pyramids
- E8 recognize surfaces and faces of 3-D shapes
- E9 sort, build, and pattern with 2-D and 3-D shapes
- E10 subdivide and change 2-D figures
- E11 recognize, identify, describe, and represent reflective symmetry in 2-D shapes
- E12 recognize and identify reflective symmetry in the environment
- E13 make the connection between reflective symmetry and one-half using squares, rectangles, and circles

**General Curriculum Outcomes      Specific Curriculum Outcomes**

*Students will be expected to*

GCO F: Students will solve problems involving the collection, display, and analysis of data.

E14    make the connection between even/odd numbers and rectangles

F1    conduct simple surveys and record data  
F2    create and interpret pictographs and symbolic bar graphs

F3    develop and modify predictions with respect to data collected or presented to them

GCO G: Students will represent and solve problems involving uncertainty.

G1    demonstrate an understanding that some events are more likely than others

G2    demonstrate an understanding that probability predictions need not always come true

# Music

## General Curriculum Outcomes

## Specific Curriculum Outcomes

*Students will be expected to*

GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

- 1.1.1 demonstrate an awareness of rhythmic/melodic concepts, form, and texture in music
- 1.2.1 explore and use tone colour to express thoughts, experiences, and feelings
- 1.2.2 discover and experiment with a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on texts and tone colour
- 1.2.3 explore a variety of rhythmic/melodic concepts and forms to create, make, and present music
- 1.2.4 improvise simple melodic and rhythmic ostinato accompaniments

GCO 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

- 1.3.1 perform and record simple rhythmic and melodic patterns, using standard or adapted notation
- 2.1.1 sing alone and with others with emphasis on diction and use of simple ostinati
- 2.1.2 improvise simple melodic and rhythmic ostinato accompaniments
- 2.2.1 use movement to enhance their music making
- 2.3.1 explore songs about the natural world

GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

- 3.2.1 explore the music they encounter in the community and the purposes it serves in community life
- 3.3.1 explore instruments from a variety of cultures including those found in the music of Atlantic Canada

GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.

- 4.1.1 compare music of various cultures
- 4.2.1 explore singing games from a variety of cultures

GCO 5: Students will be expected to examine the relationship among the arts, societies, and environments.

- 5.1.1 explore ways in which their own lives and circumstances influence the music they make and create
- 5.1.2 explore and make connections between culture and music
- 5.2.1 use music and visual imagery to interpret their world

**General Curriculum Outcomes    Specific Curriculum Outcomes**

GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

GCO 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.

GCO 8: Students will be expected to analyse the relationship between artistic intent and the expressive work.

*Students will be expected to*

6.1.2 respond to music with emphasis on metre, melodic direction, timbre, and in tune singing

6.2.1 describe their own and others' music making with emphasis on beat, tempo, dynamics, high/low, and same/different

6.3.1 explore possibilities and make choices during the music making process

7.1.1 recognize by sign and by sound commonly used classroom instruments

7.2.1 explore various technologies for expressive music making, including electronic sound sources

8.2.1 share ideas and feelings with others during their music making

8.3.1 talk about their reasons for making and creating music

# Physical Education

## General Curriculum Outcomes

*Students will be expected to*

### Knowing

- demonstrate an understanding of the concepts that support human movement
- demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### Doing

- demonstrate motor skills in all movement categories using efficient and effective body mechanics
- participate regularly in a variety of activities that develop and maintain personal physical fitness
- demonstrate creativity in all movement categories

### Valuing

- demonstrate positive personal and social behaviours and interpersonal relationships
- demonstrate positive attitudes toward and an appreciation of physical activity through participation
- demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

*Students will be expected to*

### Basic Movement

- demonstrate an understanding of safety rules in physical education classes
- respond and react to stop and start signals (e.g., use drum, whistle, voice) using speed as a variable
- experience a variety of ways of moving in relation to a stationary partner or object
- experience combining shapes, levels, and pathways into simple sequences
- demonstrate an understanding of the effect of physical activity on one's heart
- demonstrate a variety of warm-up and cool-down activities

### Alternative Environments

- plan a clean-up at a local beach or park
- experience coasting on a nearby hill
- participate in building a mini log cabin using dead sticks in a nearby wooded area
- brainstorm the hazards of going sledding and going to the beach
- experience playing a game in a variety of environments (e.g., hide and seek in a wooded restricted area, snow-golf)

### Dance

- experience dancing to a variety of music with varying tempos or speeds
- demonstrate an understanding of the origin of dances taught in class, and explore the cultures from which these dances originate
- experience using different body shapes and movements to creatively express the various qualities of effort (e.g., force, speed)
- perform locomotor and non-locomotor movements with a partner demonstrating different relationships (e.g., leading, following, mirroring)
- demonstrate ways to create a still life and slow motion representation of a symbol or picture of physical activity

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- perform dance sequences that focus on changes in direction, level, pathway, and shape (separately or combined)

**Educational Gymnastics**

- take responsibility for the safety of oneself and others when using gymnastic equipment
- select and perform activity-specific stretches for gymnastics manoeuvres
- demonstrate ways to manage own body weight while hanging and climbing
- demonstrate ways to transfer weight over low equipment (e.g., hurdles, hoops, mats) in a variety of ways
- experience the qualities of light and strong force through a variety of gymnastics sequences
- perform different body shapes in the air when jumping off the ground or low-level equipment
- emphasize resilience in the landing
- perform a jump, land, and roll in any direction
- demonstrate an understanding of proper spotting procedures when using large apparatus

**Skill Development**

- demonstrate using the inside of the foot to send and collect a ball
- move to catch an object in a small group (two on one keep away situation)
- demonstrate the ability to strike a suspended ball, using a forehand motion, with either a hand or a lightweight paddle
- send a ball along the ground and through the air with a body part and an implement to a stationary partner
- run and kick a ball that is moving slowly toward or away from him/her, using the instep
- use an overhand throw, so that the ball travels in different pathways in the air and covers different distances
- use dodging skills in a small group situation using a soft, lightweight object
- use a variety of objects (balls, beanbag) to practise throwing at a target
- recognize that skill development requires practice
- dribble a ball, using the hands or feet

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**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- strike a ball with a bat from a tee or cone, using a correct grip and side orientation
- strike a ball repeatedly using different body parts and implements
- demonstrate an understanding of the significance of boundaries used in various activities
- demonstrate an understanding of the different roles in various game situations
- create a sequence using a variety of rope swings
- demonstrate ways to skip with a rope, forward and backward
- perform a variety of single-rope skipping skills
- demonstrate and perform the continuous turning of a long rope with a partner
- demonstrate the ability to enter and exit a moving long rope
- demonstrate ways to kick a ball at a small target (foot, leg)

# Science

## General Curriculum Outcomes

### STSE/Knowledge

GCO 1: Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)

GCO 3: Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

### Skills

GCO 2: Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### Attitudes

GCO 4: Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

*Students will be expected to*

### Life Science: Animal Growth and Changes

#### Investigating the Needs and Life Cycle of an Organism

- observe and describe changes in the appearance and activity of an organism as it goes through its life cycle (101-7)
- select and use materials to carry out their own explorations for observing the life cycles of an organism (200-4)
- ask questions about an organism's needs and changes in growth patterns that lead to exploration and investigation (200-1)
- record relevant observations of changes in the appearance and activity of an organism as it goes through its life cycle, using written language, pictures, and/or charts (201-5)
- identify constant and changing traits in organisms as they grow and develop (102-6)
- respond to other students' ideas about an organism's needs and changes in growth patterns (203-5)
- recognize the stages of development of the organism, using applicable terminology and language (203-2)
- propose suggestions for meeting the needs of the organism being investigated, and draw conclusions about its growth patterns or stages based on observations (202-7)
- communicate procedures and results of the investigation into the life cycle of an organism, using drawings, demonstrations, and/or written and oral descriptions (203-3)
- identify new questions about the needs and growth patterns of other organisms (202-9)

#### Comparing Life Cycles of Familiar Animals

- identify and use a variety of sources of science information and ideas to find out about the life cycles of other organisms (201-7)
- compare the life cycles of familiar animals and group them according to the similarities and differences of their life cycles (100-15, 202-2)

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**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- describe features of natural and human-made environments that support the health and growth of some familiar animals (102-7)
- make predictions about the stages in a life cycle of an organism, based on an observed pattern of stages in a similar organism (200-3)

**Human Growth and Development**

- describe changing humans as they grow; and contrast human growth with that of other organisms (100-16)
- identify the basic food groups and describe actions and decisions that support a healthy lifestyle (103-5)

**Earth and Space Science: Air and Water in the Environment****Air**

- demonstrate how air, as a substance that surrounds us, takes up space and is felt as wind when it moves (102-10)
- communicate questions and ideas about air while conducting explorations (203-1)
- use appropriate tools in constructing a device to measure the speed and direction wind (201-3)
- observe changes in air conditions in indoor and outdoor environments, and describe and interpret these changes (100-26)

**Forms and Changes in Moisture**

- identify evidence of moisture in the environment, in materials, and in living things (102-9)
- use appropriate tools to measure amount of precipitation for a period of time (201-3)
- describe changes in the location, amount, and form of moisture, and investigate and identify conditions that can affect these changes (100-27, 200-4, 201-5)

**Materials and Moisture**

- ask questions to investigate how various materials interact with moisture (200-1)

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- make predictions about which materials are more absorbent, or waterproof, or dry more quickly, select and use materials and tools to test their predictions (200-3, 200-4, 201-3)
- put tested materials in a sequence according to their ability to absorb water, be waterproof, and/or dry (202-2, 202-7)
- communicate the procedures and results of their tests of materials, using drawings, notes, and/or oral descriptions (203-2, 203-3)
- describe the effects of weather and ways to protect things under different weather conditions (103-7)

**Protecting our Water Sources**

- identify examples of water in the environment and describe ways that water is obtained, distributed, and used (102-11)
- identify the importance of clean water for humans, and suggest ways they could conserve water (103-8)

**Physical Science: Liquids and Solids****The Three States of Water**

- respond to the ideas and questions of classmates during investigations into the characteristics of water, and how it changes from one state to another (203-5)
- describe the characteristics of the three states of water (ice, water, water vapour) and predict changes from one state to another (103-6, 200-3)
- describe the characteristics of the three states of water and predict changes from one state to another (103-6, 200-3)

**Properties and Interactions of Familiar Liquids and Solids**

- ask questions about the properties of familiar liquids and solids that lead to exploration and investigation (200-1)
- investigate and compare properties of familiar liquids and solids (100-17)
- investigate and describe the interactions of familiar liquids and solids (100-18)
- make and record relevant observations during investigations of interactions of liquids and solids, using written language, pictures, and charts (201-5)

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**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- place objects in groups according to the type of liquid in which they will float or sink (202-2)
- demonstrate an understanding sinking and floating objects by identifying and solving a related practical problem (100-21, 200-2)
- compare and evaluate solutions to the practical problem related to sinking and floating (202-8)
- communicate procedures used to solve the practical problem related to sinking and floating, using drawings, demonstrations, and written and/or oral descriptions (203-3)

**Mixing Liquids and Solids to Make New and Useful Materials**

- select and use solids, liquids, and appropriate tools to make useful materials (100-19, 200-4, 201-3)
- communicate questions, ideas, and intentions to classmates while mixing and combining liquids and solids to form new and useful materials (203-1)
- investigate mixing materials to create a new material with characteristics that are different from the original components (100-20)
- identify and use a variety of sources to get ideas for creating new materials (201-7)
- describe and demonstrate ways we use our knowledge of solids and liquids to maintain a clean and healthy environment (102-8)

**Physical Science: Relative Position and Motion****Position**

- use materials to build objects that move in a specific manner (201-3)
- describe the position of an object relative to other objects, using language such as “to the left of,” “on top,” “beside,” or “two giant steps behind,” or to an identified space, and place an object in an identified position (100-23, 203-2)
- describe the position of objects from different perspectives (100-24)
- identify questions that arise about how different students view the same object from different perspectives, and co-operate with these students to make up accurate descriptions (202-9, 203-5)

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

**Motion**

- investigate and describe different patterns of movement (100-25a)
- describe the motion of an object in terms of a change in position and orientation relative to other objects (100-22, 203-2)
- follow a simple procedure where instructions are given to move a person or object in a certain way, or in a specified direction (201-1)
- ask questions about the factors that affect the motion of an object, and identify factors to investigate (200-1, 200-2)
- make predictions about how various factors will affect the motion of an object (200-3)
- use terms like “faster” or “slower,” and tools such as rulers, string and stopwatches to test these predictions (201-3)
- draw simple conclusions about the factors that affect movement based on their investigations (100-25b, 202-7)

# Social Studies

## General Curriculum Outcomes

### Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

### Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

### Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

### Interdependence

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

### People, Place, and Environment

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

### Time, Continuity, and Change

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

## Specific Curriculum Outcomes

NOTE: The specific curriculum outcomes for social studies listed below are draft outcomes as of September 2003, developed through APEF. They are provided for your information only. Until this new curriculum is field-tested, piloted, and implemented, the current curriculum is to be followed.

### Conceptual Organizer: Change

*Students will be expected to*

#### Unit One: People

- 2.1.1 describe changes in their lives and explain their reactions to these changes
- 2.1.2 demonstrate an understanding of how individuals and groups have contributed to change
- 2.1.3 explain how decisions made by individuals and diverse groups result in change (local, national, global)
- 2.1.4 predict ways their community might change in the future and how they can contribute to that future

#### Unit Two: Technology

- 2.2.1 describe and evaluate the role of technology in their lives
- 2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests

#### Unit Three: Economics

- 2.3.1 give examples of how children and their families use economic decision-making as consumers
- 2.3.2 explain how supply and demand affects price
- 2.3.3 demonstrate an understanding of the changing nature of work over time

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

**Unit Four: Environment**

- 2.4.1 explain how and why physical environments change over time
- 2.4.2 describe how people's interactions with their environment have changed over time, including those of Aboriginal peoples
- 2.4.3 demonstrate an understanding of sustainable development and its importance to our future (local, national, and global)

# Visual Arts

## General Curriculum Outcomes      Specific Curriculum Outcomes

*Students will be expected to*

### Making

GCO 1: Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.

1.1.1 express through art-making personal feelings, ideas, and understandings

1.2.1 use various materials and processes exploring possibilities and limitations

1.3.1 use a combination of the visual elements and principles of art and design in art-making

GCO 2: Students will use a range of independent and collaborative art-making strategies.

2.1.1 work individually and with others in the creative art-making process

### Looking

GCO 3: Students will examine a broad range of artworks through time and cultures.

3.1.1 demonstrate an awareness of a broad variety of art forms

3.2.1 demonstrate an appreciation of art in world cultures

3.3.1 describe a variety of reasons for which people create art

3.4.1 explore images using technology

GCO 4: Students will interact with sensitivity to and respect for their own artwork and that of others.

4.1.1 celebrate with pride and respect their own work and that of others

4.2.1 share thoughts and ideas about artworks

4.3.1 recognize that there are many ways of perceiving and knowing

### Reflecting

GCO 5: Students will bring personal meaning to artwork and communicate their discoveries.

5.1.1 recognize art as a way of expressing ideas and points of view

5.2.1 ask questions about and respond to art in various ways

5.3.1 develop an awareness of cultural/historical influences on artworks and the lives of artists

**General Curriculum Outcomes**    **Specific Curriculum Outcomes**

GCO 6: Students will demonstrate an awareness and appreciation of art as a lifelong process.

*Students will be expected to*

- 6.1.1 demonstrate sensitivity towards the natural and built environment
- 6.2.1 investigate the role of the media
- 6.3.1 investigate art and artists within their community