

## Grade 2 Science Applicable Core Competencies:

*Discuss some of the following:*

### Questioning and predicting

- Demonstrate curiosity and a sense of wonder about the world
- Observe objects and events in familiar contexts
- Ask questions about familiar objects and events
- Make simple predictions about familiar objects and events

### Planning and conducting

- Make and record observations

### Processing and analyzing data and information

- Experience and interpret the local environment
- Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
- Compare observations with predictions through discussion
- Identify simple patterns and connections

### Evaluating

- Compare observations with those of others
- Consider some environmental consequences of their actions

### Applying and innovating

- Take part in caring for self, family, classroom and school through personal approaches
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

### Communicating

- Communicate observations and ideas using oral or written language, drawing, or role-play
- Express and reflect on personal experiences of place

*Explore some of the following:*

- **metamorphic** and **non-metamorphic** life cycles of different organisms
- similarities and differences between **offspring and parent**
- **First Peoples use of their knowledge** of life cycles
- **water sources** including local watersheds
- **water conservation**
- the **water cycle**
- local First People's knowledge of water:
  - water cycles
  - conservation
  - connection to other systems

## Grade 2 Social Studies Applicable Core Competencies:

*Discuss some of the following:*

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain why people, events, or places are significant to various individuals and groups (significance)
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change)
- Recognize causes and consequences of events, decisions, or developments (cause and consequence)
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)

*Explore some of the following:*

- diverse characteristics of communities and cultures in Canada and the world, including at least one Canadian First Peoples community and culture
- how people's needs and wants are met in communities
- relationships between people and the environment in different communities
- diverse features of the environment in other parts of Canada and the world
- rights and responsibilities of individuals regionally and globally

## Grade 2 Physical and Health Education Applicable Core Competencies:

*Discuss some of the following:*

### Physical literacy

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
- Apply methods of monitoring exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and explain factors that contribute to positive experiences in different physical activities

### Healthy and active living

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify and describe opportunities to be physically active at school, at home, and in the community
- Explore and describe components of healthy living

*Explore some of the following:*

- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
- ways to monitor physical exertion levels
- how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
- effects of physical activity on the body
- practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention
- strategies and skills to use in potentially hazardous, unsafe, or abusive situations
- managing and expressing emotions