

GRADE 2

See the Preface for important information on the organization of the following material.

The Arts (2009)

A. DANCE

A1. Creating and Presenting

A1.2 use dance as a language to represent the main ideas in poems and stories, with a focus on body and space (*e.g., ... use a smooth and delicate sequence of expanding movements to suggest a butterfly emerging from a cocoon*)

A1.4 use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them (*e.g., depict a large animal with torso, arms, and legs that creeps along at a low level; change movements to interpret the motions of various animals represented by the different musical sections of Camille Saint-Saëns's Carnival of the Animals*)

Teacher prompts: “Can you demonstrate what kind of movements a tree makes in the wind?” “What kind of non-locomotor movements can we use to create a picture of a forest environment? What levels would we use? What shapes should our bodies take to create a picture of the trees and the sun and the wind and the animals?”

A2. Reflecting, Responding, and Analysing

A2.2 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 (*e.g., describe how various aspects of body [shapes, body parts, locomotor and non-locomotor movements] and space [levels, direction] are used to depict crashing waves*)

Teacher prompt: “When we were pretending that our fingertips were the rain in the story we just read, what type of pathway did our arms make? Straight? Wavy? Zigzag? Were we moving our arms quickly or slowly? Why did we use that particular pathway and that speed? How would the rain be different if we used other pathways and a very different speed?”

A3. Exploring Forms and Cultural Contexts

A3.2 identify various reasons why people dance in daily life and various contexts in which they do so (*e.g., ... to dance for the earth [at powwows], ...*)

B. DRAMA

B1. Creating and Presenting

- B1.1** engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places (*e.g., ... enact a scene between characters in a fairy-tale kingdom, animals in the tundra, or neighbours in a back alley*)
- B1.2** demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played (*e.g., devise and share a group mime showing how characters respond to the tension in a situation of conflict, departure, or anticipation; use voice expressively to convey an interpretation of a character's attitude*)
Teacher prompts: ... “How would you change your gestures and movement if you were portraying wind or water as a character from the story?” ...
- B1.4** communicate feelings and ideas to a familiar audience (*e.g., classmates*), using several simple visual or technological aids to support and enhance their drama work (*e.g., ... use simple objects or props such as fur or feathers to indicate animal or bird characters in an Aboriginal story*)

C. MUSIC

C2. Reflecting, Responding, and Analysing

- C2.1** express personal responses to musical performances in a variety of ways (*e.g., use a teacher-directed listening log to record their thoughts, feelings, ideas; write or draw their response*)
Teacher prompts: ... “Which animal would you choose to represent music that is loud – a lion or a kitten? Why?” ...

C3. Exploring Forms and Cultural Contexts

- C3.1** identify reasons why people make music in their daily lives (*e.g., ... children can use music to promote environmental awareness at school*), and describe contexts in which they make music (*e.g., family gatherings, seasonal celebrations*)

D. VISUAL ARTS

D1. Creating and Presenting

- D1.1** create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature (*e.g., ... small glue-line prints in which a variety of curvy and pointy lines show illusory texture or represent a pattern they have seen on insects in the schoolyard or garden*)
Teacher prompts: ... “How can you use a variety of diagonal, vertical, and horizontal lines to show the patterns and body parts on the insect?”
- D1.2** demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (*e.g., ... create a painting or series of stamp prints, showing depth, perspective, and contrast of pattern by overlapping fish and vegetation of different sizes and shapes*)

D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., ... *use a simple action pose to modify form in a sculpture of a pet or other animal made with modelling clay*)

D1.4 use a variety of materials, tools, and techniques to respond to design challenges (e.g.,

- drawing: *make marker or coloured-pencil drawings of trees that are close and far away, using contrasts in size and placement on the paper to show depth of space, and basing the drawings on observations of real trees and trees in a variety of art works [e.g., works by Emily Carr or Tom Thomson]*
- mixed media: *use acrylic paint over textured materials [e.g., burlap, cardboard] to make expressive organic shapes, using a combination of traditional techniques [blending, glazing, sgraffito, scumbling, impasto] and experimental techniques [use of sponges, fingers, sticks, twigs, feathers, masking tape] ...*
- printmaking: *make a print of a motif for a storybook about dinosaurs, using polystyrene plate stamps or modelling-clay imprints of dinosaurs and plants*
- sculpture: *make insect shapes and habitat features, using wood, twigs, raffia, corn husks, and other natural materials, to explore science concepts*

Teacher prompts: “What materials could you use for building your bugs? How could you hold the parts together?” “How will the mood of the print change if you print it on different kinds of paper (bond, construction, giftwrap) or colours of paper (warm, cool)?”

D2. Reflecting, Responding, and Analysing

D2.1 express their feelings and ideas about works of art (e.g., *explain why they prefer a work by one artist over another; explain to a partner how well an art work reflects their personal knowledge and prior experience*)

Teacher prompts: ... “How is this artist’s representation of winter different from (or the same as) your own experience of winter?”

D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work (e.g., *use of different colours for achieving different effects, such as warm, sunny colours for a beach or cool colours for a wet forest; depiction of various textures, such as rough tree bark, smooth plastics, and ridged corduroy; elaboration and variation to create variety in otherwise symmetrical buildings*)

D3. Exploring Forms and Cultural Contexts

D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places (e.g., *depictions of nature, of people doing things together, or of people at work; ... Aboriginal textiles, ceramics, and petroglyphs; ...*)

French As a Second Language – French Immersion (2001)

Although no overall or specific expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) could be used to foster in students the development of environmental understanding.

Health and Physical Education (1998)

Depending on the level of students' understanding, it could be emphasized that local foods are friendlier to the environment than foods brought in from great distances. Such an emphasis fits well with the Grade 2 social studies topic Features of Communities Around the World.

HEALTHY LIVING

The Healthy Eating and Growth and Development components of the Healthy Living strand may lend themselves to aspects of environmental education inasmuch as they provide students with opportunities to use higher-order thinking skills.

Healthy Eating

- identify healthy eating practices and use a decision-making model to make healthy food choices

ACTIVE PARTICIPATION

As students acquire living skills through physical activities (third overall expectation), they can develop an appreciation of the natural environment, gain an experiential knowledge of the environment, and develop the problem-solving skills necessary for an environmentally literate citizen.

Language (2006)

Although no specific or overall expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) could be used to foster in students the development of environmental understanding. Also, in each of the strands, there are some expectations that can provide opportunities for exploring environmental education – for example, expectations on making inferences, making connections, analysing and evaluating texts, developing a point of view, and doing research. The examples in the following expectations from the language document provide a context for environmental education.

READING

- 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (*e.g., ... restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence*)

MEDIA LITERACY

- 1.1 identify the purpose and intended audience of some simple media texts (*e.g., ... this picture book of nature stories is aimed at children who are interested in animals*)

Mathematics (2005)

Although no overall or specific expectations explicitly address environmental education, in each of the strands the learning context could be used to foster in students the development of environmental understanding (e.g., problems relating to climate or waste management could be the focus of student learning). In addition, the mathematical processes (e.g., problem solving, connecting) address skills that can be used to support the development of environmental literacy.

DATA MANAGEMENT AND PROBABILITY

In one expectation in this strand, there is an example of mathematical language that students can use to describe a bar graph showing that more people walk to school than take the bus. The teacher could place such a bar graph in a broader environmental context.

Native Languages (2001)

Although no overall or specific expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) could be used to foster in students the development of environmental understanding. Learning about aspects of Native culture and communities may provide for students opportunities to make connections with local places.

Science and Technology (2007)

UNDERSTANDING LIFE SYSTEMS: GROWTH AND CHANGES IN ANIMALS

- 1** assess ways 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
- 1.1** identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
- 1.2** identify positive and negative impacts that different kinds of human activity have on animals and where they live (*e.g., actions of animal lovers and groups that protect animals and their rights, the home owner who wants a nice lawn, people who visit zoos and wildlife parks, pet owners*), form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
- 2** investigate similarities and differences in the characteristics of various animals
- 2.5** investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods (*e.g., read simple non-fiction texts and Aboriginal stories; observe animal activity in the schoolyard and surrounding areas, and record findings*)

- 3.2** describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment (*e.g., some birds migrate to a warmer climate for the winter; the design of a whale’s flipper allows the whale to turn, steer, and balance; the cecropia moth has the pattern of a snake’s head on its wings: the hypothesis is that this is to frighten its predators away*)

UNDERSTANDING STRUCTURES AND MECHANISMS: MOVEMENT

- 1** assess the impact on society and the environment of simple machines and mechanisms
1.1 assess the impact on society and the environment of simple machines that allow movement

UNDERSTANDING MATTER AND ENERGY: PROPERTIES OF LIQUIDS AND SOLIDS

- 1** assess ways in which the uses of liquids and solids can have an impact on society and the environment
1.1 assess the ways in which liquids and solids in the home are used, stored, and disposed of in terms of the effect on personal safety and the health of the environment, and suggest responsible actions to replace inappropriate practices

UNDERSTANDING EARTH AND SPACE SYSTEMS: AIR AND WATER IN THE ENVIRONMENT

- 1** assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things
1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (*e.g., the point of view of parents, children, other community members*), and plan a course of action to help keep the air and water in the local community clean
1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible
2 investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment
2.5 investigate water in the natural environment (*e.g., observe and measure precipitation; observe and record cloud formations; observe water flow and describe where it goes; observe a puddle over time and record observations*)
3 demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs
3.4 identify sources of water in the natural and built environment (*e.g., natural: oceans, lakes, ponds, streams, springs, water tables; human-made: wells, sewers, water-supply systems, reservoirs, water towers*)
3.5 identify the three states of water in the environment, give examples of each (*e.g., solid – visible as ice, snow, sleet, hail, frost; liquid – visible as rain, dew; gas – visible as fog, water vapour*), and show how they fit into the water cycle when the temperature of the surrounding environment changes (*e.g., heat – evaporation; cooling – condensation and precipitation*)
3.6 state reasons why clean water is an increasingly scarce resource in many parts of the world

Social Studies (2004)

Participation in United Nations celebrations (e.g., World Water Day, Earth Day, World Habitat Day, World Environment Day) can lead to an appreciation of the environment and can help students become engaged and environmentally literate citizens.

HERITAGE AND CITIZENSHIP: TRADITIONS AND CELEBRATIONS

- explain how the various cultures of individuals and groups contribute to the local community

CANADA AND WORLD CONNECTIONS: FEATURES OF COMMUNITIES AROUND THE WORLD

- explain how the environment affects people's lives and the ways in which their needs are met