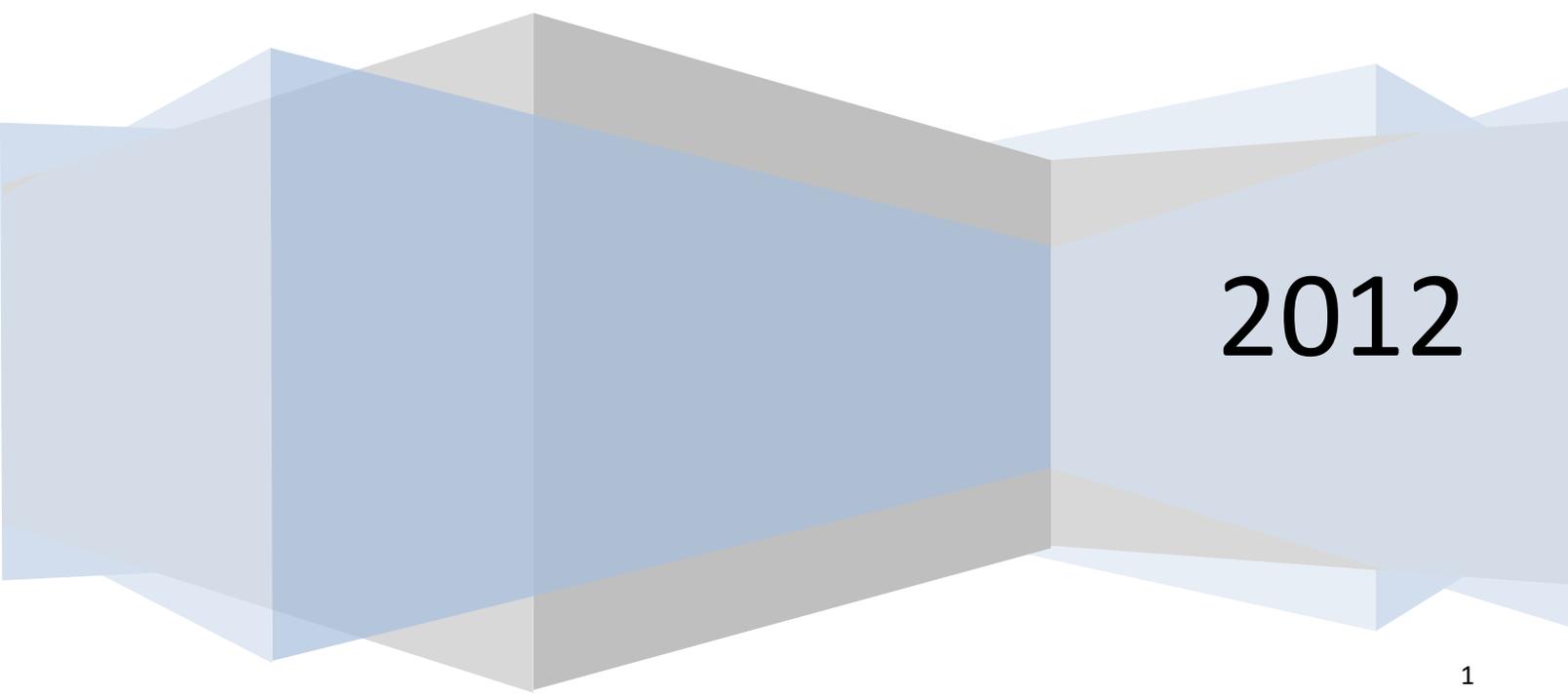


**GRADE 2**  
**CURRICULUM PACKAGE**  
June 2012



2012



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## INTRODUCTION

This document contains grade level learning outcomes and suggested achievement indicators for Grade 2 students. The SSDEC Curriculum Grade Level Packages for K-9 are available at [www.ssdec.nt.ca](http://www.ssdec.nt.ca).

*The Grade 2 Curriculum Package is not intended to replace the complete versions of the approved NWT Curriculum. Please be advised that educators will serve their students best by engaging with full curriculum for each discipline as these provide the philosophy behind its development as well as valuable tools for delivery of concepts.*

### **Dene Kede**

Dene Kede, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. Dene Kede was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within Dene Kede shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

### **Required Areas of Study**

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health
- Physical Education
- Arts: Dance, Drama, Music and Visual Art

Additional information can be found at <http://www.ece.gov.nt.ca/> under the Kindergarten to grade 12 link, which will take you to the tab called, Curriculum Services.

### **How to Use This Document**

Suggested uses for this document might include, supporting:

- *Multi-graded classrooms*
- *Student Support Plans*
- *Students' understanding of where specific learning outcomes become more sophisticated and challenging*
- *Parents' understanding of where their student may currently be in their learning and what they are ready for next*

## **ACKNOWLEDGMENTS**

Teachers who provided their time and insights to the development of these packages:

- Loretta Myles, Lutsel K'e K-12 Dene School
- Cori Galbraith and Fraser McTurk, Deninu K-12 School
- Ashley West-Pratt and Darcie Vince, Harry Camsell K-3 School
- Catharine Mains, Chief Sunrise Education Center K-12 School
- Edith Bourke, Christie Soucy, Leah Desjarlais, and Michelle Brown, Joseph Burr Tyrell K-6 School
- Tara Boudreau and Dorie Hanson, Princess Alexandra 4-7 School
- Erin MacDonald, Christy Mackay, Jodi McMahon, Paul William Kaeser 7-12 School

ECE staff who guided us through this project:

- Peg Pardy
- Elaine Stewart
- John Stewart

SSDEC regional staff who supported and nurtured the ideas and the unfolding of these. Grade Level Curriculum Packages:

- Curtis Brown, Superintendent
- Brent Kaulback, Assistant Superintendent
- Janice Fehr, Project Regional Coordinator
- Pam Walsh, Regional Coordinator
- Jill Taylor, Regional Coordinator
- Cathy Canavan-McGrath, Regional Coordinator
- Sheila Kindred, Regional Coordinator

# BLOOM'S REVISED TAXONOMY



## Creating

Generating new ideas, products, or ways of viewing things  
*Designing, constructing, planning, producing, inventing.*

## Evaluating

Justifying a decision or course of action

*Checking, hypothesising, critiquing, experimenting, judging*



## Analysing

Breaking information into parts to explore understandings and relationships

*Comparing, organising, deconstructing, interrogating, finding*

## Applying

Using information in another familiar situation

*Implementing, carrying out, using, executing*



## Understanding

Explaining ideas or concepts

*Interpreting, summarising, paraphrasing, classifying, explaining*

## Remembering

Recalling information

*Recognising, listing, describing, retrieving, naming, finding*



## BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Construct
Identify	Clarify	Ascertain	Characterize	Categorize	Contrast
Index	Classify	Assign	Classify	Check	Counsel
Indicate	Compare	Attain	Compare	Code	Criticize
Label	Compute	Avoid	Confirm	Combine	Critique
List	Contrast	Back up	Contrast	Compile	Defend
Match	Convert	Calculate	Correlate	Compose	Determine
Meet	Defend	Capture	Deconstruct	Construct	Design
Name	Describe	Carry out	Detect	Cope	Discriminate
Outline	Detail	Change	Diagnose	Correspond	Estimate
Point	Differentiate	Classify	Diagram	Create	Evaluate
Quote	Discuss	Complete	Differentiate	Critique	Explain
Read	Distinguish	Compute	Discriminate	Cultivate	Grade
Recall	Elaborate	Construct	Dissect	Debug	Hire
Recite	Estimate	Customize	Distinguish	Depict	Interpret
Recognize	Example	Demonstrate	Document	Design	Invent
Record	Explain	Depreciate	Ensure	Develop	Judge
Repeat	Express	Derive	Examine	Devise	Justify
Reproduce	Extend	Determine	Explain	Dictate	Measure
Review	Extrapolate	Diminish	Explore	Enhance	Plan
Select	Factor	Discover	Figure out	Experiment	Predict
State	Generalize	Draw	File	Explain	Prescribe
Study	Give	Employ	Find	Facilitate	Produce
Tabulate	Infer	Examine	Group	Format	Rank
Trace	Interact	Exercise	Identify	Formulate	Rate
Write	Interpolate	Execute	Illustrate	Generalize	Recommend
	Interpret	Explore	Infer	Generate	Release
	Observe	Expose	Interrupt	Handle	Select
	Paraphrase	Express	Inventory	Hypothesize	Summarize
	Picture graphically	Factor	Investigate	Import	Support
	Predict	Figure	Layout	Improve	Test
	Review	Graph	Manage	Incorporate	Validate
	Rewrite	Handle	Maximize	Integrate	Verify
	Subtract	Illustrate	Minimize	Interface	
	Summarize	Implement	Optimize	Join	
	Translate	Interconvert	Order	Judge	
	Visualize	Investigate	Organize	Lecture	
		Manipulate	Outline	Model	
		Modify	Point out	Modify	
		Operate	Prioritize	Network	

## BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
		Personalize	Proofread	Organize	
		Plot	Query	Outline	
		Practice	Relate	Overhaul	
		Predict	Select	Plan	
		Prepare	Separate	Portray	
		Price	Size p	Prepare	
		Process	Subdivide	Prescribe	
		Produce	Train	Produce	
		Project	Transform	Program	
		Provide		Rearrange	
		Relate		Reconstruct	
		Round off		Relate	
		Sequence		Reorganize	
		Show		Revise	
		Simulate		Rewrite	
		Sketch		Specify	
		Solve		Summarize	
		Subscribe		Write	
		Tabulate			
		Transcribe			
		Translate			
		Use			

## BLOOM'S REVISED TAXONOMY **AFFECTIVE** DOMAIN: VERB LIST

Receiving	Responding	Valuing	Organization	Internalizing
Ask	Accept responsibility	Associate with	Adhere to	Act
Choose	Answer	Assume responsibility	After	Change behavior
Follow	Assist	Believe in	Arrange	Develop behaviour code
Give	Comply	Be convinced	Classify	Develop philosophy
Hold	Conform	Complete	Combine	Influence
Select	Enjoy	Describe	Defend	Judge problem/issue
Show interest	Greet	Differentiate	Establish	Listen
	Help	Have faith in	Form judgments	Propose
	Obey	Initiate	Identify with	Qualify
	Perform	Invite	Integrate	Question
	Practice	Join	Organize	Serve
	Present	Justify	Weigh alternatives	Show mature attitude
	Report	Participate		Solve
	Select	Propose		Verify
	Tell	Select		
		Share		
		Subscribe to		
		Work		

## BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK

	<b>BLOOM'S REVISED ORDER</b>	<b>ACTIONS</b>	<b>EXAMPLES FOR: INTENTIONAL QUESTIONING-PROMPTING FOR HIGHER LEVEL/ORDER THINKING</b>	
<b>HIGHER-ORDER THINKING</b>	<p><b><u>Creating</u></b></p> <p>(Putting together ideas or elements to develop an original idea or engage in creative thinking).</p>	Designing Constructing Planning Producing Inventing Devising Making	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>
	<p><b><u>Evaluating</u></b></p> <p>(Judging the value of ideas, materials and methods by developing and applying standards and criteria).</p>	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	What do you think is really good about what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	Look at what you are _____, <ul style="list-style-type: none"> <li>• What do you think could be a problem with the way it is made?</li> <li>• Why do you think that?</li> <li>• What do you think will work really well?</li> <li>• Explain why you think so</li> </ul>
	<p><b><u>Analyzing</u></b></p> <p>(Breaking information down into its component elements).</p>	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	<ul style="list-style-type: none"> <li>• Do you see anything that is the same/different from _____?</li> <li>• How could you put this together in a different way? What would happen?</li> </ul>	<ul style="list-style-type: none"> <li>• How would your _____ change if you didn't have _____?</li> <li>• What could you use instead?</li> <li>• Why do you think it would work?</li> </ul>
<b>LOWER-ORDER THINKING</b>	<p><b><u>Applying</u></b></p> <p>(Using strategies, concepts, principles and theories in new situations).</p>	Implementing Carrying out Using Executing	What other uses does _____ have? <ul style="list-style-type: none"> <li>• New Context</li> <li>• Different Purpose</li> <li>• Combine new context &amp; new purpose</li> </ul>	What if you wanted to use what you are (making/cooking etc.) for a new/different purpose. What would you: <ul style="list-style-type: none"> <li>• Add?</li> <li>• Remove?</li> <li>• Change?</li> </ul>
	<p><b><u>Understanding</u></b></p> <p>(Understanding of given information).</p>	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	What is important about what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how this (item/ingredient/part/amount etc.) is important to what you are doing.</li> </ul>
	<p><b><u>Remembering</u></b></p> <p>(Recall or recognition of specific information).</p>	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Describe what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	Tell me what you are using to: <ul style="list-style-type: none"> <li>• Cook</li> <li>• Build</li> <li>• Investigate</li> <li>• Serve</li> <li>• Examine</li> <li>• Fix</li> <li>• Copy</li> </ul>

## DENE KEDE - GRADE 2

### Theme: Spirituality

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Spiritual Power:</b> Students should understand that although Spiritual Powers were a gift for survival from the Creator, they were given with Rules of Conduct. Students should be aware of the rules of conduct and the implications of adhering or not adhering to those principles. The Dene youth of today hunger for this kind of information and it is important that they are given the proper information...</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that everything has a spirit and respect the power that lies in all things</li> <li>• Know there is good and bad Spiritual Power</li> </ul>
<p><b>Living Force:</b> The students should experience the Living Force in its concrete and powerful form so that they can come to understand and accept the force. If the students are involved in the rituals which acknowledge the Living Force, they will come to see the land, water and air differently. They will become more connected to the land and have a stronger commitment to it. They will come to respect the land and to protect it from pollution. The experiences for the Living Force unit should be integrated into the activities which take place on the land in other thematic units.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the significance of the Living Force for the Dene: land and water generally are living things &amp; are powerful.</li> <li>• Know how to approach the Force or how to behave in its presence.</li> <li>• Show acceptable (according to local custom) behaviour in the presence of the Force</li> <li>• Show respect by "paying" the Force. Know the kinds of things that can be made from the land to offer as gifts (e.g. decorated willows).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know where the Living Force is evident: e.g. Chipewyan know of an area in the River; Dogrib know of a whirlpool; Sahtu know their lake (Great Bear) as having a Living Force</li> <li>• Be willing to independently show respect to the Living Force, either in the land or waters, or in special places near the community.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Identify feelings they have when they pray to or pay the Living Forces in the land and waters about them.</li> </ul>
<p><b>One Who Circled the Earth:</b> The story of Yamozha ties the Dene to the land and to each other. Dene students will develop a sense of unity through the universal story about "The One Who Circled the Earth". The legend of "The One Who Circled the Earth" is common to all five Dene tribes. Thus, it ties the tribes together into the Dene Nation. "The One Who Circled the Earth" not only ties the Dene Nation together, it ties the Dene Nation to the whole world because this greatest of medicine men circled the planet. Students must begin to recognize that their tribe is a part of something bigger and greater. They must begin to recognize who they are a part of and together with. Students will understand the nature of Dene laws and where they have come from, and as a result come to respect the laws.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the regional legend about "The One Who Circled the Earth".</li> <li>• Be familiar with the concept of medicine power and that "The One Who Circled the Earth" was the greatest of medicine men.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know which animals are significant in the story.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that it is the responsibility of the elders and teachers to pass on the story of "The One Who Circled the Earth" to the children.</li> <li>• Enjoy and respect the story and enjoy retelling the story for the enjoyment of others as well as to promote unity and Dene spirituality amongst people</li> </ul>

## DENE KEDE - GRADE 2

### Theme: Spirituality

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Drum:</b> To give students the sacred gift of the drum which can be used for creating a sense of unity with other Dene, and to help the students in their prayers and meditations as well as for recreational enjoyment</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be able to behave appropriately at gatherings where drums are used (recreation, prayer, celebration).</li> <li>• Be willing to experience dancing to a drum with others and feel the sense of unity that is created.</li> <li>• Be able to care for the drum as a sacred object, which must always be put away or hung up</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be able to behave appropriately at gatherings where drums are used (recreation, prayer, celebration).</li> <li>• Be willing to experience dancing to a drum with others and feel the sense of unity that is created.</li> <li>• Identify community people who are recognized for having ability in drumming and singing, in making drums, or in telling stories about the drum. Access these people to learn from them.</li> <li>• Recognize different rhythms that are used for different purposes.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be aware of new skills and knowledge.</li> <li>• Be aware of the meaning or effect of the drum one's self (oneness, peacefulness, strength, ability).</li> <li>• Be aware of the effect of one's behaviour on others at gatherings where the drum is being used for spiritual or recreational purposes.</li> </ul>
<p><b>Fire:</b> Fire is considered a living force which enables the Dene to survive. The students learn to respect fire for its spiritual meaning as well as for the practical uses and for fire safety</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that fire is a gift from the Creator that has enabled the survival of the Dene.</li> <li>• Fire is a living force which has declared that all men will live and survive with it till the end of time.</li> <li>• Fire can give the gift of health.</li> <li>• Fire appreciates the person who restores life to it. It will prolong the life of the person who lights it early in the morning because it is a hungry person and likes to be lit early.</li> <li>• The first smoke of a fire that is lit is the strongest. This is a gift from the fire and should be put in your hair</li> <li>• Experience using fire to predict the arrival of visitors by trying what was done in the past: by placing a knotted caribou shoe lace into the fire and seeing the distance it shoots.</li> <li>• Be familiar with protocol respecting fire:             <ul style="list-style-type: none"> <li>○ Don't stare into a fire</li> <li>○ During first menses, a woman should touch wood with gloved hands only when feeding fire; otherwise as she gets older, her hand will take on the appearance of wood (bark)</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the importance of taking matches and an axe or knife when going into the bush.</li> </ul>

## DENE KEDE GRADE 2

### Theme: The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Fire	<ul style="list-style-type: none"> <li>• Be able to start a campfire and keep it going.               <ul style="list-style-type: none"> <li>○ Know where to place a campfire.</li> <li>○ Identify good kindling for starting a fire.</li> <li>○ Know where to light the fire.</li> <li>○ Identify and know where to find good firewood</li> </ul> </li> <li>• Know how to clean up campfire before leaving camp.</li> <li>• Know how to prevent unwanted fires.               <ul style="list-style-type: none"> <li>○ Know the danger of fire, and fire prevention</li> <li>○ Know about forest fires</li> </ul> </li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that at a camp, everyone has responsibilities. It is the responsibility of the children to gather good firewood as required for different purposes.</li> <li>• Know that campsites are always left with wood and kindling for the use of the next traveller.</li> </ul> <p><b>The Self</b></p> <p>Know the importance for each individual to be self-reliant when it comes to surviving in the bush:</p>
<p><b>Geography and Land Use:</b> The Dene elders have said that the land, Mother Earth, is life itself. If life is to continue, the land must be cared for. Students will understand the importance and meaning of their relationship to the land. The land has meant life and death to the people. The story of Dene people is told in the names given to places on the land including historically used places, and in the stories which come from there. Students will know that there are places identified in legends that have a 'living force', places that are sacred. The elders see that the children must become keepers of the land. Children must be given love of the land. From love will come respect, care, a sense of responsibility, a pride of tribe and homeland, and identification with the ideals connected to</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the land, Mother Earth, is life itself.               <ul style="list-style-type: none"> <li>○ Land provides life for the Dene</li> <li>○ Land is a gift for the Dene given by the Creator</li> <li>○ Respect and love of land is shown in various ways with various customs</li> </ul> </li> <li>• Be familiar with the Creation story about origin of land (tribal stories about creation).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• See the land as full, rich and life giving.</li> <li>• Know that traditional land etiquette protected the land in the same way as environmental practices of today intend to protect the land.</li> <li>• Know that the Dene have always attached much importance and meaning to the land. The land has meant life and death to the people. Most areas that were named were somehow significant to the survival of the people. Know the Dene names:               <ul style="list-style-type: none"> <li>○ Important landmarks around the community</li> </ul> </li> <li>• Be familiar with environmental practices</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Develop a sense of respect for the land and a sense of identity and pride in being Dene.</li> <li>• Be willing to know and express respect for land in culturally appropriate ways.</li> </ul>
<p><b>Water and Rivers:</b> Since time immemorial, the Dene have had a very deep respect for water and rivers as a living force and spirit. Lack of respect has meant death for individuals and the threat of death for many more because of actions and attitudes which pollute or harm our access to water...</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with stories about important local bodies of water or rivers.</li> <li>• Know that the Dene believe that if water is not respected, it will take life (you cannot breathe in the water).</li> <li>• Know that blessed water can be used to heal. Water for cleansing.</li> <li>• Be familiar with local customs and beliefs about water:</li> </ul>

## DENE KEDE GRADE 2

### Theme: The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>(continued) ...If the students can learn how important water is for life then perhaps not only will the life of an individual be saved, but that of all mankind. In the North, knowing the habits of water and rivers has been a matter of survival. Navigational skills will give students a greater sense of security on the land which in turn will make them feel more at one with the land and its water</p>	<ul style="list-style-type: none"> <li>○ Dispose of waste water with payment, paying water with moss makes the water lighter, place cloth under a cup of drinking water to show respect, the human body is based on water (Lutsel K'e)</li> <li>○ A teenage girl should never be left unattended on the water</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>● Be able to recognize good drinking water.</li> <li>● Understand the concepts of floating and sinking: what things float, what sink, and implications for water safety</li> <li>● Know about basic water safety: Do not play in water along shore unless accompanied by adult. Do not play with toy boats in the water unless accompanied by an adult</li> <li>● Know the shape and names of local lakes and rivers. Know the names of water bodies. Know the characteristic vegetation and other life forms along the shores and identification marks.</li> <li>● Know the characteristics of the rivers and lakes in different seasons, e.g. the animals hunted and the condition of the river: <ul style="list-style-type: none"> <li>○ Spring; water levels, breakup and ice conditions, beaver, ducks, fish spawning grounds</li> <li>○ Winter: ice conditions, fish, which rivers do not freeze over</li> <li>○ Fall: freeze-up and ice conditions, ducks, geese, moose</li> <li>○ Summer; windy and calm, fish</li> </ul> </li> <li>● Know that rivers and lakes can be so polluted that people and animals can no longer use them.</li> <li>● Know ways in which students can prevent pollution.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>● Be aware of how the seasonal changes of rivers or lakes near a community affect the mood and activity in a community: summer traffic and travel, threat of flooding, etc.</li> <li>● Know and experience the fun of using the lake or river for recreation: sports and boating.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>● Be willing to practice care on or around water.</li> <li>● Show humility by being respectful to water.</li> <li>● Determine personal ways of making sure that pollution of community water source does not occur.</li> </ul>
<p><b>Trees:</b> To enable students to use and protect trees. Trees have been important to the survival of the Dene as well as of many animals upon which the Dene rely for food and for a livelihood. Also, trees are a vital part of what the Dene consider their home. It is hoped that if the students are given familiarity with trees and working with wood, they will see the need to conserve and protect the trees.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>● Be familiar with local beliefs regarding how trees should be treated.</li> <li>● Know that trees are living things from the Creator which must be protected.</li> <li>● Experience the soothing and calming effect of the sound of trees.</li> <li>● Be familiar with the kinds of spiritual tools made with parts of trees. e.g. decorated willow for paying water, drums, and masks.</li> <li>● Know that the birch with its many uses is respected and considered a sacred tree. The poplar on the other hand is not used as much and is considered to bring bad luck.</li> <li>● Be familiar with the Dene belief that spruce trees have memories and therefore they should not be cut down unless they are needed.</li> </ul>

## DENE KEDE GRADE 2

### Theme: The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>(Continued) Trees</b>	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know kinds of trees in local area.</li> <li>• Know the parts of a tree.</li> <li>• Know how to protect trees, and conserve and manage forests.</li> <li>• Know how trees enable animals to survive.</li> <li>• Know the qualities and uses of different kinds of trees</li> <li>• Know that the birch is considered the most useful of trees: snowshoe frames, baskets, syrup, firewood, stems for scraping hides, etc.</li> <li>• Be able to work with parts of trees to make simple objects, both traditional and contemporary.</li> <li>• Be able to work with parts of trees to create crafts or art.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be able to identify the people in the community who work with wood, especially local wood, and appreciate their skills.</li> <li>• Be able to identify people in the community who do craft and art with wood or bark.</li> <li>• Know about games people enjoyed playing using trees or objects made from trees.</li> </ul> <p><b>The Self</b></p> <p>Appreciate the importance of trees and make personal decisions about how students will respect them in the future.</p>
<b>Earth Medicine:</b> Earth medicine is a gift from the Creator which has enabled the Dene to survive. The students learn to respect the gift for its spiritual meaning as well as for its practical uses. Students also learn to respect the elders as those who carry this knowledge from the past.	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that students must not take or use earth medicines without the knowledge of an adult.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Show in some way that they value the knowledge they have gained about earth medicine               <ul style="list-style-type: none"> <li>○ Indicate greater self-respect for the knowledge they have gained.</li> <li>○ Gather or use earth medicine on their own.</li> <li>○ Continue to pursue interest in earth medicine outside of the school by approaching elders.</li> <li>○ <i>Coka:</i> Use the part of the tree as described above. Boil and drink to maintain your strength and to regain your appetite. Goka. without the bark, when sap is running, is used for dyeing hides red for decoration.</li> <li>○ <i>Dzeb leu"ele IU:</i> Boil this for a long time until it turns yellow. It is used to treat shortness of breath and constant coughing. Drink for a period of time. It can also be used as an ointment for other aches and pains.</li> <li>○ There is a little plant which when stepped on, releases a powder-like substance. Boil for a while and drink. It helps you when you are short of breath.</li> <li>○ A plant that grows about 10-12 cm and has berries on it. This can also be boiled and used as a washing solution for open sores.</li> <li>○ Thick green plants that grow on the land are used as a pad and placed on the wound as a poultice. It sucks out the pus and infected substance from the wound.</li> <li>○ <i>Ajll Dek'ale</i> Used for colds. Boil and drink half a cup</li> </ul> </li> </ul>

## DENE KEDE GRADE 2

### Theme: The Land and the Sky

Outcomes	Achievement Indicators
<p style="text-align: center;"><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>(Continued) Earth Medicine</p>	<ul style="list-style-type: none"> <li>○ For stroke victims when the eye and mouth are not in normal appearance. Cut the thorn bush into small short pieces and boil for one hour. Because it is believed to be a pure plant, say a few words of confession to purify yourself before dealing with this plant. Rub the affected areas on your face and drink one cup three times a day. There has to be genuineness on your part.</li> <li>○ <i>Tsenibl'e ele be ts' elohjul</i>: Boil these two together and use as a mouth wash.</li> <li>○ <i>Eiegare</i>: Chew for cold sores.</li> <li>○ <i>T's uwa ele</i> Boil, then use as a mouth wash for toothaches.</li> <li>○ <i>T'eoladze</i> Boil with some grease till it is thickened, then apply with a feather to the infected areas.</li> <li>○ <i>n 'Ilk 'a</i> : Boiled bark good for stomach ailments and diarrhea.</li> <li>○ Beehives and Clamshells: For sores. Clamshells are baked to a powder and applied to the sore,</li> <li>○ <i>Ts'el1ebxob cbie</i> Boil, strain. Drink broth.</li> <li>○ <i>Mehpi jie</i>: Boiled branch broth good for sore eyes.</li> <li>○ <i>Ndhb gok'eatbet'i</i>: Cut up, boil and apply to joints that are swollen.</li> <li>○ Spruce needles: Chew and swallow juices for sore stomach.</li> <li>○ <i>Gots'ago/Labrador tea</i>: Boil and drink broth for sore throats and colds.</li> <li>○ <i>Ladzee/tips of black poplar tree</i> Boil, strain, and drink for colds,</li> <li>○ Caribou droppings: Broth good for cold or flu.</li> <li>○ White caribou moss: Broth good for cancer.</li> <li>○ Broth of wild chicken: For colds.</li> <li>○ Moss: For gauze or band aids.</li> <li>○ Beaver pelt: Fur side down on open wound helps to close the wound and prevent a vivid scar.</li> <li>○ Goose grease: used like "Vicks", rub on chest and throat, also good for sores.</li> <li>○ Glands in ducks 'chicken and geese: Used as a cream to get rid of white spots on the face.</li> </ul>
<p><b>Sun</b> : Knowledge of the spiritual nature of the sun and the gifts it gives to people will give students a greater appreciation of it. Learning the survival skills which use the sun will help them when on the land.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>● Know that the sun is seen as powerful because it can change its form from season to season.</li> <li>● Know that the sun is associated with re-birth (spring and morning).</li> <li>● Know that the sun is a source of medicine power.</li> <li>● Know that the sun brought the gift of "fire" to the people.</li> <li>● Know that the person who rises with the sun is given the gift of long life</li> <li>● Know how to ask the sun for good weather, and things can be done as planned</li> <li>● Be familiar with legends which tell about the sun and its power.</li> <li>● Be aware of the joy that the Dene feel with the sun as it rises or when it comes back in the Spring</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>● Identify the different positions of the sun during the day.</li> <li>● Be familiar with different sun phenomena in Winter: i.e. Sundogs</li> </ul>

## DENE KEDE GRADE 2

### Theme: The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Sun	<ul style="list-style-type: none"> <li>• • Be able to use the sun to tell the five seasons               <ul style="list-style-type: none"> <li>○ Early spring when the sun "dances" with me rebirth of the earth. There is warmth in me sun, the ice begins to melt, me sap begins to run, and the leaves begin to form.</li> <li>○ Spring</li> <li>○ Summer</li> <li>○ Fall</li> <li>○ Winter</li> </ul> </li> <li>• Be able to use me sun to tell the six seasons (Gwich'in and Dogrib):               <ul style="list-style-type: none"> <li>○ early spring</li> <li>○ spring</li> <li>○ summer</li> <li>○ real summer</li> <li>○ fall</li> <li>○ winter</li> </ul> </li> <li>• Know ways in which the Dene used the sun to survive: making dry meal, making fire, preparing hides</li> <li>• Know how me light mat was available affected hunting, travelling and sewing. In me spring, as me ice and snow began to melt, me men would hunt and travel at night while snow hardened and rest during the day. The women would sew during me longer daylight hours. This was the best sewing time.</li> <li>• Know ways in which carelessness can lead to me sun taking your life: sunstroke, sunburn, skin cancer, snow blindness, forest fires, etc.</li> </ul> <p><b>The Self</b> Thank the sun for each new day, and use it well.</p>
<p><b>Moon and Stars:</b> The moon and stars were traditionally used as clocks, compasses and calendars. It is still an important skill to be able to use the moon and the stars for direction and time while travelling. It could mean survival for the student. But also, the student should know how the Dene traditionally found their way and told the time, and take pride in that knowledge.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the moon and stars. (Dehcho: About a boy holding a birchbark pail on the moon who made blood soup. About two sisters who were taken to the stars.)</li> <li>• Special local beliefs and customs. (Dehcho: Stars were never counted because if they were pointed at, a person would develop warts. People chose one particular star as their own.)</li> </ul> <p><b>The land</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene used to travel by the light of the moon and stars.</li> <li>• Name the phases of the moon: full, new, quarters.</li> <li>• Identify Dene constellations.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Hear and enjoy personal stories from elders about the moon or stars:               <ul style="list-style-type: none"> <li>○ Love stories and the power of the <b>moon</b>.</li> <li>○ Experiences on nights when moon is bright.</li> <li>○ Effects of the moon on behaviour of people.</li> <li>○ Effects of the moon on animals or the land.</li> </ul> </li> <li>• There are some people who are very good at looking at signs and predicting the weather.</li> </ul>

## DENE KEDE GRADE 2

### Theme: The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Moon and Stars	<p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Become more aware of the size and beauty of the skies and be able to express or share feelings</li> </ul>
<p><b>Northern Lights:</b> The Northern Lights have been an important source of light for travelling and hunting in the darkness. Also the dancing Northern Lights create a mood of happiness for the Dene. The students will come to appreciate the way that the Dene perceives the Northern Lights.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• See the Northern Lights as the Dene see them: smell, sounds, movement, colour</li> <li>• Know that the Dene belief is that the Northern Lights are a living force: unusual colours and patterns can indicate omens good and bad. The Lights can be made to dance or to go away.: <ul style="list-style-type: none"> <li>○ Dehcho: Red indicates war. Clapping, rubbing fingernails together or whistling can make the Lights dance.</li> <li>○ Dogrib: They must not be whistled at. The Lights are attracted to the noise and movements of animals such as caribou herds and dog teams.</li> <li>○ Sahtu: One is not supposed to whistle when the Northern Lights are low.</li> <li>○ Lutsel K'e: They can bring danger to people. The Lights are related to fire and to people. They are sometimes referred to as caribou fire.</li> <li>○ Sahtu: If you inhale the smell you won't live long.</li> </ul> </li> <li>• Know that when the Northern Lights are low they smell really bad and if you inhale, you can die.</li> <li>• Know that it is a belief of the Dene that Northern Lights eat clouds, and therefore cause cold weather.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene view the Northern Lights as things which have enabled the Dene to find their way and to hunt in the dark times.</li> <li>• Know that generally the dancing Northern Lights are viewed as beautiful and make the Dene happy about life.</li> <li>• Know that the Northern Lights act like moonlight and enable travel at night.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Express personal feelings that are created by the Northern Lights</li> </ul>
<p><b>Camping:</b> To enable students to become skilful and respectful of the land. The student should learn the basic camping skills as a matter of survival in case he or she is ever lost or left alone in the bush. Camping skills are basic to becoming a good hunter or trapper and will enable students to become independent and self-sufficient. Students with camping skills earn respect from their peers and adults. The camp environment is a good one for learning traditional Dene knowledge and skills, and for learning why things are done as they are. Finally, the cultural attitudes that are developed with the camping skills will enable students to live in both worlds.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local customs and beliefs with respect to being on the land. (See themes on Geography and Land Use for specific beliefs and customs.)</li> <li>• Know how to leave a camp to show respect for Mother Earth.</li> <li>• Experience the peace that comes with being on the land.</li> <li>• Know how to leave a camp to show respect for other hunters and campers</li> <li>• Know that rat root is used for protection and medicinal purposes (if used for medicinal purposes avoid using non-Native medicines).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize the need for self-discipline when camping.</li> <li>• Recognize and value the need for careful planning and foresight when camping.</li> <li>• Be able to help in packing for a camp (for picnics and short camps, folding tents)</li> <li>• Be willing to stay on the land for a day for a picnic, snaring or fishing trip when weather is nice in spring or fall</li> </ul>

## DENE KEDE GRADE 2

### Theme: The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Camping	<ul style="list-style-type: none"> <li>• Be able to care for a camp (cleaning, making and keeping fires, kinds of wood for heating, cooking, spruce bough mats)</li> <li>• Practice personal hygiene (going to bathroom)</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that traditionally camping was a way of life for the Dene.</li> <li>• Appreciate and enjoy story-telling and other traditional leisure activities while at camp.</li> <li>• Know about traditional customs regarding camps for: Menstruating women , initiation of young men</li> <li>• Know that in order for a camp to run smoothly and enjoyably, all members must cooperate and be responsible.</li> <li>• Know that traditionally, one person was assigned to be the last one to leave the camp. That person would do the final "clean-up" by putting away poles, disposing of bones properly, etc.</li> <li>• Recognize that camping is a communal experience</li> <li>• Be willing to share good, the fire (everything at camp belongs to everyone)</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to rise early at camp and be helpful, getting the work done early in the day so that the rest of the day can be enjoyed</li> <li>• Be willing to carefully obey the instructions of adults while at camp</li> <li>• Make efforts to be careful, patient, persistent and responsible in doing any task given at a camp (e.g. carrying wood)</li> <li>• Attempt self-discipline in interacting with others while at camp. Practise sensitivity and thoughtfulness</li> <li>• Be willing to share while at camp</li> <li>• Show respect for the land and the animals</li> <li>• Be willing to share knowledge and skills of camping with peers who are less knowledgeable</li> </ul> <p>Be willing to plan and prepare carefully for camping trips</p>
<p><b>Plants:</b> The Dene rely heavily upon the use of plants in their daily lives. The Dene had many uses for plants in the past, both domestic and medicinal. Plants were also appreciated for their beauty in summer, indicating new life and plentiful food. The students will recognize the different kinds of plants in their area and know what their uses are.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that plants have life which must be respected.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Name the parts of a plant (stem, leaves, roots, flowers, berries).</li> <li>• Recognize and name and pick local plants which are used for food, and prepare and taste the food.</li> <li>• Recognize and name local plants which are harmful to people.</li> <li>• Know that many people, especially elders, find great joy on the land during the summer when the plants are full of life.</li> <li>• Know that local plants are used daily by the Dene, e.g. moss for diapers, doing dishes, brushes for floors, insulation (chinking log houses)</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene particularly enjoy tasks like plant or berry picking because it allows them to enjoy one another while they work.</li> <li>• Know that the origin of a handicraft can be identified by its floral design.</li> <li>• Know that Labrador tea was used by Dene people</li> </ul>

## DENE KEDE GRADE 2

### Theme: The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Plants	<p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Become aware of the joy and peace that can be experienced by being among the sights and smells of plants in the summer time.</li> </ul> <p>Become more aware of the variety of plants, their many uses as well as their aesthetic value.</p>

### Theme: Animals

<p><b>Bear:</b> The bear is considered the most respected animal of the animal world. The students will learn to respect the bear as the leader amongst leaders and as having great powers in the human world. It is important to have a good relationship with the animals but especially with the bear</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends and stories about bears.</li> <li>• Be familiar with local knowledge about how the spiritual powers of the bear can be used:               <ul style="list-style-type: none"> <li>○ In bad weather the head of a bear is placed on a pole with a stick in its mouth to keep it open. If it is addressed properly, and if it is pleased, it will grant you good weather. (Délíné)</li> <li>○ If certain parts of the human body need medical attention, the corresponding part of the bear can be removed. A message is given to the bear for its help, the bear part is eaten, and with the bear's help that person can be healed. (Délíné)</li> <li>○ Dogrib: gall bladder for open sores.</li> </ul> </li> <li>• Be able to address the bear properly (ùehtsee) Respected Grandfather and K'aowe (leader of animals).</li> <li>• Know which parts of the bear you cannot eat.</li> <li>• Be able to give thanks to the Creator for the bear.</li> <li>• Respect bears when they are hibernating.</li> <li>• Bear hide never used for clothing (taboo of South Slavey Dene)</li> <li>• Bear hide not to be handled by women</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be familiar with bear behaviour.               <ul style="list-style-type: none"> <li>○ The bear does not attack a person in its den.</li> <li>○ Never run away from a bear.</li> <li>○ They tend to really care for their cubs.</li> <li>○ Know appropriate moments to address the bear.</li> </ul> </li> <li>• Identify Bear kinds: grizzly, black and brown.</li> <li>• Be able to describe its habitat and seasonal habits (cubs, diet, hibernation).</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be willing and able to listen to bear legends and stories told by the elders.</li> <li>• Know that men are the key hunters of bear.</li> <li>• Share with others the stories that are heard.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Ask parents or grandparents about student's own relationship, if any, to the bear.</li> <li>• Be willing to share personal experiences about the bear</li> </ul>
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## DENE KEDE - GRADE 2

### Theme: Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Beaver:</b> The beaver is valued by the Dene because it has the gift of intelligence. It is the boss of intelligence. The beaver's existence on this land is very important to the shaping of Dene history.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about the beaver</li> <li>• Know the spiritual characteristics of the beaver.               <ul style="list-style-type: none"> <li>○ Was granted the gift of intelligence and is therefore the most intelligent of all animals.</li> <li>○ It controls its environment by being a very precise builder. It measures the water it will require in making its dam. It measures the food it will require for the winter, harvests and rations food.</li> <li>○ The beaver conserves the food near its lodge by foraging farther afield.</li> <li>○ Mother Beaver was very verbal. The beavers were very disciplined people &amp; spanked their children like people</li> </ul> </li> <li>• Be familiar with the beliefs and customs with respect to the beaver.               <ul style="list-style-type: none"> <li>○ Eating uncooked beaver eye gives strong eyesight.</li> <li>○ Eating beaver brain with appropriate thoughts and words during pregnancy can result in the unborn child being granted intelligence from the beaver.</li> <li>○ Beaver wishbone: beavers have a hole in the hip bone. When it is cleaned a person tries to put their finger through that hole above their head without looking. You can make a wish.</li> <li>○ Certain bone structure within intestines shaped like a little worm with a head. This object can predict what your next kill will be.</li> <li>○ If bladder bursts when cleaning, you should not eat any part of that meat.</li> <li>○ Beavers are guarded by other animals like <i>daihdue</i>, <i>æohk'a</i>.</li> <li>○ The larger beavers come from the place where all other beavers come from.</li> </ul> </li> <li>• Know the history of the very strong identifiable landmarks left by the beaver for the Dene.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Identify the characteristics of the beaver.               <ul style="list-style-type: none"> <li>○ Very clean animal.</li> <li>○ Use shavings for their mattress and sleep on white barkless poles.</li> <li>○ They do not go to the bathroom in this house. They build separate houses for this.</li> <li>○ Dangerous when out of the water and can attack. The beaver knows how to protect itself.</li> <li>○ Never have more than eight babies.</li> <li>○ Build their dams facing the sun.</li> </ul> </li> <li>• Be able to identify a beaver dam</li> <li>• Know the difference between old and new dens</li> <li>• Know that the winter season is best for hunting beavers.</li> </ul>
<p><b>Birds:</b> Students will begin to notice &amp; appreciate the many birds found in the North &amp; their value to Dene both past &amp; present. Students will become familiar with bird legends to give them a deeper understanding of the value of birds to the Dene.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about birds.</li> <li>• Know that bird sounds create feelings of happiness for the Dene.</li> <li>• Know that parts of specific birds hold a special spiritual significance. The claws and feathers were used by the shaman for decorative/ceremonial purposes.</li> </ul>

## DENE KEDE - GRADE 2

### Theme: Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Birds	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Identify edible and non-edible birds in local area, and describe their habits or characteristics.</li> <li>• Know how to hunt birds for food. Know their feeding areas and where they can be found, know their breeding cycles and migration times, recognize their sounds, recognize their colours and markings in different seasons.</li> <li>• Know how to fix and prepare various birds for food.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Learn crafts using bird parts from various people in the community who still know how.</li> <li>• Understand the morals behind the bird legends which have to do with how people should act (e.g. through the raven stories we learn that we should not be overly proud of ourselves).</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Seek challenge and opportunity in learning about birds</li> </ul>
<p><b>Caribou:</b> To give students skills for physical survival, to give students understanding and appreciation of the caribou as a spiritual entity, to give students ideas for possible uses of caribou for economic development. By giving students a respect for the caribou, the caribou will continue to provide for the Dene. Disrespect will mean their extinction.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the Dene Laws: not clubbing caribou, burying or putting bones on a stage.</li> <li>• Know special characteristics of caribou. Caribou take care of their feet because they are walking people. The "Bible" in their jaws has a special message for those who can read it. Can talk to each other over long distances to organize themselves during migrations; each herd has a leader. Meaning attached to sketch on the caribou's skull. The Creator's message to caribou that it is to be main source of food for Dene. (Dogrib)</li> <li>• Know that some people share dreams with the caribou. This is a gift which the person might not be able to share with others. These people get their medicine power from the caribou. Know parts of caribou that can be used for medicine. Know that the gift must be given to you through a dream or vision before one can practice such medicine.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know kinds of caribou, their habitat, migration patterns, life cycles and kinds within a herd.</li> <li>• Know what caribou eat (Barrenland eat moss and lichens, Woodland eat tender leaves)</li> <li>• Be able to help in the preparation of caribou meat and hides.</li> <li>• Be able to work with caribou hide and antlers: drums, clothing, etc.</li> <li>• Be familiar with the history of caribou as told by elders.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that meat must be shared as caribou is a spiritual gift &amp; must not be used for own gain.</li> <li>• Know that meat must be distributed in the community according to custom.</li> <li>• Know the role and meaning of the server during a feast. Be familiar with protocol in serving which includes asking in the proper way.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know if they have personal medicine connections to the caribou and what kind of behaviour is required.</li> </ul>

## DENE KEDE - GRADE 2

### Theme: Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Dog:</b> The dog has played an important role in the survival of the Dene on the land. The students should be made aware of the positive value of dogs on the land</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about dogs</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the ways in which the dog was used by the Dene to survive (transportation, hauling fish &amp; wood, signalling for the presence of animals or strangers, thin ice, tracking for animals, etc.) with their keen senses</li> <li>• Be familiar with how dogs are trained</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that historically, the dog has meant different things to the Dene. Traditionally, the dog was the Dene’s best friend, companion, &amp; protector. More recently, it fulfilled other roles: as a means of transportation, as a pet and for racing.</li> <li>• Know the dangers of dogs to people</li> <li>• Know the bylaws regarding dogs in the community</li> <li>• Understand the value of the dog as a pet</li> <li>• Know what is considered right behaviour of dogs in the community &amp; homes</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Take more personal responsibility for care and safety of family dogs</li> <li>• Self-expression. Tell stories about own dogs: how they were named, why, experiences with them.</li> </ul>
<p><b>Fish:</b> The students must appreciate that fish have been one of the main sources of food for the Dene and will continue to be. Fish have therefore played a large role in the lives of the people.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about fish.</li> <li>• Know that fish are unlike other animals because they do not leave tracks. They must therefore be treated with special respect. (Rae-Edzo)</li> <li>• Know that fish are unlike other animals because they do not leave tracks. They must therefore be treated with special respect. (Rae-Edzo)</li> <li>• Know that fish are the water people. They say where they are going every season and they practice recreation and sports. Like the Dene they also migrate according to the seasons. (Délîné)</li> <li>• Know that fish, like all other animals, had grandparents. (Rae-Edzo)</li> <li>• Be able to follow Dene laws regarding behaviour around a net</li> <li>• Know the different personalities of fish (e.g. loche are very lazy).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Appreciate fishing experiences as joyous and challenging.</li> <li>• Know the different fish and subspecies of fish found in the local area.</li> <li>• Know the life cycles of different species and their feeding habits. Fish run from little rivers to join main water bodies in the fall. In winter they say it is windy and they move to a warmer place in deep waters. They behave much like the Dene. In the early spring, the fish begin to move because the waters running from the smaller rivers into the main water bodies carry food for the fish. In mid to late summer, the fish return to the shore where the heat is. (Délîné)</li> <li>• Be able to help in the preservation and storing of fish (dryfish, semi-dry fish, stick fish, split fish, fish pemmican, cache).</li> <li>• Know the parts of the fish and their value to the Dene: which are considered edible, which are delicacies, medicinal uses, tools, etc.</li> </ul>

## DENE KEDE - GRADE 2

### Theme: Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Fish	<ul style="list-style-type: none"> <li>• Be able to prepare fish for dog food.</li> <li>• Know when and where to fish for different kinds of fish.               <ul style="list-style-type: none"> <li>○ Know where the different fish can be found seasonally.</li> <li>○ Know locations where fish can be found year round.</li> <li>○ Know the migration routes of fish.</li> </ul> </li> <li>• Be able to help in the preparation for going hook fishing both in early spring and in late spring and fall.</li> <li>• Be familiar with how and where to fish with hooks in water and in ice.</li> <li>• Be able to prepare bait.</li> <li>• Be familiar with the concept of aboriginal fishing rights.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Work with others to catch and clean fish.</li> <li>• Share fish with others. Know the rules of etiquette regarding who gets what part of the fish, what not to eat, and how to eat.</li> <li>• Know that knowledge of where and when to catch fish is passed on from generation to generation. This was knowledge crucial to the survival of the Dene in the past.</li> <li>• Be aware of and appreciate those who have traditional Dene fishing knowledge.</li> <li>• Hear personal fishing stories from people in the community (e.g. first net brought by steam ship)</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Understand that learning fishing skills can mean survival.</li> <li>• Challenge themselves to work hard to catch and to clean fish, and to learn the best ways to do so from the resource people and elders.</li> <li>• Find personal satisfaction in having learned new fishing skills or having had new fishing experiences.</li> <li>• Be willing to behave in ways that will keep the waters clean and pollution-free for the sake of the fish.</li> <li>• Know how to attend to a situation where a fish bone is lodged in the throat. The bone can be dislodged by eating bannock or bread.</li> </ul>
<b>Fox:</b> The fox contributes significantly to the Dene. The fox is trapped, but it gives itself willingly to ensure that life is sustained. The fox therefore must be sincerely respected at all times	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the qualities of the fox as described in legends: clever, shy, quick and busy.</li> <li>• Be familiar with local beliefs and customs with respect to the fox. (Rae-Edzo: barking in the evening is an omen. Carcass should be hung on a branch or rock so scavengers cannot eat it. Those who dream can travel by the fox's spirit. Lutsel K'e: when a fox floats on ice and won't go onto land, there will not be fox the next fall. Never walk over their blood, bones or carcasses.)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Identify the different kinds of fox found in the region and their physical characteristics</li> <li>• Identify fox tracks.</li> <li>• Be familiar with the habits of the fox: what it eats, where it can be found, behaviour, life stages</li> <li>• Use fox fur to make crafts. (Rae-Edzo: headdress for dog harness out of fox tail)</li> </ul>

## DENE KEDE - GRADE 2

### Theme: Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Moose:</b> Moose meat and moose hides are prized by the Dene. Students will assist in hunting and skinning a moose. In learning these skills, students are also carrying on the knowledge and wisdom of a particular teacher, and taking part in an important Dene tradition. Students must also become familiar with the spiritual relationship of the Dene to the moose, and learn how to respect the moose. Respect means preservation of the moose; lack of respect means its extinction.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with elders' legends and stories about the moose.</li> <li>• Be familiar with local spiritual beliefs about the moose.               <ul style="list-style-type: none"> <li>○ The moose is able to hear people talk about it. That is why a moose's ears are cut off and buried during butchering.</li> <li>○ The bones of a moose must be disposed of properly (different customs for different regions) out of respect for the moose. Using the skull as a trophy by sport hunters is considered disrespectful to the moose. (Dogrib Dene believe that bones should not be thrown into a fire because the animals see themselves and how they are being handled. Once bones are thrown into the fire, the animal is considered dead. It is best to dispose of the bones in hidden places in the bush.)</li> <li>○ Drinking the blood of a moose gives strength.</li> <li>○ If the moose is not shared, the hunter will have bad luck.</li> <li>○ Women must not walk over the blood or meat of a moose because women have strong medicine when they are in menses. Their medicine conflicts with the medicine of the moose, and the moose may give bad luck to the hunter. It is out of respect for the hunter that women do not walk over hunted game.</li> <li>○ Know that certain people are forbidden to eat certain parts of the moose because of their medicine. Students should learn who and what parts.</li> </ul> </li> <li>• Ask an adult whether or not he/she can eat moose (referring to student's medicine).</li> <li>• Know that there is a reason for various weather patterns. In early fall when rain drizzles at a steady pace, it is believed that this occurs to wash the blood from the rack of the moose.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know how moose care for their young.</li> <li>• Know the moose's habits (it is very intelligent), and use this knowledge in tracking, calling and hunting a moose.               <ul style="list-style-type: none"> <li>○ The sounds made by moose: ears make clapping sound, nose snorts when full of flies.</li> <li>○ Dried shoulder blade of a moose used to scrape on trees to attract other moose.</li> <li>○ Know the diet of the moose (e.g. water plants).</li> </ul> </li> <li>• See the need for preserving the environment and the population of moose for future generations.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know that in the past, there were hunters who specialized in moose hunting. These were known to be very skilled hunters because hunting of moose requires great skill.</li> <li>• Identify who are the good moose hunters in your community.</li> <li>• Know that moose meat should be shared with others.</li> <li>• Identify who are the good moose hunters in your community.</li> <li>• Reflect on what they have learned about moose and how it has changed their perception of it.</li> </ul>

## DENE KEDE - GRADE 2

### Theme: Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Muskox:</b> The Dene have depended on the muskox for food and clothing for thousands of years. Careful study by the students will encourage ways to preserve the traditional use of the muskox. The muskox is respected as having the special power of being able to understand Dene. People can talk to them.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the legends about muskox; the mystical ways of the muskox and Muskox can understand Dene. People can talk to them.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene have depended on muskox for food and clothing for thousands of years</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Students will develop a curiosity about muskox and seek information or skills on their own.</li> </ul>
<p><b>Rabbit:</b> The student will respect the rabbit as being a gift from the Creator. It was the rabbit that gave the gift of dance to the Dene. The student will appreciate the rabbit for being an important source of food when large game could not be found. The student will obtain the skills required to snare and prepare rabbit for its many uses. People who go on the land bring fixings for rabbit snaring as a matter of course (like bringing matches). This is survival that children can learn at a very early age because of the safeness of the equipment.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that people share the world with the rabbit. The rabbit is a gift from the Creator and must be respected.</li> <li>• Show respect to the rabbit               <ul style="list-style-type: none"> <li>○ To the blood and carcass of rabbit.</li> <li>○ Must not allow a rabbit to suffer.</li> <li>○ Must never hit with a stick</li> </ul> </li> <li>• Respect those who will not eat rabbit.</li> <li>• Be familiar with local stories and beliefs about the rabbit.               <ul style="list-style-type: none"> <li>○ Rabbits travel with the wind. When a large wind comes, the rabbits may disappear. (Gwich'in)</li> <li>○ Rabbits can be snared if they are sung to. (Gwich'in)</li> <li>○ If you can put your finger through the hole of the thigh bone of a rabbit, you wish will come true. (Gwich'in)</li> <li>○ The rabbit's feet were rubbed and , as a result, they are smooth and pink today. (Gwich'in)</li> <li>○ When the Creator provided the rabbit as a gift in times of food shortage, there was always a loud bang. (N.Slavey)</li> <li>○ The rabbit gave the Dene the gift of dance. (Gwich'in belief: the rabbit joined the spruce grouse to dance in unison because it was a good dancer.)</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know how the rabbit's body helps it to stay alive.               <ul style="list-style-type: none"> <li>○ Feet like snowshoes for walking on snow.</li> <li>○ Back legs strong for hopping away from predators quickly.</li> <li>○ Ears long for hearing danger.</li> <li>○ Teeth strong and sharp for eating tough willow bark and pine needles.</li> <li>○ Fur turns white in winter for hiding in the snow and brown in summer for hiding in the bush.</li> <li>○ Eats and plays at night so that predators will not see him. Sleeps during the day.</li> <li>○ Has babies in the spring and summer so that they will not freeze</li> <li>○ Has lots of babies in case some of them die.</li> <li>○ When predators come near, it stays very still.</li> </ul> </li> <li>• Know what other animals depend on the rabbit as a major source of food.</li> <li>• Know how to trap rabbits both with snare wire and as it was done traditionally (with sinew snare and by calling hare with a whistle)</li> </ul>

## DENE KEDE - GRADE 2

### Theme: Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Rabbit	<ul style="list-style-type: none"> <li>• Know how to skin a rabbit.</li> <li>• Know how to prepare rabbit meat for food. Brains for baby food, bone grease made by chopping up leg bones and boiling.</li> <li>• Know how to use the skin and bones for thing (clothing, duffels, blankets, necklaces, and sinews for snares).</li> <li>• Know that a tribe of people was named Hareskin because of the clothing they wore.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Share rabbit meat with others.</li> <li>• Learn about rabbits &amp; snaring from resource people in the community.</li> <li>• Learn respectful behaviour toward those who teach or share knowledge.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know that sharing brings respect from others and results in feelings of increased self-worth.</li> <li>• Understand that the rabbit is more than a cute cartoon-like animal. The rabbit is a gift from the Creator to enable people to survive, and is a creature which is given certain kind of respected.</li> </ul> <p>Be willing to share rabbit stories and songs with others.</p>
<b>Raven;</b> Raven stories can help students understand themselves and their behaviour better. Raven stories are also a good example of how things are perceived quite differently by the Dene and other cultures. Children are exposed to a lot of raven stories.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the raven.</li> <li>• Know that ravens, seagulls and flies are germ killers.</li> <li>• Know that ravens are believed to have special powers: bearing bad news when crowing at night, a source of healing, able to calm windy weather, bring good luck.</li> <li>• Know that the raven's character is a reflection of human beings: independent, generous, kind, helpful, vain, mischievous, conniving and manipulative.</li> <li>• Know that even in today's world the raven deserves respect, because it is our connection with the past and the Real People. It is the only person who still speaks the language of the time when the world was first created. It was the only animal which can change into human form. Because it still exists, we can say that all the other animal creatures are our brothers.</li> <li>• Know how to address the raven in the traditional Dene way</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know this lesson from the raven: it was once a powerful bird that lost its position in the world because it was arrogant. People are bound to make mistakes and be imperfect but we must understand our place and take our skills and gifts seriously.</li> <li>• Give recognition to the Dene story tellers in the community.</li> <li>• Recognize special talents that some students may have in telling a story.</li> <li>• Recognize the various ways that ravens play.</li> <li>• Acknowledge personal talent in storytelling and set goals in becoming better by spending time with story tellers and by telling stories to others.</li> </ul>

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### Theme: Animals

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Shrews and Mice:</b> Students should understand that all living things, no matter what the size, have a purpose and special qualities. Individual worth, inner strength and determination do not depend on size and outward appearance. Always maintain respect for others regardless of how they look and are perceived.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the characteristics of shrews and mice as described in legends.</li> <li>•             <ul style="list-style-type: none"> <li>○ The shrew is very powerful but assumed an insignificant body. Stands guard over the earth. Many times in history, shrews and mice, seemingly the most insignificant of creatures, helped the Dene when there was nobody else to help them. Many times the powerful must depend on the small and seemingly insignificant creatures for help.</li> <li>○ The shrew is referred to as the rescuer and the one with very quick hands.</li> </ul> </li> <li>• Know that shrews and mice teach us that, no matter what the size, all living things must be respected.</li> <li>• Know that shrews and mice are thought to come from the same family and are considered very clean animals.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize the differences between shrews and mice.</li> <li>• Know the eating habits of the shrew and how it stores food for winter.</li> <li>• Know where and how the shrew lives.</li> <li>• Know that bears feed on shrews.</li> <li>• Mice bones were used to create a “telephone” by the Dene long ago.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene accept and appreciate one another without considering bodily beauty or size. Instead, they look for special qualities or talents in people.</li> <li>• Recognize in selves or in others the possibility that, though their physical size may not be great, their power could very well be.</li> </ul>
<p><b>Spider:</b> To give students the perspective that even though the spider is a very small and seemingly insignificant creature, it has an important and even powerful place in the Dene universe. The spider is so highly honoured by the Dene that it is referred to as "ùehts'e" (grandfather) even today. A grandfather possesses all the qualities that one should strive to imitate in their own life.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the spider’s contribution to the Dene is its net. As an animal it was a capable fisherman who could net ducks and other waterfowl. The spider has power beyond the earth. The leader of the spiders set its net in the universe and can capture the rain and make it stop. The rainbow is created when it does this. During the last food, the spider set its net and stopped the rain to help the Dene survive. Because it is so highly respected the spider is called Grandfather. People with medicine for spider webs are very powerful. When found in the house, the spider will prolong the life of those in it. The spider is a future seeker and thus it is a gift to you. It is a good sign if it sits on your body.</li> <li>• Be willing to observe a spider and understand its habits.</li> <li>• Be able to describe the spider and its parts, its habits and habitats. Be able to describe the web and how it is made and the kinds of things that the spider eats.</li> <li>• Be thankful for the spider whenever the rain stops and a rainbow appears</li> </ul>

## DENE KEDE - GRADE 2

### Theme: Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Spider	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the spiders in the north are not harmful They make their webs with secretions from their mouth. The webs are sticky and capture insects which land on them. The spider feeds on what it catches. Know the different kinds of spiders in the North. Know where they tend to be found.</li> <li>• Be willing to observe a spider and understand its habits</li> <li>• Be able to describe the spider and its parts. its habits and habitats. Be able to describe the web and how it is made and the kinds of things that the spider eats.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that elders have been given spider legends from generation before.</li> <li>• Be willing and able to listen to the stories told by elders about the spider and tell others the stories that are heard.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Feel small and insignificant in the face of the powers of even small insects such as the spider.</li> <li>• Identify with the tiny spider. Size can be deceiving!</li> </ul> <p>Reflect on how your behaviour with spiders has been and may change.</p>
<p><b>Wolverine</b></p> <p>From a spiritual perspective, the students will learn to appreciate the value of the muskrat to the Dene as a person who reconstructed land and gave it back to the people. The muskrat is also a behavioural model for the students: he is persistent and determined. Students must understand and appreciate the role and place of the muskrat in the Dene world. Students must be given the knowledge and skills to be able to hunt the muskrat. Trapping muskrat is an important part of being a trapper.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about the wolverine.</li> <li>• Know it is called "Brother-in-law". (Gwich'in)</li> <li>• Be familiar with how the Dene characterizes the wolverine: smart, strong, likes to steal, fierce, persistent.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Be able to identify the wolverine and its tracks, describe its physical features, and identify its body parts.</li> <li>• Know how the Dene use wolverine fur: trim for parkas, mitts and shoes, collar of leader dogs, crafts.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that people who can trap the wolverine are respected trappers because the wolverine is difficult to trap.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Learn something about his or her own personality by learning about the wolverine's personality (i.e. the tenacity of the wolverine teaches us that, with perseverance and steady work, goals are accomplished).</li> </ul>
<p><b>Muskrat:</b> From a spiritual perspective, the students will learn to appreciate the value of the muskrat to the Dene as a person who reconstructed land and gave it back to the people. The muskrat is also a behavioural model for the students: he is persistent and determined. Students must understand and appreciate the role and place of the muskrat in the Dene world. Students must be given the knowledge and skills to be able to hunt the muskrat. Trapping muskrat is an important part of being a trapper...</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that muskrats are the animal that restored the land after a flood. They used just a tiny piece of land to begin with.</li> <li>• Know that muskrats are considered clean animals, always washing.</li> <li>• Muskrats have much will-power and are very persistent.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize landmarks that indicate good muskrat locations.</li> </ul>

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### Theme: Animals

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<p>...Learning to hunt muskrat is important because the meat is an important part of food and excellent in terms of nutritional value. Also, by learning how to work with muskrat hides, the students will have skills that can later be used in craftwork or in the fur business. Learning about the muskrat will also help the students to appreciate the muskrat's role in keeping the rivers and lakes flowing.</p>	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be willing to learn from the muskrat. To ensure survival the Dene must work as a team.</li> <li>• Know that, like the muskrat, the Dene are a strong-willed people.</li> <li>• Know that when the name "muskrat" is bestowed upon an individual in the Dene language, it is an honour.</li> <li>• Know that muskrat hunting requires determination, teamwork, and patience.</li> </ul> <p><b>The Self</b></p> <p>Reflect on one's character and compare it with that of the muskrat</p>
<p><b>Wolf:</b> Though the wolf may appear to tolerate people, it is a powerful animal which can be very dangerous. The Dene must remind themselves that the wolf is not a friend, and maintain distance from it. Nonetheless, the wolf is a creature which must be respected.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the wolf.</li> <li>• Be familiar with special beliefs or rules of conduct regarding the wolf.               <ul style="list-style-type: none"> <li>○ The wolf can understand people.</li> <li>○ Respect its blood.</li> <li>○ Do not take what the wolf kills because it brings bad luck</li> <li>○ Some people may have a spiritual relationship with an individual wolf and, therefore, will not kill that wolf.</li> <li>○ Be familiar with legends about the wolf.</li> <li>○ THE LAND</li> <li>○ Know the characteristics and behaviour of wolves.</li> <li>○ Never leave their cubs behind.</li> <li>○ Arrack in packs.</li> <li>○ Have strong eyesight.</li> <li>○ Signal to each other with their howling.</li> <li>○ Can be found where there are lots of caribou (Gwich'in area has many wolves because it is on the migration route of caribou).</li> <li>○ Where they live and how many cubs they have.</li> <li>○ They teach their cubs how to survive in the wilderness.</li> </ul> </li> <li>• Know that the Dene value wolf fur for clothing. The long hair of the fur is good around the face as trim to break the wind.</li> <li>• Be familiar with cautions regarding wolves.</li> <li>• If they hang around camps, they can be very sneaky and dangerous</li> <li>• Never take a wolf cub because the mother will follow no matter where you go.</li> <li>• Wolves are afraid of fire. A match can fool them.</li> <li>• Wolves are not necessarily afraid of people. That does not mean they are friendly. They are not trustworthy. It is important to always maintain distance because they are dangerous.</li> <li>• Be able to tell the difference between a wolf and a dog.</li> <li>• Be familiar with the place of the wolf in the fur trade, past and present.</li> <li>• Bounties</li> <li>• Prices of fur</li> <li>• Be familiar with hunting and trapping of wolves.</li> </ul>

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### Theme: Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Wolf	<p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>The wolf is likened to some people. They appear friendly but cannot be trusted. A relationship of distance is maintained out of necessity because it is understood that not all people can be friends.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>Know that it is alright to be different and still be a pan of the community like the wolf.</li> </ul> <p>Students will develop a curiosity about the wolf and seek information or skills on their own.</p>
<p><b>Trapping:</b> Trapping has always been a way of life for the Dene. Trapping can be a means of earning or supplementing an income in the North. There are Dene who have trapping skills and knowledge which can be passed on to students so that they too can take advantage of this kind of living if they wish to or have to in the future.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>Know that the Dene respect the animals which they trap. Out of respect, they traditionally trapped only what they needed.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>Know the kinds of animals that are trapped, know their habits and characteristics and what their skins or fur are used for</li> <li>Identify by the quality of the fur in what season it was harvested</li> <li>Identify the seasonal differences of fur</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>Know who in the community are considered trappers and learn from them</li> </ul>

### Theme: People

<p><b>Family:</b> Traditionally, the extended family was the basic unit of survival in Dene culture. The extended family is still important to the Dene today. Students will develop a clearer understanding of the role the family plays in shaping the identity of individuals. This will also help them understand their own role as family members. Knowing bloodlines is important because it enables people to avoid marrying close relations.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>Understand that each of us belongs to our own family as well as to bigger families made by the Creator: community, tribe, Dene Nation, world.</li> <li>Understand that members of families have special talents that are given them from the Creator.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>Know members of one's nuclear and extended family.</li> <li>Identify proudly with one's family.</li> <li>Know that family members should work together to make the work easier.</li> <li>Know that family members must share and support one another: that in order to receive, one must give</li> <li>Teach things to younger members of the family.</li> <li>Learn things from other members of the family</li> <li>Know that the family is extended through marriage.</li> <li>Know that the family is also part of a larger community. A community is made up of family groups which work together and enjoy one another.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>Students will articulate the value of belonging to their own family.</li> <li>Students will come to understand how important it is for them to take their role in their families' responsibilities.</li> <li>Accept that they are an important part of their own families.</li> <li>Realize that the actions/attitudes of one member of a family will reflect on the entire family.</li> </ul>
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## DENE KEDE - GRADE 2

### Theme: People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Grandparents:</b> Students should know about the traditional role of grandparents in Dene cultures, and how important they are for transmitting the knowledge, skills and attitudes of our ancestors. Our importance comes from the grandparents and because of them our minds become stronger and stronger. Students should learn correct behaviour with grandparents and know the importance of having a good relationship with them.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that grandparents teach good living habits.</li> <li>• Learn to pray from and for their grandparents</li> <li>• Learn from grandparents the cultural laws (taboos) for being on the land</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know how Dene views grandparents.</li> <li>• Known as æehtsée (The “nicest” old man)</li> <li>• Know that any elderly person is considered a grandparent.</li> <li>• Be familiar with and appreciate the ways of oral tradition as practised by grandparents. (good storytellers, take their time in telling a whole complete story)</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to behave properly in the presence of grandparents.</li> <li>• Be willing to be with and care for grandparents. (Cook and clean for them and help in any way, enjoy their company)</li> </ul>
<p><b>Parents:</b> Parenting is an important part of a Dene child's development. From the Dene parents come the values, teaching and perspective of a Dene society. Students will learn about the traditional Dene way of parenting, and also begin to explore new ways of parenting based on today's needs. Before students can choose the way they will be parents, they have to know the way it used to be.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Respect and honour their parents</li> <li>• Learn prayers from parents.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the traditional role of parents was to teach survival on the land.</li> <li>• Know what traditional discipline consisted of.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Parents were not always available because they were very busy getting food.</li> <li>• Children learned from others in the camp who had special skills.</li> <li>• Know that traditionally, the father was in charge of the training of sons. The mother would not get involved when the father disciplined his son.</li> <li>• Know that traditionally, the mother was in charge of the training of daughters. When the mother disciplined a daughter, the father would not become involved</li> <li>• After parents have raised their children, there is an expectation that children will care for their parents.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Show respect by helping parents and grandparents in various ways, listening to their advice and hearing their stories, learning their language.</li> <li>• Show respect for other parents and elders.</li> </ul>
<p><b>The Child:</b> It is hoped that through the development of this curriculum the children will realize how valuable they are to the Dene culture, elders and people. Students should learn how children were viewed and brought up traditionally. They should evaluate child-rearing methods in the past, and compare them with present methods. They will understand the importance of sharing, being self-disciplined, and learning from their elders.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene believe that children are a direct link to the Creator.</li> <li>• Know that children are born complete and perfect.</li> <li>• Know that elders refer to children as extensions of their walking sticks.</li> <li>• Know that it is the job of each child to become what he or she was meant to be upon birth. Each child is born with a definite personality and talents.</li> <li>• Know that grandparents traditionally named a child and gave it a song based on what they perceived the child's personality to be.</li> <li>• Know that a willow placed in a sled/boat on a child's first ride, ensures that they sleep or remain calm on the journey</li> </ul>

## DENE KEDE - GRADE 2

### Theme: People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) the Child	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that traditionally, babies were kept in bags which restricted movement to prevent overactive children. Toddlers’ snowsuits were made with the wrists and ankles sewn shut to restrict movement.</li> <li>• Know that traditionally, moss was gathered by men and women in the fall, enough to last the winter. This was used for diapers.</li> <li>• Know the levels of skill and kinds of work traditionally done by children of their age.</li> <li>• Know that they should help their parents with routine household duties.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that children were taught skills as soon as they could talk.</li> <li>• Know that young children were traditionally brought up by their grandparents because the parents were kept very busy with the daily chores of survival.               <ul style="list-style-type: none"> <li>○ Grandparents taught daily camp skills to children (gathering wood, spruce boughs, getting water, cleaning fish, snaring rabbits).</li> <li>○ Boys slept with grandfathers, girls with grandmothers to encourage visions.</li> <li>○ Grandparents tended to be patient because they had more time. They taught children to be patient and to finish a task.</li> <li>○ Grandparents encouraged children to learn skills but also to use their minds in whatever they were doing.</li> </ul> </li> <li>• Begin to interact more frequently with elders or grandparents. Behave in an appropriate way in the company of elders.</li> <li>• Be aware that what is considered appropriate behaviour for children in other cultures is not necessarily applicable to the Dene (Focusing attention on oneself by raising one’s hand in school).</li> <li>• Be aware of people outside their families and what can be learned from them</li> <li>• Understand their roles in the family and participate in house hold or camp chores.</li> <li>• Know that they should spend time with parents to hear stories or learn language.</li> <li>• Know that they should show affection and respect to parents.</li> <li>• Listen to the advice given by parents without talking back.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Become aware how much children are valued by their parents and other adults</li> <li>• Be familiar with various circumstances where personal needs must come second to group needs.</li> <li>• Know the kinds of skills or talents that are helpful to the family or community, and try to develop those skills for the sake of the group, not just for personal profit.</li> <li>• Judge for themselves time well spent.</li> <li>• Accept and feel good about their bodies.</li> <li>• Be aware of personal feelings and be able to share these with others</li> </ul>

## DENE KEDE - GRADE 2

### Theme: People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Tribes:</b> The Dene tribes together have used one land since time immemorial. They and the Inuit are the indigenous peoples of the Northwest Territories. The Dene tribes, though different in many ways, have had very similar lifestyles and all consider themselves a part of the Dene Nation. Students should understand the long history of their people as told by their elders.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with stories about how the tribes began.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Identify the Dene tribes from which students come</li> <li>• Identify the five major Dene tribes.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Identify someone from another tribe that students can befriend and from whom they can learn something about the other tribe.</li> </ul>
<p><b>Birth and Death:</b> Understanding that the Dene believes that life in its beginning has integrity. Students will understand the Dene way of understanding life, birth and death.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Understand that the Dene believe that life is a gift from the Creator; therefore, pregnant women are given special respect, and every precaution is taken when a woman is expecting a baby. Birth is a joyous occasion</li> <li>• Understand that when a person dies, the person goes back to the Creator.</li> <li>• Be familiar with customs for those that have died.             <ul style="list-style-type: none"> <li>○ Body prepared in fetal position</li> <li>○ Fire</li> <li>○ Feast</li> <li>○ Mass at graveyard</li> <li>○ Clean and repair grave site annually</li> <li>○ Cut hair to mourn</li> <li>○ When people die, the person is mourned by others. Traditionally people screamed and then did not sleep for 3 days and a very large fire was made. It was not uncommon for people to mourn for 2-3 years.</li> </ul> </li> <li>• Be familiar with the custom of burning discarded hair and nails because of the belief that before one journeys to Creator one must collect all belongings on earth.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be familiar with traditional ways of birthing and taking care of babies.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Help women who are pregnant.</li> <li>• Be able to sing songs or lullabies meant for babies.</li> <li>• Be familiar with how local people deal with birth and death.</li> <li>• Understand that weeping hold relatives from their journey to the Creator.</li> <li>• Know that the Dene traditionally did not bury their dead but placed them on platforms.</li> <li>• Be familiar with the practice that people always address the deceased before burial and on different occasions following.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Express personal feelings about birth or death as students have experienced them in their families.</li> <li>• Seek personal opportunities to help new mothers or people who have had death in their families.</li> <li>• Understand that if you led a good life, you will have no fear of dying.</li> </ul>

## DENE KEDE - GRADE 2

### Theme: People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Men and Women:</b> Students should understand that men and women rely on each other and share work equally. Students will recognize that Dene can still follow traditional ways and that this is essential to survive in today's world. Students should understand and respect the modern and traditional roles of men and women, and realize that they themselves will need these skills in order to teach future generations.</p>	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that traditional roles of men and women and how people relied on each other's skills to survive on the land.</li> <li>• Know that men and women must restore the land to its original state once used by them.</li> <li>• Know that the Dene believe that men who make a kill on hunting trips return to their animal state and must cleanse themselves upon their return.</li> <li>• Know that it is expected that men and women should be able to perform basic household maintenance functions e.g. women should be able to get wood and check the nets; men should be able to sew and cook.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Understand the ways in which the traditional family and groups worked together, and relied on one another</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to help with household/camp activities by being thoughtful and attentive.</li> <li>• Be willing to experience and maintain traditional activities and roles by:               <ul style="list-style-type: none"> <li>○ Participating in new experiences with others or on their own</li> <li>○ Trying their best and asking for help if needed</li> </ul> </li> </ul>
<p><b>Friends:</b> Students must learn to respect the value of friendship, and the Dene perspective of friendship. Friends can mean many different things: nature is a friend (wood, food, weather, ants, etc.). To succeed in life and to maintain a livelihood, it is important to have friends and to be a friend.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that, among the Dene, friendship is very serious relationship. Friends call each other séhâée: one who is one with me.</li> <li>• Know that the Dene value friendship and encourage friendship.</li> <li>• Friendship means being friends with nature (wood, food, weather, ant...).</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know why friends are important (friends make you happy)</li> <li>• Know what being a friend means according to Dene custom</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Work to gain friends by being nice, kind, friendly.</li> <li>• Work to build good friendships.</li> <li>• Recognize self as best friend.</li> </ul>
<p><b>Elders:</b> The primary objective is to enable students to appreciate the older members of the community as well as the elders. To become an elder in the Dene community, one must earn the right. The elders are those who possess Dene knowledge. They are the primary source of all knowledge which has been accumulated by the Dene, generation after generation. Because of their life experience, they have the wisdom to advise new generations as to how to deal with life &amp; its problems. It is hoped that students will become aware of their role or responsibility in ensuring the succession of knowledge &amp; therefore the culture. Whatever is not obtained from our elders is gone forever. This is the only way to ensure that culture continues to exist &amp; connections with the past are maintained.</p>	<ul style="list-style-type: none"> <li>• Be familiar with beliefs about elders</li> <li>• Know that elders are a rich source of information about the land.</li> <li>• Know that elders usually have their own area of expertise, that is, their own unique and special talents and knowledge about the land.</li> <li>• Show a willingness to be respectful towards any older person.</li> <li>• Be able to sit comfortably with an elder, and listen attentively for longer and longer periods.</li> <li>• Be familiar with different terminology for "forefathers", "old people", "elders" and "grandparents" (if appropriate to local dialect).</li> <li>• Be familiar with stories of famous elders of the past.</li> <li>• Know cultural rules (for your own community) for showing respect to elders, and behaviour around elders.</li> <li>• Become familiar with particular elders, and feel comfortable in their presence, and enjoy their time together.</li> <li>• Be willing to attend to the needs of elders both in and out of school</li> </ul>

## DENE KEDE - GRADE 2

### Theme: People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Elders	<ul style="list-style-type: none"> <li>• Use the knowledge and information received from elders to help students in their personal lives.</li> </ul>
<p><b>Leaders:</b> Students will learn about traditional leadership and apply it to own lives in order to prepare them to provide Dene-style leadership in the future. Traditional leadership models were very effective in getting people to work together to survive &amp; this is required for the future. Also, students will learn about past and present Dene leaders. This will provide students with good role models and give them a new sense of pride in their people and in their history.</p>	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be able to identify characteristics of those who were leaders traditionally.</li> <li>• Be familiar with community leadership</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Recognize qualities of leadership in others, and appreciate them.</li> <li>• Recognize qualities of leadership in self, and develop them: take opportunities to take responsibility, spend time learning from elders, listen to others.</li> </ul>
<p><b>Clothing:</b> Traditionally, Dene clothing was made only of materials from nature. The clothing was designed to enable survival in most severe winters or warmest summers. It is important that this knowledge &amp; skill not be lost. People are beginning to discover that the materials and design of traditional clothing are better for colder temperatures than clothing imported from the south. If students can be given this knowledge &amp; skills to sew basic items of clothing in traditional styles with traditional materials, they will come to appreciate the beautiful and creative skills of their culture and their people. In the process of gaining these skills, the students will acquire patience and self-esteem. Skills can be the basis for future economic development projects for communities.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Give thanks to the animals which provide the materials for clothing.</li> <li>• Know that certain materials were used for ceremonial dress (e.g. eagle feathers).</li> <li>• Know that certain materials were used to promote certain characteristics in people. (Dehcho: if a narrow strip of beaver fur was placed around a child's wrist, the child would be a good sewer or wood worker.)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the names for different kinds of clothing (parkas, jackets, coats, dress, pants, leggings, footwear).</li> <li>• Boys should be able to demonstrate basic sewing skills such as sewing on buttons and straight stitching for repair work.</li> <li>• Understand that other cultures appreciate the value and beauty of traditional styles and materials in clothing. Become aware of how the traditional designs and materials are made marketable</li> <li>• Be familiar with tricks used by traditional Dene, such as putting ptarmigan feathers in mitts or footwear to prevent freezing. The feathers of ptarmigan, which are cold-weather birds, provide good insulation.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that very young children were traditionally expected to begin learning how to make clothing</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Take pride in traditional clothing and be willing to take good care of it.</li> <li>• Be willing to care for their own clothes, hanging them up, cleaning properly, repairing.</li> <li>• Be willing to begin and finish a sewing project.</li> <li>• Evaluate their own work and set goals for learning new skills.</li> <li>• Take pride in their own work and in the work of other Dene.</li> <li>• Learn from others.</li> </ul>

## DENE KEDE - GRADE 2

### Theme: People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>The Arrival of the Non-Dene:</b> Before spending time with this theme, the students should know that the Dene were the original occupants of this land, and had learned to live and survive as a people for thousands of years prior to the coming of the Non-Dene. The study of the changes which occurred in the Dene culture as a result of the coming of the Non-Dene will enable students to better understand and control change in the future.	<p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene were the original occupants of the land and had learned to survive on the land for thousands of years.</li> </ul>
<b>Traditional Games:</b> It was important traditionally for the Dene to be mentally and physically fit to survive on the land. Traditional games were played to test their physical strength, mental capabilities, and to build character. It is to expose students to the games from the traditional Dene culture, and to have students value the games for what they provided: fun, entertainment, enjoyment and friendship. The competition is with oneself. It is hoped that the games will be revived.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Understand spiritual meaning of certain games and play them.</li> <li>• Know that spirituality is present when there is balance in the mental and physical well being of a person.</li> <li>• Be familiar with how equipment for games is made using only things from the land.</li> <li>• Be familiar with the laws associated with the equipment used in the games, ego handgames sticks never used twice.</li> <li>• Be familiar with the land areas where traditionally games were played.</li> <li>• Be familiar with the appropriate land sites to play these games.</li> <li>• Be familiar with the seasons in which these games are played.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Play and enjoy the games.</li> <li>• Exercise safety in playing the games.</li> <li>• Enjoy watching</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Be willing to play the games both at school and outside of school and encourage others to play.</li> <li>• Challenge oneself to greater degrees of physical, mental, emotional, and social development while playing games.</li> </ul>

## DENE KEDE - GRADE 2

### Theme: People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Play Learning Aids:</b> Play is a crucial developmental part of the Dene child's development, and is essential to the acquisition of language. Through play, children find friendship, learn leadership skills, and develop mentally, physically, creatively and spiritually. Play is considered an important process for a child in need of healing. Learning how to make traditional toys is one way to learn about the past and to gain knowledge and skills which can be passed to the next generation. Students will learn that traditional learning aids were often models of the real thing, such as smaller versions of bows and arrows and other tools, and they will need to learn to exercise safe handling of these types of toys.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know the kinds of learning aids that were made by the Dene traditionally.</li> <li>• Know that the Dene learning aids require skill and care in their use. Children must not be irresponsible in handling or using the toys because they have been made with much care, attention and time by Dene who still have the knowledge.</li> <li>• Know that traditional learning aids were all made with natural materials from the land.</li> <li>• Know that there is a certain language synonymous with play (language and play go together).</li> <li>• Know that it is through play, and role modeling, that a child acquires language.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Be willing to learn by observation</li> <li>• Be willing to share the learning aids and care for the learning aids.</li> <li>• Be willing to help each other in making learning aids.</li> <li>• In competitions, be graceful in loss.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Become aware of the fact that, long ago, there were children just as there are today, and that they liked to play as much as children do today.</li> <li>• Appreciate and be proud of the Dene learning aids.</li> </ul>
<p><b>Eating and Food:</b> Students will understand that the land has provided the Dene with everything they needed to survive for thousands of years. All kinds of animals, plants and fish were available. The Dene have developed their own system of food gathering, preparation and preservation. Food is a source of wealth for the Dene. It must be shared to be replenished. One must never deny another food.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be able to give thanks for food by feeding the fire.</li> <li>• Know that being a server of food is a very special role that traditionally was given only to certain people.</li> <li>• Know the types of land foods available in the area</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the taste of different             <ul style="list-style-type: none"> <li>○ Dene foods</li> <li>○ Drymeat and fish</li> <li>○ Smoked meat or fish</li> <li>○ Fish eggs</li> </ul> </li> </ul>

## ELA GRADE 2

**GO #1:** Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Use conversation to explore personal understanding 1.1.1	<ul style="list-style-type: none"> <li>• Talks about and / or represents personal observations, experiences, feelings, opinions, and familiar events</li> <li>• Uses questions and conversations (responses) to explore personal understanding</li> </ul>
Express and explain text preferences; oral, print and other media texts 1.1.2	<ul style="list-style-type: none"> <li>• Chooses appropriate texts of personal interest, with guidance</li> <li>• Explains why different oral, print and other media texts are preferred</li> <li>• Begins to explain preferences for a particular medium</li> </ul>
Reflect about self as reader, writer, viewer, listener, speaker, and representer 1.1.3	<ul style="list-style-type: none"> <li>• Reflects upon and discusses reading/listening/viewing strengths and challenges</li> <li>• Reflects upon and discusses writing/speaking/representing strengths and challenges</li> </ul>
Clarify new understandings of connections 1.2.1	<ul style="list-style-type: none"> <li>• Asks questions and talks about connections between prior and new experiences, information and/or knowledge to clarify new understandings</li> </ul>
Explore personal and others' opinions and understandings 1.2.2	<ul style="list-style-type: none"> <li>• Explores personal and others' opinions, understandings, and ideas</li> <li>• Begins to explain personal opinions, understandings, and ideas (concepts)</li> </ul>
<b>GO #2:</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.	
Use prior knowledge to make connections between self and texts 2.1.1	<ul style="list-style-type: none"> <li>• Identifies connections and begins to discuss the differences between personal experiences, prior knowledge and newly learned information from texts</li> <li>• Represents the connections that evolve from conversations and the exploration of texts</li> </ul>
Discuss anticipated meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding 2.1.2	<ul style="list-style-type: none"> <li>• Begins to reflect upon own reading behaviours (talking, journaling, logging, peer conferencing, teacher conferencing, parent conferencing, goal setting)</li> <li>• Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance</li> <li>• Begins to understand what is read *recognizes when what is read makes sense or does not make sense</li> <li>• Begins to set a purpose for listening, viewing or reading to anticipate meaning (talking, goal setting, researching, questioning, reciprocal questioning, experimenting)</li> </ul>
Use textual cues to construct and confirm meaning 2.1.3	<ul style="list-style-type: none"> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>narrative</b> text (add: colour and movement)</li> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>expository</b> text</li> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>poetic</b> text</li> </ul>
Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context cues to construct and confirm meaning 2.1.4 *using texts with an appropriate complexity of content and sophistication of style	<ul style="list-style-type: none"> <li>• Continues to develop decoding strategies in context</li> <li>• Uses letter names and sounds to decode familiar and unfamiliar words in context (word families, 'ing' ending, word within a word [grin/in], strings of letters within words [list of words with 'br'])</li> <li>• Identifies initial, medial, and final consonants in context</li> <li>• Identifies long and short vowel sounds in context</li> <li>• Begins to use consonant combinations in context</li> <li>• Begins to use vowel combinations in context</li> </ul>

## ELA GRADE 2

**GO #2:** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Integrate word meaning with knowledge of phonics and sight vocabulary, structural analysis, and context cues to construct and confirm meaning 2.1.5	<ul style="list-style-type: none"> <li>• Reads familiar words and unfamiliar words in context</li> <li>• Reads for meaning; monitors, and self corrects</li> <li>• Reads familiar and new texts (grade appropriate) with some fluency (<b>attends to intonation, pace, volume</b>)</li> <li>• Applies knowledge of word analysis to predict meaning of new words, with guidance (<b>add: suffixes, prefixes</b>)</li> </ul>
Integrate knowledge of structural analysis, word meaning, phonics, and sight vocabulary with context cues to construct and confirm meaning 2.1.6	<ul style="list-style-type: none"> <li>• Recognizes that different text structures are required for different purposes</li> <li>• Attends to end punctuation, word boundaries, and capitalization when reading aloud</li> <li>• Applies knowledge of grammar to predict meaning, with guidance (<b>plural and tense markers – ed, s, ing</b>)</li> </ul>
Integrate context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis to construct and confirm meaning 2.1.7	<ul style="list-style-type: none"> <li>• Interacts with text to talk about an author's/creator's purpose, audience, and choice of structure or form</li> <li>• Makes inferences to negotiate meaning of text (personal interpretations), with guidance</li> </ul>
Explore a variety of oral, print, and other media texts 2.2.1	<ul style="list-style-type: none"> <li>• Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures</li> <li>• Sets a purpose for reading</li> <li>• Explores a variety of <b>narrative</b> texts (<b>Required for GR 2: sequenced picture, illustrations and/or videos; oral stories; story books with increasing proportion of text, story and picture books written by classmates; predictable books; plays; improvisations and dramatizations; traditional tales – fables, legends, tall tales, folk tales; novelettes [ often in a series, chapters are very short 2-3 pages], narratives where plot has clear cause-effect pattern; where setting [time/place] is obvious and singular, where ideas, content, vocabulary and theme are grade appropriate, and where main and minor character are predictable, concrete, close to learner's experiences</b>)</li> <li>• Explores a variety of <b>expository</b> texts (<b>Required for GR 2: primary magazines, primary information web sites, simple maps/charts, info posters, recipes, schedules, informational text with pictures/ diagrams and higher proportion of text, schedules, menus, TV listings, cards and invitations, hockey cards, game cards, calendar, addresses and envelopes</b>)</li> <li>• Explores a variety of <b>poetic</b> texts (<b>Required for GR 2: poems with: lots of repetition [refrain, lines, phrases], strong rhythm, description [grade suitable vocabulary and qualifiers], rhyming patterns, free verse, simple figurative language – onomatopoeia, alliteration, simile and/or comparison</b>)</li> </ul>
Respond to texts creatively and critically 2.2.2 <i>*the distinction between grade levels is the depth of the response – see curriculum document for examples</i>	<ul style="list-style-type: none"> <li>• Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning</li> </ul>
Identify similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities 2.2.3	<ul style="list-style-type: none"> <li>• Begins to describe similarities and differences between self/own culture and various characters, communities and/or cultures portrayed in texts (oral, print, and other media)</li> </ul>

## ELA GRADE 2

**GO #2:** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Recognize differences among a variety of forms and genres of texts; talks about audience/purpose in relation to form/genre 2.3.1	<ul style="list-style-type: none"> <li>• Recognizes differences among a variety of forms and genres of texts</li> <li>• Talks about audience in relation to a form or genre</li> <li>• Talks about purpose in relation to a form or genre</li> <li>• Begins to identify the same information and ideas in a variety of forms and genres of texts</li> </ul>
Listen to, read, and view to identify the techniques and elements of texts 2.3.2	<ul style="list-style-type: none"> <li>• Talks about and identifies elements of <b>narrative</b> texts (add: <b>sequence of events and problem, imagery</b>)</li> <li>• Talks about and identifies elements of <b>expository</b> texts that guide an inquiry (add: <b>content – details</b>)</li> <li>• Talks about and identifies elements of <b>poetic</b> texts to explore their effectiveness (add: <b>personification, imagery</b>)</li> <li>• Talks about and identifies techniques used to support texts (narrative, expository, poetic) (add: <b>lighting choices, publication information</b>)</li> </ul>
Talk about the author's use of voice, vocabulary, and techniques in a variety of oral, print and other media texts 2.3.3	<ul style="list-style-type: none"> <li>• Asks and answers questions about new vocabulary</li> <li>• Extends vocabulary while speaking, reading, and writing</li> <li>• Talks about how an author expresses his / her voice in oral print, and other media texts, with guidance (add: <b>reading dialogue with expression, attending to exclamation points and question marks when reading</b>)</li> <li>• Begins to identify words, techniques, or elements an author has chosen to create sounds, images, or rhythms</li> </ul>

**GO #3:** Students will listen, speak, read, write, view and represent to plan and focus inquiry or research and interpret and analyze information and ideas, through a process.

Record personal knowledge of a topic to identify information needs in own and group inquiry 3.1.1	<ul style="list-style-type: none"> <li>• Talks about personal knowledge of topic of inquiry or research</li> <li>• Categorizes personal knowledge of topic of inquiry or research</li> <li>• Identifies missing information in personal knowledge of topic of inquiry or research</li> <li>• Identifies inaccuracies in personal knowledge of topic of inquiry or research</li> <li>• Begins to use self-questioning to focus information needs for a topic of inquiry or research</li> <li>• Begins to organize personal knowledge of a topic explored in oral, print, and other media texts</li> </ul>
Ask questions to understand a topic and identify information needs in own and group inquiry 3.1.2	<ul style="list-style-type: none"> <li>• Asks questions for clarification</li> <li>• Asks open ended questions (<b>describe, explain</b>)</li> <li>• Asks questions that lead to exploration and investigation</li> </ul>
Recall and follow directions for accessing and gathering information for own and group inquiry 3.1.3	<ul style="list-style-type: none"> <li>• Identifies a purpose and audience</li> <li>• Uses a plan for an inquiry <b>*an inquiry - guided research to answer a question or need, and a representation</b></li> <li>• Follows a time line for completing specific steps within an inquiry project (<b>may be teacher directed, student directed, group directed</b>)</li> </ul>

## ELA GRADE 2

**GO #3:** Students will listen, speak, read, write, view and represent to plan and focus inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Recall and follow directions for accessing and gathering information for own and group inquiry 3.1.3 CONTINUED	<ul style="list-style-type: none"> <li>• Experiments with a variety of forms of expression to connect purpose and audience</li> <li>• Begins to choose from a predetermined list of strategies for accessing and gathering information</li> <li>• Begins to choose from a predetermined list of ways to record information (add: bar graphs, timelines, Venn diagrams, chains, cycles, math equations, 5W+HI, BDA, webs, same/different)</li> <li>• Begins to record information using the selected method</li> <li>• Begins to reflect on choice of strategies and method for accessing and recording information</li> </ul>
Select relevant information from a variety of sources to answer inquiry or research questions 3.2.1	<ul style="list-style-type: none"> <li>• Answers questions by selecting relevant information from a variety of sources</li> <li>• Begins to identify (collaboratively and / or independently) additional sources of information</li> </ul>
Match information to inquiry or research needs 3.2.2	<ul style="list-style-type: none"> <li>• Identifies key words in a question</li> <li>• Connects information to questions asked</li> <li>• Begins to set criteria collaboratively to evaluate sources of information</li> <li>• Begins to evaluate the relevance of source of information</li> </ul>
Use the specific library organizational system, including visual and auditory cues, to locate information and ideas 3.2.3	<ul style="list-style-type: none"> <li>• Expands repertoire of <b>visual</b> cues to access information (add: opening shots to videos/ DVDs)</li> <li>• Expands repertoire of <b>auditory</b> cues to access information (add: pauses, volume)</li> <li>• Uses textual cues to access information</li> <li>• Uses the library's organizational system to locate information</li> <li>• Uses the computer to access information</li> <li>• Accesses information from reference materials</li> </ul>
Make connections between prior knowledge, ideas, information, and text features 3.2.4	<ul style="list-style-type: none"> <li>• Makes <b>connections</b> between prior knowledge and new information</li> <li>• Uses prior knowledge to make <b>predictions</b> to understand information</li> <li>• Uses textual cues to <b>check predictions</b></li> <li>• Begins to identify <b>main ideas</b> in information</li> <li>• Begins to use prior knowledge and text (oral, print, and other media text) to make <b>inferences</b></li> </ul>
Categorize related information and ideas using a variety of strategies 3.3.1	<ul style="list-style-type: none"> <li>• <b>Sequences</b> information and ideas</li> <li>• Uses graphic organizers with guidance</li> <li>• Begins to <b>choose appropriate graphic organizer</b> from a selection</li> <li>• Begins to <b>explain the choice</b> of graphic organizer</li> <li>• Begins to choose appropriate strategies from a selection</li> </ul>
Record key facts and ideas in own words; identify titles and authors of sources 3.3.2	<ul style="list-style-type: none"> <li>• <b>Paraphrases</b> key information and ideas related to a topic</li> <li>• <b>Records</b> information and ideas related to a topic using the preselected method</li> <li>• <b>Identifies</b> titles and author of source related to a topic</li> </ul>
Examine gathered information to decide what information to share or omit 3.3.3	<ul style="list-style-type: none"> <li>• Begins to determine relevance of information and ideas</li> </ul>
Ask questions to reflect on inquiry or research experiences 3.3.4	<ul style="list-style-type: none"> <li>• Begins to ask and answer questions about personal strengths and challenges to reflect on the research or inquiry process</li> <li>• Begins to ask and answer questions about what was learned in new information</li> </ul>

## ELA GRADE 2

**GO #4:** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Generate and focus ideas on a topic, using a variety of strategies 4.1.1	<ul style="list-style-type: none"> <li>• Talks and writes about personal experiences and ideas on a particular topic in an oral, print, or other media text</li> </ul>
Prepare to create by exploring the connections between choice of forms, identified audience and purpose 4.1.2	<ul style="list-style-type: none"> <li>• Begins to choose <b>form</b>, from a selection, to create an oral, print, or media text for an identified audience and purpose</li> <li>• <b>Sequences</b> and / or categorizes pictures, information, and print to represent an idea or a story (<b>beginning, middle, end and logical order</b>)</li> <li>• Identifies an <b>audience</b> when creating texts (oral, print, and other media) with guidance</li> <li>• Sets a <b>purpose</b> when creating texts (oral, print, and other media) with guidance</li> </ul>
Create original texts 4.1.3	<ul style="list-style-type: none"> <li>• Creates original <b>narrative</b> texts (oral, print, and other media) applying familiar narrative forms</li> <li>• Incorporates some <b>elements</b> of narrative texts when creating texts (<b>add: BME, setting – time and place</b>)</li> <li>• Creates original <b>expository</b> texts (oral, print, and other media) applying familiar expository forms</li> <li>• Incorporates some <b>elements</b> of expository texts when creating texts (<b>add: logical organization – sequential, categorical</b>)</li> <li>• Creates original <b>poetic</b> texts (oral, print, and other media) applying familiar expository forms</li> <li>• Incorporates some <b>elements</b> of poetic texts when creating texts (<b>add: repetition, rhythm, similes, line breaks, onomatopoeia (sounds), white space</b>)</li> <li>• Creates texts using a computer</li> </ul>
Participate in focused conversations about own and others' texts and representations 4.2.1 <i>*the criteria to guide the focussed conversations is based on techniques, elements and/or content</i>	<ul style="list-style-type: none"> <li>• Suggests revisions to own and others' draft texts and representations</li> <li>• Asks for feedback about own draft texts and representations</li> </ul>
Clarify and extend ideas by adding some details and / or information 4.2.2	<ul style="list-style-type: none"> <li>• Clarifies and extends ideas by adding some details and / or information</li> <li>• Revises content using a <b>personal revision</b> process, (<b>add: adds some information, adjusts sequence or organization</b>)</li> <li>• Revises content using <b>feedback</b> from conferencing with others (with guidance)</li> <li>• Begins to <b>revise sequence or organization</b> of ideas and information</li> </ul>
Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing 4.2.3	<ul style="list-style-type: none"> <li>• Demonstrates consistency in size and shape of letter (upper and lower) and number formations</li> <li>• Uses word boundaries (spacing)</li> <li>• Uses the keyboard when composing and revising (<b>add: uses mouse to point – click –drag, open-enter texts-save-close-print files</b>)</li> <li>• Begins to use vocabulary associated with keyboarding and word processing</li> </ul>

## ELA GRADE 2

**GO #4:** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Experiment with language to create desired effect in oral, print, and other media text 4.2.4	<ul style="list-style-type: none"> <li>• Experiments with descriptive and figurative language in personal representations to create desired image</li> <li>• Uses new vocabulary in personal representations (related to personal interests or topics of study)</li> <li>• Experiments with using a <b>voice</b> that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (add: adds titles, creates tone that reflects feelings/ emotions, uses some strong verbs, selects more specific nouns)</li> </ul>
Use an editing process to enhance communication 4.3.1	<ul style="list-style-type: none"> <li>• Uses an editing process, with guidance (add: combine short sentences – conjunctions; and, but, because, check for BME)</li> <li>• Begins to discuss the function of the parts of speech in a sentence (noun, verb, adjective, adverb, conjunction)</li> </ul>
Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources 4.3.2	<ul style="list-style-type: none"> <li>• Continues to use a mixture of approximated &amp; conventional spellings when writing</li> <li>• Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words (noun, verb, adjective, adverb, conjunction)</li> <li>• Spells an increasing number of basic sight words and words of personal significance independently (uses visual memory to attempt spelling of words)</li> <li>• Uses spelling references</li> <li>• Uses spelling strategies (add: personal dictionaries, informational texts, atlases, maps, Internet)</li> <li>• Participates in an editing process to check spelling, with guidance</li> <li>• Begins to use spell check on the computer (applicable where technology is available)</li> </ul>
Use an editing process to check for end punctuation and capitalization 4.3.3	<ul style="list-style-type: none"> <li>• Applies rules of <b>capitalization</b> in personal representations (week days, months &amp; titles)</li> <li>• Applies rules for <b>punctuation</b> in personal representations (periods at the end of simple sentences)</li> <li>• Participates in an <b>editing process</b> to edit for end punctuation and capitalization, with guidance</li> <li>• Begins to <b>edit</b> for end punctuation and capitalization with computer</li> </ul>
Experiment with techniques used to enhance presentations of texts 4.4.1	<ul style="list-style-type: none"> <li>• Experiments with techniques used to enhance presentation of texts, with guidance (add: simple graphics – diagrams)</li> <li>• Engages (attracts and sustains) the audience</li> </ul>
<b>GO #5:</b> Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.	
Work in a variety of partnerships and groups to follow pre-established group processes by responding to others 5.1.1	<ul style="list-style-type: none"> <li>• Follows pre-established group processes when collaborating with a peer to accomplish a task (add: accepting responsibility, offering feedback, accepting feedback)</li> <li>• Accepts responsibility for a task and related role in small / whole group activities</li> </ul>
Adjust listening, viewing, speaking behaviours according to the situation 5.1.2	<ul style="list-style-type: none"> <li>• Speaks and listens / views respectfully (add: asking questions or participating in discussions and activities, using attentive facial expressions and body language, showing interest)</li> <li>• Adjusts language to fit the context (audience, purpose, and situation (<b>Required in GR2: responds to audience questions, speaks fluently [pacing, phrasing]</b>))</li> </ul>

## ELA GRADE 2

**GO #5:** Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Acknowledge achievements of others 5.1.3 <i>*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections</i>	<ul style="list-style-type: none"> <li>• Participates in the development of the criteria to evaluate group processes</li> <li>• Assesses the effectiveness of the group process using the set criteria</li> <li>• Reflects on personal behaviours and / or learning style</li> <li>• Reflects on own behaviours that contribute to group success to set personal goals</li> <li>• Offers constructive feedback to a peer about group processes</li> <li>• Begins to apply peer feedback about personal role in group processes</li> </ul>
Tell, draw, and write about self, family, and community 5.2.1	<ul style="list-style-type: none"> <li>• Represents self, family, and communities</li> <li>• Describes differences and similarities between self, peers, and families</li> </ul>
Explore personal understanding of self and others 5.2.2	<ul style="list-style-type: none"> <li>• Shows respect of others' talents (strengths), interests, and feelings and ideas to strengthen the community</li> <li>• Expresses and explores own identity through gifts, talents, strengths, feelings, ideas</li> <li>• Uses questions and conversations to explore own understanding of self and others</li> </ul>
Plan and contribute to celebrations in the classroom community 5.2.3	<ul style="list-style-type: none"> <li>• Participates in classroom celebrations to acknowledge groups and others' achievements (personal and academic)</li> <li>• Helps to plan classroom celebrations</li> <li>• Contributes to individual and class representations for identified community and/or audience</li> <li>• Begins to offer personal and academic strengths to peers</li> </ul>

## MATH GRADE 2

### Strand: Number

#### General Outcome: Develop number sense

Outcomes	Achievement Indicators
<b>Outcomes</b> <i>It is expected that students will:</i>	<b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
1. Say the number sequence from 0 to 100 by: <ul style="list-style-type: none"> <li>• 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li>• 10s using starting points from 1 to 9</li> <li>• 2s starting from 1.</li> </ul> [C, CN, ME, R]	<ul style="list-style-type: none"> <li>• Extend a given skip counting sequence (by 2s, 5s or 10s) forward and backward.</li> <li>• Skip count by 10s, given any number from 1 to 9 as a starting point.</li> <li>• Identify and correct errors and omissions in a given skip counting sequence.</li> <li>• Count a given sum of money with pennies, nickels or dimes (to 100¢).</li> <li>• Count quantity using groups of 2s, 5s or 10s and counting on.</li> </ul>
2. Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]	<ul style="list-style-type: none"> <li>• Use concrete materials or pictorial representations to determine if a given number is even or odd.</li> <li>• Identify even and odd numbers in a given sequence, such as in a hundred chart.</li> <li>• Sort a given set of numbers into even and odd.</li> </ul>
3. Describe order or relative position using ordinal numbers (up to tenth). [C, CN, R]	<ul style="list-style-type: none"> <li>• Indicate a position of a specific object in a sequence by using ordinal numbers up to tenth.</li> <li>• Compare the ordinal position of a specific object in two different given sequences.</li> </ul>
4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]	<ul style="list-style-type: none"> <li>• Represent a given number using concrete materials, such as ten frames and base ten materials.</li> <li>• Represent a given number using coins (pennies, nickels, dimes and quarters).</li> <li>• Represent a given number using tallies.</li> <li>• Represent a given number pictorially.</li> <li>• Represent a given number using expressions, e.g., <math>24 + 6</math>, <math>15 + 15</math>, <math>40 - 10</math>.</li> <li>• Read a given number (0–100) in symbolic or word form.</li> <li>• Record a given number (0–20) in words.</li> </ul>
5. Compare and order numbers up to 100. [C, CN, R, V]	<ul style="list-style-type: none"> <li>• Order a given set of numbers in ascending or descending order and verify the result using a hundred chart, number line, ten frames or by making references to place value.</li> <li>• Identify errors in a given ordered sequence.</li> <li>• Identify missing numbers in a given hundred chart.</li> <li>• Identify errors in a given hundred chart.</li> </ul>
6. Estimate quantities to 100 using referents. [C, ME, PS, R]	<ul style="list-style-type: none"> <li>• Estimate a given quantity by comparing it to a referent (known quantity).</li> <li>• Estimate the number of groups of ten in a given quantity using 10 as a referent.</li> <li>• Select between two possible estimates for a given quantity and explain the choice.</li> </ul>
7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]	<ul style="list-style-type: none"> <li>• Explain and show with counters the meaning of each digit for a given 2-digit numeral with both digits the same, e.g., for the numeral 22, the first digit represents two tens (twenty counters) and the second digit represents two ones (two counters).</li> <li>• Count the number of objects in a given set using groups of 10s and 1s, and record the result as a 2-digit numeral under the headings of 10s and 1s.</li> <li>• Describe a given 2-digit numeral in at least two ways, e.g., 24 as two 10s and four 1s, twenty and four, two groups of ten and four left over, and twenty four ones.</li> <li>• Illustrate using ten frames and diagrams that a given numeral consists of a certain number of groups of ten and a certain number of ones.</li> <li>• Illustrate using proportional base 10 materials that a given numeral consists of a certain number of tens and a certain number of ones.</li> <li>• Explain why the value of a digit depends on its placement within a numeral.</li> </ul>

## MATH GRADE 2

### Strand: Number

#### General Outcome: Develop number sense

Outcomes	Achievement Indicators
<b>Outcomes</b> <i>It is expected that students will:</i>	<b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number. [C, R]	<ul style="list-style-type: none"> <li>• Add zero to a given number and explain why the sum is the same as the addend.</li> <li>• Subtract zero from given number &amp; tell why the difference is the same as the given number.</li> </ul>
9. Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> <li>• Using personal strategies for adding and subtraction with and without the support of manipulatives</li> <li>• Creating and solving problems that involve addition and subtraction</li> <li>• Explain that the order in which numbers are added does not affect the sum</li> <li>• Explaining that the order in which numbers are subtracted may affect the difference.</li> </ul> [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> <li>• Model addition and subtraction using concrete materials or visuals representations and record the process symbolically.</li> <li>• Create an addition or a subtraction number sentence and a story problem for a given solution.</li> <li>• Solve a given problem involving a missing addend and describe the strategy used.</li> <li>• Solve a given problems involving a missing minuend or subtrahend and describe the strategy used.</li> <li>• Match a number sentence to a given missing addend problems.</li> <li>• Match a number sentence to a given missing subtrahend or minuend problem.</li> <li>• Add a given set of numbers in two different ways, and explain why the sum is the same, e.g., <math>2 + 5 + 3 + 8 = (2 + 3) + 5 + 8</math> or <math>5 + 3 + (8 + 2)</math>.</li> </ul>
10. Apply mental mathematics strategies, such as: <ul style="list-style-type: none"> <li>• Using doubles</li> <li>• Making 10</li> <li>• One more, one less</li> <li>• Two more, two less</li> <li>• Building on a known double</li> <li>• Addition for subtraction</li> </ul> to determine basic facts to 18 and related subtraction facts. [C, CN, ME, R, V]	<ul style="list-style-type: none"> <li>• Explain the mental mathematics strategy that could be used to determine a basic fact, such as:               <ul style="list-style-type: none"> <li>○ Doubles, e.g., <math>4 + 6</math>, think <math>5 + 5</math></li> <li>○ Doubles plus one, e.g., for <math>4 + 5</math>, think <math>4 + 4 + 1</math></li> <li>○ Doubles take away one, e.g., for <math>4 + 5</math>, think <math>5 + 5 - 1</math></li> <li>○ Doubles plus two, e.g., for <math>4 + 6</math>, think <math>4 + 4 + 2</math></li> <li>○ Doubles take away two, e.g., for <math>4 + 6</math>, think <math>6 + 6 - 2</math></li> <li>○ Making 10, e.g., for <math>7 + 5</math>, think <math>7 + 3 + 2</math></li> <li>○ Building on a known double, e.g., <math>6 + 6 = 12</math>, so <math>6 + 7 = 12 + 1 = 13</math></li> <li>○ Addition to subtraction, e.g., for <math>7 - 3</math>, think <math>3 + ? = 7</math>.</li> </ul> </li> <li>• Use and describe a personal strategy for determining a sum to 18 and the corresponding subtraction.</li> </ul>

## MATH GRADE 2

### Strand: Patterns and Relations (Patterns)

**General Outcome: Use patterns to describe the world and solve problems**

Outcomes	Achievement Indicators
<p><b>Outcomes</b> <i>It is expected that students will:</i></p>	<p><b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i></p>
<p>1. Demonstrate an understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li>• Identify the core of a given repeating pattern.</li> <li>• Describe and extend a given double attribute pattern.</li> <li>• Explain the rule used to create a given repeating non-numerical pattern.</li> <li>• Predict an element in a given repeating pattern using a variety of strategies.</li> <li>• Predict an element of a given repeating pattern and extend the pattern to verify the prediction.</li> </ul>
<p>2. Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions (numbers to 100). [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li>• Identify and describe increasing patterns in a variety of given contexts, e.g., hundred chart, number line, addition tables, calendar, a tiling pattern or drawings.</li> <li>• Represent a given increasing pattern concretely and pictorially.</li> <li>• Identify errors in a given increasing pattern.</li> <li>• Explain the rule used to create a given increasing pattern.</li> <li>• Create an increasing pattern and explain the pattern rule.</li> <li>• Represent a given increasing pattern using another mode, e.g., colour to shape.</li> <li>• Solve a given problem using increasing patterns.</li> <li>• Identify and describe increasing patterns in the environment, e.g., house/room numbers, flower petals, book pages, calendar, pine cones, leap years.</li> <li>• Determine missing elements in a given concrete, pictorial or symbolic increasing pattern and explain the reasoning.</li> </ul>
<p><b>Strand: Patterns and Relations (Variables and Equations)</b></p> <p><b>General Outcome: Represent algebraic expressions in multiple ways.</b></p>	
<p>3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). [C, CN, R, V]</p>	<ul style="list-style-type: none"> <li>• Determine whether two given quantities of the same object (same shape and mass) are equal by using a balance scale.</li> <li>• Construct and draw two unequal sets using the same object (same shape and mass) and explain the reasoning.</li> <li>• Demonstrate how to change two given sets, equal in number, to create inequality.</li> <li>• Choose from three or more given sets the one that does not have a quantity equal to the others and explain why.</li> </ul>
<p>4. Record equalities and inequalities symbolically using the equal symbol or the not equal symbol. [C, CN, R, V]</p>	<ul style="list-style-type: none"> <li>• Determine whether two sides of a given number sentence are equal (=) or not equal (<math>\neq</math>). Write the appropriate symbol and justify the answer.</li> <li>• Model equalities using a variety of concrete representations and record the equality.</li> <li>• Model inequalities using a variety of concrete representations and record the inequality.</li> </ul>

## MATH GRADE 2

### Strand: SHAPE AND SPACE (Measurement)

**General Outcome: Use direct or indirect measurement to solve problems.**

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
1. Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R]	<ul style="list-style-type: none"> <li>• Read a date on a calendar.</li> <li>• Name and order the days of the week.</li> <li>• Identify the day of the week and the month of the year for an identified calendar date.</li> <li>• Communicate that there are seven days in a week and twelve months in a year.</li> <li>• Determine whether a given set of days is more or less than a week.</li> <li>• Identify yesterday's/tomorrow's date.</li> <li>• Identify the month that comes before and the month that comes after a given month.</li> <li>• Name and order the months of the year.</li> <li>• Solve a given problem involving time which is limited to the number of days in a week and the number of months in a year.</li> </ul>
2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight). [C, CN, ME, R, V]	<ul style="list-style-type: none"> <li>• Explain why one of two given non-standard units may be a better choice for measuring the length of an object.</li> <li>• Explain why one of two given non-standard units may be a better choice for measuring the mass of an object.</li> <li>• Select a non-standard unit for measuring the length or mass of an object and explain why it was chosen.</li> <li>• Estimate the number of non-standard units needed for a given measurement task.</li> <li>• Explain why the number of units of a measurement will vary depending upon the unit of measure used.</li> </ul>
3. Compare and order objects by length, height, distance around and mass (weight) using nonstandard units, and make statements of comparison. [C, CN, ME, R, V]	<ul style="list-style-type: none"> <li>• Estimate, measure and record the length, height, distance around or mass (weight) of a given object using non-standard units.</li> <li>• Compare and order the measure of two or more objects in ascending or descending order and explain the method of ordering.</li> </ul>
4. Measure length to the nearest non-standard unit by: <ul style="list-style-type: none"> <li>• using multiple copies of a unit</li> <li>• using a single copy of a unit (iteration process).</li> </ul> [C, ME, R, V]	<ul style="list-style-type: none"> <li>• Explain why overlapping or leaving gaps does not result in accurate measures.</li> <li>• Count the number of non-standard units required to measure the length of a given object using a single copy or multiple copies of a unit.</li> <li>• Estimate and measure a given object using multiple copies of a non-standard unit and using a single copy of the same unit many times, and explain the results.</li> <li>• Estimate and measure, using non-standard units, a given length that is not a straight line.</li> </ul>
5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V]	<ul style="list-style-type: none"> <li>• Measure a given object, change the orientation, re-measure and explain the results.</li> </ul>

## MATH GRADE 2

### Strand: SHAPE AND SPACE (3-D Objects and 2-D Shapes)

**General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.**

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule. [C, CN, R, V]	<ul style="list-style-type: none"> <li>• Determine the differences between two given pre-sorted sets and explain the sorting rule.</li> <li>• Identify and name two common attributes of items within a given sorted group.</li> <li>• Sort a given set of 2-D shapes (regular and irregular) according to two attributes and explain the sorting rule.</li> <li>• Sort a given set of 3-D objects according to two attributes and explain the sorting rule.</li> </ul>
7. Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> <li>• cubes</li> <li>• spheres</li> <li>• cones</li> <li>• cylinders</li> <li>• pyramids.</li> </ul> [C, CN, R, V]	<ul style="list-style-type: none"> <li>• Sort a given set of 3-D objects and explain the sorting rule.</li> <li>• Identify common attributes of cubes, spheres, cones, cylinders and pyramids from given sets of the same 3-D objects.</li> <li>• Identify and describe given 3-D objects with different dimensions.</li> <li>• Identify and describe given 3-D objects with different orientations.</li> <li>• Create and describe a representation of a given 3-D object using materials such as modelling clay.</li> <li>• Identify examples of cubes, spheres, cones, cylinders and pyramids found in the environment.</li> </ul>
8. Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> <li>• triangles</li> <li>• squares</li> <li>• rectangles</li> <li>• circles.</li> </ul> [C, CN, R, V]	<ul style="list-style-type: none"> <li>• Sort a given set of 2-D shapes and explain the sorting rule.</li> <li>• Identify common attributes of triangles, squares, rectangles and circles from given sets of the same type of 2-D shapes.</li> <li>• Identify given 2-D shapes with different dimensions.</li> <li>• Identify given 2-D shapes with different orientations.</li> <li>• Create a model to represent a given 2-D shape.</li> <li>• Create a pictorial representation of a given 2-D shape.</li> </ul>
9. Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V]	<ul style="list-style-type: none"> <li>• Compare and match a given 2-D shape, such as a triangle, square, rectangle or circle, to the faces of 3-D objects in the environment.</li> <li>• Name the 2-D faces of a given 3-D object.</li> </ul>
<b>Strand Statistics and Probability (Data Analysis)</b>	
<b>General Outcome: Collect, display and analyze data to solve problems.</b>	
1. Gather and record data about self and others to answer questions. [C, CN, PS, V]	<ul style="list-style-type: none"> <li>• Formulate a question that can be answered by gathering information about self and others.</li> <li>• Organize data as it is collected using concrete objects, tallies, checkmarks, charts or lists.</li> <li>• Answer questions using collected data.</li> </ul>
2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>• Determine the common attributes of concrete graphs by comparing a given set of concrete graphs.</li> <li>• Determine the common attributes of pictographs by comparing a given set of pictographs.</li> <li>• Answer questions pertaining to a given concrete graph or pictograph.</li> <li>• Create a concrete graph to display a given set of data and draw conclusions.</li> <li>• Create a pictograph to represent a given set of data using one-to-one correspondence.</li> <li>• Solve a given problem by constructing and interpreting a concrete graph or pictograph.</li> </ul>

## SCIENCE GRADE 2

### LIFE SYSTEMS - Growth and Changes in Animals

#### BIG IDEA: Successful Adaptation is dependent on similarities and differences in and between species

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions	<ul style="list-style-type: none"> <li>• Identify and describe the major physical characteristics of different types of animals (e.g., mammals, reptiles, insects)</li> <li>• Identify and describe behavioural characteristics that enable animals to survive and adapt to their environment (e.g., migration, hibernation)</li> <li>• Classify a variety of animals using observable characteristics of similarities and differences (e.g., size, body covering, teeth)</li> <li>• Compare ways in which animals eat their food, move and use their environment to meet their needs (e.g., teeth indicate herbivore or carnivore, migration allows animals to follow food sources)</li> <li>• Describe changes in the appearance and activity of an animal as it goes through a complete life cycle (insects' metamorphosis, mammals, fish, birds etc.)</li> <li>• Compare the life cycle of some local animals that have similar and dissimilar life cycles (dogs/wolves, fish/birds, insects/mammals etc.)</li> <li>• Identify constant and changing traits in the same species of animals as they grow and mature (young vs. mature) (e.g., size, colour, foods, ability to move etc.)</li> <li>• Describe ways in which animals respond and adapt to their environment throughout the seasons (camouflage, fur, location)</li> <li>• Compare ways in which different animals care for their young (use a variety of local and non-local, birds, fish, insects, mammals).</li> </ul>
<b>SKILLS OUTCOMES</b>	
Investigate physical and behavioural characteristics and the process of growth of different types of animals	<ul style="list-style-type: none"> <li>• Ask questions about and identify some needs of different animals with which they are familiar and explore possible answers to these questions and ways of meeting these needs (form vs. function e.g., teeth of (carnivores vs. herbivores)</li> <li>• Plan investigations to answer some of these questions or find ways of meeting these needs, and describe the steps involved</li> <li>• Use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., name and identify part of various plants and animals, name life cycle phases of local organisms)</li> <li>• Record relevant observations, findings, and measurements using written language, pictorial representations, drawings, charts, diagrams, and/or concrete materials (e.g., labeled drawings showing the life cycle or body parts of an animal)</li> <li>• Communicate the procedures and results of investigations for specific purposes using drawings, demonstrations, and oral or written descriptions (e.g., explain how a caterpillar/dog/fish feeds, using a model constructed of modeling clay)</li> </ul>

## SCIENCE GRADE 2

### LIFE SYSTEMS - Growth and Changes in Animals

#### BIG IDEA: Successful Adaptation is dependent on similarities and differences in and between species

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>

#### RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL

Identify ways in which humans can affect local animals.	<ul style="list-style-type: none"> <li>• Describe features of the environment that support the growth of familiar animals (e.g., fish and insects in a water environment)</li> <li>• Identify and compare the effects of the seasons on animals (e.g., thicker coat/fur, colour change, migration, hibernation)</li> <li>• Describe ways in which humans can help or harm other living things (e.g., protecting endangered species, selective and traditional aboriginal harvesting techniques to ensure sustainability)</li> <li>• Demonstrate an understanding of the requirements of small animals for survival by maintaining an aquarium or a terrarium</li> <li>• Describe the life processes of an animal that they have observed (e.g., the eating habits, movement, rest patterns, and location)</li> <li>• Demonstrate awareness for proper ways of caring for animals (pets, wild animals, harvesting)</li> <li>• Describe ways in which humans acquire food (e.g., raising livestock or harvesting wild animals)</li> </ul>
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#### MATTER AND MATERIALS – Properties of Liquids and Solids

#### BIG IDEA: The properties of liquids and solids are unique and interact with other liquids and solids in a variety of ways to produce materials

Demonstrate an understanding of the properties (colour, viscosity, solubility, texture, smell) of familiar liquids (e.g., vinegar, detergent, water, oil) and solids (e.g., sugar, salt, sand), and of interactions between liquids and between liquids and solids;	<ul style="list-style-type: none"> <li>• Describe the properties of liquids and solids, using their observations</li> <li>• Distinguish between solids that dissolve in water (e.g., sugar) and solids that do not (e.g. sand)</li> <li>• Recognize that the states of liquids and solids remain constant in some circumstances (e.g., solids remain solid when broken; liquids remain liquid when poured) but may change in other circumstances (e.g., liquids may freeze when the temperature drops; solids may melt when heated)</li> <li>• Identify reversible changes in materials (e.g., the changing of ice to water)</li> <li>• Identify, through observations, various substances that are buoyant (e.g., wood, oils)</li> <li>• Identify substances that can absorb another substance (e.g., paper towel absorbs water) and those that can dissolve another substance (e.g., water and sugar)</li> <li>• Describe instances where solids and liquids are mixed together to produce a colour change, gaseous product, form solid, liquid or dissolving effect</li> <li>• Evaluate the appropriateness of the materials chosen in the design and construction of a structure that is intended to float (e.g., polystyrene, paper, metal, wood, concrete)</li> </ul>
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## SCIENCE GRADE 2

### MATTER AND MATERIALS – Properties of Liquids and Solids

**BIG IDEA: The properties of liquids and solids are unique and interact with other liquids and solids in a variety of ways to produce materials**

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:
<b>SKILLS OUTCOMES</b>	
Investigate the properties of and the interactions between liquids and between liquids and solids, and identify the types of objects or materials that can be used to contain liquids and solids (e.g., a plastic bowl will hold a liquid or a solid, but a paper towel will only hold a dry solid)	<ul style="list-style-type: none"> <li>• Design and assemble, using given materials, an object that is buoyant and able to support a given mass, and identify and describe the materials and tools they used;</li> <li>• Ask questions about and identify needs and problems related to the use of liquids and solids and explore possible answers and solutions (e.g., devise and explain a plan to build a model boat; predict changes that will occur when ice or water is heated or cooled)</li> <li>• Plan investigations to answer some of these questions or solve some of these problems, and describe the steps involved</li> <li>• Use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use such words as clear, runny and greasy when describing liquids and granular, hard and opaque when describing solids)</li> <li>• Record relevant observations, findings, and measurements, using written language, drawings, charts and concrete materials (e.g., record data from experimentation with liquids and solids on a chart; list characteristics of different liquids that they have observed)</li> <li>• Communicate the procedures and results of investigations for specific purposes, using demonstrations, drawings, and oral and written descriptions (e.g., write a mini booklet describing class experiments in investigating liquids and solids).</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Identify and describe ways in which we use our knowledge of liquids and solids in making useful objects	<ul style="list-style-type: none"> <li>• Compare the properties of liquids with those of solids to determine which materials take the shape of their container (e.g., water will fill a container completely, but ice cubes will leave spaces)</li> <li>• Compare different materials with respect to their capacity to absorb, and identify ways in which this capacity determines how these materials are used (e.g., bond paper, paper towels, cotton, linen, wood, plastic)</li> <li>• Describe, using their observations, the behaviour of various liquids (e.g., water, oil) when poured on different surfaces (rough and smooth wood, cloth) when combined with solids (e.g., powdered milk) and when combined with other liquids (e.g., vinegar) and explain how the reactions they observe</li> <li>• Compare the properties of water with properties of at least one other liquid (e.g., detergent, vegetable oil, molasses)</li> <li>• Identify liquids used on the home and describe how they are used (e.g., milk for drinking and cooking, detergents for cleaning)</li> <li>• Describe using their own observations, some ways in which solids and liquids can be combined to make useful substances (e.g., flour, yeast, salt, shortening, and water make bread)</li> <li>• Identify objects in the immediate environment as solids (sand, ice, snow) or liquids (e.g., milk, water, vinegar)</li> <li>• Recognize international symbols that give us information on the safety of substances (e.g., WHIMIS and Canadian Safety Council)</li> </ul>

## SCIENCE GRADE 2

### ENERGY AND CONTROL – Energy from Wind and Moving Water

**BIG IDEA: Moving air and water are renewable forms of energy that can cause other objects to move.**

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of the movement of air and water as sources of energy	<ul style="list-style-type: none"> <li>• Identify movement as an outcome of and energy input (e.g., fuel enables cars, trucks, ATV's snowmobiles and buses to move; electricity enables the fan in the kitchen to move; food provides humans with energy to move)</li> <li>• Recognize that it is the movement of air and water that produces energy and that air and water are not by themselves sources of energy</li> <li>• Identify various ways in which moving air and or water are used as a form of energy (e.g., hydroelectricity, tidal energy, wind turbines)</li> </ul>
<b>SKILLS OUTCOMES</b>	
Design and construct devices that are propelled by moving air or moving water	<ul style="list-style-type: none"> <li>• Design and construct a device propelled by air (e.g., kite, pinwheel, balloon rocket)</li> <li>• Design and construct a system that controls the flow of water and/or air using a variety of mechanisms (e.g., musical instruments, fountain valve, dam)</li> <li>• Ask questions about and identify needs and problems related to the use of wind and moving water as energy sources and explore possible answers and solutions (e.g., describe how moving water is used to produce electricity; describe how windmills were used historically to grind grain)</li> <li>• Plan investigations to answer some of these questions or solve some of these problems and describe the steps involved</li> <li>• Use appropriate vocabulary in describing their investigations, explorations and observations (e.g., use terms such as renewable and movement when describing energy)</li> <li>• Record relevant observations, findings and measurements, using written language, pictures and charts (e.g., draw a diagram of their device; prepare a chart to present data on the distance traveled by their device over time)</li> <li>• Communicate the procedures and results of investigations and explorations for specific purposes, using drawings, demonstrations, and oral and written descriptions (e.g., prepare a showcase of different devices that are propelled by wind energy (globally); explain the effect of wind direction and speed on the displacement of wind propelled devices)</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Identify moving wind and water as renewable and recyclable sources of energy and determine the advantages and disadvantages of using them	<ul style="list-style-type: none"> <li>• Identify devices that use moving air and moving water as energy sources (e.g., windmills, water wheels, turbines), and describe what happens to these devices when the air or water is still</li> <li>• List activities that are affected by moving water and wind (e.g., fishing, sailing, flying a plane, birds soaring on air currents)</li> <li>• Recognize that moving air and moving water can be sources of energy for electrical power; (e.g., use a small water generator to power a flashlight bulb)</li> <li>• Describe how gravity and the shape of different structures affect the behaviour and use of moving water (e.g., water in waterfalls, sink taps, fountains)</li> <li>• Investigate hydro projects in the NWT: Talston, Snare and Bluefish Hydro projects</li> </ul>

## SCIENCE GRADE 2

### STRUCTURES AND MECHANISMS – Movement

**BIG IDEA: Forces and simple machines can cause motion.**

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe the position and movement of objects and demonstrate an understanding of how simple mechanisms enable an object to move	<ul style="list-style-type: none"> <li>• Describe different mechanisms through observation and investigation (e.g., hinge, inclined plane), and identify the components that are simple machines (e.g., lever, and wedge)</li> <li>• Describe, using their observations, the characteristics and movements of simple mechanisms (e.g., hinge, wheel, and axle)</li> <li>• Describe, using their observations, the position of an object in relation to other objects or to a specific area (e.g., use such words as over, under beside, behind)</li> <li>• Identify changes in the position of an object in relation to other objects (e.g., movement upward, to the left, downward, sideways)</li> <li>• Describe, using their observations, the pattern of movement of objects (e.g., turning, spinning, swinging, bouncing)</li> </ul>
<b>SKILLS OUTCOMES</b>	
Design and make simple mechanisms, and investigate their characteristics	<ul style="list-style-type: none"> <li>• Ask questions about and identify needs or problems related to structures and mechanisms and explore possible answers and solutions (e.g., investigate the effect of different floor coverings on the motion of a toy car)</li> <li>• Plan investigations to answer some of these questions or solve some of these problems and describe the steps involved</li> <li>• Use appropriate investigations to answer some of these questions or solve some of these problems and describe the steps involved;</li> <li>• Use appropriate vocabulary to describe their investigations, explorations and observations (e.g., use words such as rotate, turn, faster and slower to describe the motion of wheels and axles)</li> <li>• Record relevant observations, findings, and measurements using written language, drawings and concrete materials record what happens to the movement of a vehicle released from a ramp if the size of its wheels are changed)</li> <li>• Communicate the procedures and results of investigations and explorations for specific purposes, using drawings, demonstrations, and oral and written descriptions (e.g., draw a sketch of an object they plan to make and another sketch of the object after it is made; tell the class the procedures they followed in making a vehicle or a container with a hinged lid)</li> <li>• Make simple mechanisms and use them in building a device they have designed (e.g., vehicle with wheels and axles, ramp lever)</li> <li>• Select and use appropriate tools, utensils, and equipment (e.g., use a paper punch to make holes for the axle in cardboard wheels; use a lever to move an object)</li> <li>• Use appropriate techniques to make and fasten the components of a model that they have made (e.g., bend cardboard to make hinges; glue various materials together)</li> </ul>

## SCIENCE GRADE 2

### STRUCTURES AND MECHANISMS – Movement

**BIG IDEA: Forces and simple machines can cause motion.**

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>

#### RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL

<p>Recognize that different mechanisms and systems move in different ways, and that the different types of movement determine the design and the method of production of these mechanisms and systems.</p>	<ul style="list-style-type: none"> <li>• Identify, through observation, the mechanical parts of objects (e.g., hinges on doors/boxes; wheel and axle of a toy car) and describe the motion of these parts</li> <li>• Compare the motion of objects on different surfaces (e.g., wheels of a toy on carpet, tile, and sand)</li> <li>• Compare the motion of similar objects made with or filled with different materials (e.g., ways in which baseballs and tennis balls bounce; ways in which film canisters containing different materials roll down a slope)</li> <li>• Describe, using their observations, the effect that different surfaces (e.g., wood, tiles, carpet, water) have on the rate at which an object moves or slows down</li> <li>• Describe, using their observations, the effects of changing the slope of an inclined plane on the motion of an object that is placed on it (e.g., changes in speed, changes in distance traveled)</li> <li>• Predict factors that make a load easier or more difficult to move (e.g., the size of a wheel or hinge, the amount of friction)</li> <li>• Identify different ways in which wheels and axles can be attached to a chassis (e.g., by using an axle holder, by placing the axle in a hole drilled in the frame)</li> <li>• Demonstrate awareness that the wheels of a vehicle rotate clockwise or counterclockwise depending on the direction of movement of the vehicle</li> </ul>
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#### EARTH AND SPACE SYSTEMS – Air and Water in the Environment

**BIG IDEA: All Living Things need water and “air” to survive**

<p>Demonstrate an awareness of the forms in which water and air are present in the environment, and describe ways in which living things are affected by water and air</p>	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of air as a substance that surrounds us and takes up space, and whose movement we feel as wind</li> <li>• Describe the movement of air relying on their observations of its effects (e.g., tree branches swaying, clouds moving, blowing snow or dust)</li> <li>• Compare characteristics of and changes in observed air conditions, in both indoor and outdoor environments (e.g., cold winter temperatures outdoors and warm temperatures indoors)</li> <li>• Identify ways in which changes in temperature affect living things, including themselves (e.g., decisions concerning activities or transportation, hibernation, dormancy, and migration)</li> <li>• Recognize that water exists in three states on Earth (e.g., solid (ice); liquid (rain); gas (water vapour))</li> <li>• Identify and describe forms of moisture in the environment (e.g., dew, snow, fog, frost, rain, hail)</li> <li>• Identify the factors that cause things to dry quickly or slowly (e.g., air temperature; amount of moisture in the air; amount of wind)</li> <li>• Recognize evidence of the water cycle (e.g., observe water in a closed container and water in an open container; observe snow evaporating or melting)</li> </ul>
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## SCIENCE GRADE 2

### EARTH AND SPACE SYSTEMS – Air and Water in the Environment

#### BIG IDEA: All Living Things need water and “air” to survive

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>SKILLS OUTCOMES</b>	
Investigate the visible effects of air	<ul style="list-style-type: none"> <li>• Ask questions about and identify needs or problems arising from events in the outdoor environment, and explore possible answers and solutions (e.g., observe that there is a relationship between the patterns and movement of clouds and changes in weather; monitor the length of time needed for various clothing to dry in order to determine which materials are more suitable for wet weather)</li> <li>• Plan investigations to answer some of these questions or solve some of these problems, and describe the steps involved</li> <li>• Use appropriate vocabulary in describing their explorations, investigations, and observations (e.g., use words such as solid, liquid, vapour; use the correct terms to describe quantities of water in standard (metric) and non-standard units of measure: none, a little, a lot)</li> <li>• Record relevant observations, findings, and measurements, using written language, drawings, concrete materials, and charts (e.g., record and graph weather data gathered over a period of a few weeks)</li> <li>• Communicate the procedures and results of explorations and investigations for specific purposes, using drawings, demonstrations, and oral and written descriptions (e.g., write the instructions for constructing a pinwheel, adding helpful drawings or diagrams)</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Describe ways in which clean air and water are vital for meeting the needs of humans and other living things	<ul style="list-style-type: none"> <li>• Predict and describe how local weather conditions affect living things, including themselves (e.g., effect of wind on trees in autumn, effect of snowfall on humans' ability to travel, too much sunlight)</li> <li>• Describe the different uses of water -identify some that are essential for maintaining our health (e.g., water is used for drinking and washing; clean drinking water is essential for the health of humans)</li> <li>• Identify sources of drinking water locally (e.g., lakes and rivers)</li> <li>• Recognize that clean water is an increasingly scarce resource in many parts of the world and that the water we use is part of our environment and should be used wisely (e.g., taps should be turned off while brushing teeth; toxic substances such as oil, paints etc., should not be poured down the drain)</li> <li>• Demonstrate an awareness of the ways in which the disposal of water can affect our health and the health of other living things (e.g., pouring waste water containing chemicals into oceans, lakes or rivers can seriously harm people and the organisms in the water).</li> </ul>

## SOCIAL STUDIES GRADE 2

### Communities in Canada

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>CORE CONCEPTS (Embed across the clusters)</b>	
<b>CITIZENSHIP</b> Develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.	<ul style="list-style-type: none"> <li>• Recognize that all members of communities have responsibilities and rights. KC-001</li> <li>• Recognize that all members of communities have a contribution to make. KC-001A</li> <li>• Identify significant Canadian, and Northwest Territorial symbols, places and monuments. KC-002</li> <li>• Describe Remembrance Day as a time to think about peace and war. KC-003</li> <li>• Value the contributions of individuals to their communities. VC-001</li> <li>• Be willing to contribute to their groups and communities. VC-002</li> <li>• Value being a member of the Canadian community. VC-003</li> </ul>
<b>IDENTITY</b> Understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.	<ul style="list-style-type: none"> <li>• Give examples of factors that shape who they are. KI-007</li> <li>• Recognize that stories of their seniors, groups, and communities help define who they are. KI-008</li> <li>• Recognize that their Aboriginal ancestors, Elders, and communities connect them to the past, present, and future. KI-008A</li> <li>• Identify their heritage and culture. KI-010</li> <li>• Identify their Aboriginal heritage and cultures. KI-010A</li> <li>• Identify their francophone heritage and cultures. KI-010F</li> <li>• Value their groups and communities. VI-005</li> </ul>
<b>SKILLS AND PROCESSES (Embed across the clusters)</b>	
<b>ACTIVE DEMOCRATIC CITIZENSHIP</b> Develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.	<ul style="list-style-type: none"> <li>• Cooperate and collaborate with others. S-100</li> <li>• Resolve conflicts peacefully and fairly. S-101</li> <li>• Interact fairly and respectfully with others. S-102</li> <li>• Make decisions that reflect care, concern, and responsibility for the environment. S-103</li> <li>• Consider the rights and opinions of others during interactions. S-104</li> </ul>
<b>MANAGING INFORMATION AND IDEAS</b> Access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.	<ul style="list-style-type: none"> <li>• Select information from oral, visual, material, print, or electronic sources. S-200</li> <li>• Organize and record information using visual organizers. S-201</li> <li>• Use appropriate terms or expressions to describe periods of time. S-202</li> <li>• Use tools and technologies to accomplish given tasks. S-203</li> <li>• Use simple timelines to organize information chronologically. S-204</li> <li>• Construct maps that include a title, legend, and symbols. S-205</li> <li>• Interpret maps that include a title, legend, and symbols. S-206</li> <li>• Use cardinal directions to describe location. S-207</li> </ul>
<b>CRITICAL AND CREATIVE THINKING</b> Make observations and decisions, to solve problems, and to devise forward-thinking strategies.	<ul style="list-style-type: none"> <li>• Formulate questions for research. S-300</li> <li>• Consider advantages and disadvantages of solutions to a problem. S-301</li> <li>• Use information or observation to form opinions. S-302</li> <li>• Revise ideas and opinions based on new information. S-303</li> </ul>
<b>COMMUNICATION</b> Interpret and express ideas clearly and purposefully using a variety of media.	<ul style="list-style-type: none"> <li>• Listen actively to others. S-400</li> <li>• Use language that is respectful of others. S-401</li> <li>• Express reasons for their ideas and opinions. S-402</li> <li>• Present information and ideas orally, visually, concretely, or electronically. S-403</li> <li>• Relate events and stories in chronological order S-404</li> </ul>

## SOCIAL STUDIES GRADE 2

**Cluster 1: Our Local Community** (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Characteristics of Communities</b> Explore ideas related to their local community, compare their community to other communities and identify characteristics common to all communities. 2.1.1	<ul style="list-style-type: none"> <li>• Locate their local community on a map of Canada. KL-018</li> <li>• Identify the defining characteristics of communities. KCC-004</li> <li>• Describe characteristics of their local communities. Examples: transportation, services, schools... KCC-005</li> </ul>
<b>Natural Resources</b> Explore and describe the natural resources of their local community and reflect on the influence of the natural environment. 2.1.2	<ul style="list-style-type: none"> <li>• Name natural resources in their local community. KL-016</li> <li>• Give examples of ways in which the natural environment influences their communities. KL-017</li> </ul>
<b>Stories of the Past</b> Explore and illustrate the natural resources of their local community and reflect on the influence of the natural environment. 2.1.3	<ul style="list-style-type: none"> <li>• Relate stories of significant events and people in their local community's past. KT-025</li> <li>• Relate stories of significant events and people in their local Aboriginal community. KT-025A</li> <li>• Relate stories of significant events and people in their local francophone community. KT-025F</li> <li>• Describe and value personal connections to stories of their community's past. VT-008</li> <li>• Describe and value personal connections to stories of their Aboriginal community's past. VT-008A</li> <li>• Describe and value personal connections to stories of their francophone community's past. VT-008F</li> </ul>
<b>Culture, Language and Heritage</b> Explore the meaning of heritage and culture to learn about and describe themselves and the various cultures in their community. 2.1.4	<ul style="list-style-type: none"> <li>• Identify cultural and language groups in their local communities KCC-006</li> <li>• Identify their culture, language and heritage KI-010</li> <li>• Identify their Aboriginal cultures, languages and heritages KI-010A</li> <li>• Identify their francophone culture, language and heritage KI-010F</li> </ul>
<b>Personal Identity</b> Explore factors that shape their identity and, in so doing, come to describe the value of the groups and communities to which they belong. 2.1.5	<ul style="list-style-type: none"> <li>• Give examples of factors that shape who they are. Examples: language, family, community, traditions, gender, where they live... KI-007</li> <li>• Recognize that stories of their seniors, groups, and communities help define who they are. KI-008</li> <li>• Recognize that their Aboriginal ancestors, Elders, and communities connect them to the past, present, and future. KI-008A</li> <li>• Describe groups with which they identify. Examples: cultural, linguistic, community KCC-009</li> <li>• Describe groups with which they identify Examples: cultural, linguistic, community, First Nation KCC-009A</li> <li>• Describe ways that they value their groups and communities. VI-005</li> </ul>
<b>Contributing To Our Communities</b> Explore ideas related to responsibilities and rights, and demonstrate awareness of the individuals who contribute to their local community, as well as ways in which they themselves can make contributions to their local community. 2.1.6	<ul style="list-style-type: none"> <li>• Recognize that all members of communities have responsibilities and rights. KC-001</li> <li>• Recognize that all members of communities have a contribution to make KC-001A</li> <li>• Value the contributions of individuals to their communities. VC-001</li> <li>• Be willing to contribute to their groups and communities. VC-002</li> </ul>

## SOCIAL STUDIES GRADE 2

**Cluster 1: Our Local Community** (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Our Local Community</b> Identify community leaders, their qualities, and their contributions to the community, and describe ways in which they have personally demonstrated leadership.2.1.7	<ul style="list-style-type: none"> <li>• Identify leaders in their communities. Examples: mayor, reeve, chief, Elders, community volunteers... KP-033</li> <li>• Give examples of ways in which they may demonstrate leadership. KP-034</li> <li>• Be sensitive to others when taking on leadership roles. VP-011</li> <li>• Recognize that leadership is serving others. VP-011A</li> </ul>
<b>Remembrance Day</b> Describe the importance of Remembrance Day and how it relates to conflict in groups and communities. 2.1.8	<ul style="list-style-type: none"> <li>• Describe Remembrance Day as a time to think about peace and war. KC-003</li> <li>• Identify possible sources of conflict in groups and communities. KP-035</li> <li>• Explain the value of peaceful, non-violent ways of resolving conflicts. VP-012</li> </ul>
<b>Cluster 2: Communities in Canada</b> (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).	
<b>Diverse Peoples</b> Explore and describe the diversity of cultural groups in Canada, and examine how these people help shape our country and communities. 2.2.1	<ul style="list-style-type: none"> <li>• Recognize that First Nations and Inuit people are Canada’s original peoples. KT-027</li> <li>• Recognize that many people came to Canada from other parts of the world to establish communities. KT-028</li> </ul>
<b>Feature of Canadian Communities</b> Locate the two communities to be studied on a map of Canada and research the natural and constructed features in each community, as well as common features shared by all communities.2.2.2	<ul style="list-style-type: none"> <li>• Identify common features of Canadian communities. <i>Examples: transportation, services, schools...</i> KCC-012</li> <li>• Describe natural and constructed features of communities studied. <i>Examples: landforms, climate, waterways; buildings, bridges...</i> KL-019</li> <li>• Locate communities studied on a map of Canada. KL-023</li> </ul>
<b>Natural Resources</b> Explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to describe the value oral history as a way to learn about the land.2.2.3	<ul style="list-style-type: none"> <li>• Give examples of natural resources in communities studied. KL-020</li> <li>• Give examples of ways in which the natural environment defines daily life in communities studied. KL-021</li> <li>• Explain the importance of conserving or restoring natural resources. KL-022</li> <li>• Value oral history as a way to learn about a relationship with the land VT-009</li> </ul>
<b>Work: Goods and Products and Services</b> Research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.2.2.4	<ul style="list-style-type: none"> <li>• Give examples of goods produced in Canadian communities. KE-036</li> <li>• Describe different types of work in Canadian communities studied. KE-037</li> <li>• Appreciate that their quality of life is enhanced by the work, products and services of other Canadian communities.. <i>Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain..</i> VE-013</li> </ul>
<b>Diversity and Change</b> Explore daily life in Canadian communities and identify how life has changed over time. 2.2.5	<ul style="list-style-type: none"> <li>• Identify ways in which life in Canadian communities has changed over time. KT-026</li> <li>• Appreciate the diversity of ways of life in Canadian communities. VCC-006</li> <li>• Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada. VCC-006A</li> <li>• Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada. VCC-006F</li> </ul>

## SOCIAL STUDIES GRADE 2

**Cluster 3: The Canadian Community** (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Canadian Symbols</b> Explore and identify the significance of Canadian and Northwest Territorial symbols, buildings, and monuments. 2.3.1	<ul style="list-style-type: none"> <li>Identify significant Canadian, and Northwest Territorial symbols, places and monuments. Examples: Canadian flag, NWT flag and floral emblem, Maple Leaf, caribou, polar bear, beaver, buffalo, NWT Legislative Assembly building, National War Memorial, drums, inuksuit, igloo, tipi ... KC-002</li> </ul>
<b>Historical Influences</b> Identify and describe historical influences in Canadian communities. 2.3.2	<ul style="list-style-type: none"> <li>Describe the origins of a variety of place names in Canada. KT-029</li> <li>Give examples of the historical francophone influence and Aboriginal influence on the Canadian community. <i>Examples: place names, stories of historical figures, celebrations...</i> KT-030</li> </ul>
<b>Cultural Communities</b> Explore different cultures and languages in their community and in Canada, and reflect on what it means to be a member of the Canadian community. 2.3.3	<ul style="list-style-type: none"> <li>Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community. KCC-013</li> <li>Identify English and French as the two official languages of Canada (with nine official Aboriginal languages in the NWT).” KCC-014</li> <li>Recognize that a variety of languages are spoken in Canada. KCC-015</li> <li>Value being a member of the Canadian community VC-003</li> </ul>
<b>Canadian Diversity</b> Explore that diversity by viewing a variety of images and through research, including conducting surveys and interviewing people. 2.3.4	<ul style="list-style-type: none"> <li>Recognize the diversity that characterizes Canada. <i>Examples: cultural, linguistic, geographic, artistic...</i> KCC-011</li> <li>Be willing to consider diverse points of view. VCC-004</li> <li>Appreciate diverse artistic representations of the land. <i>Examples: poetry, painting, music...</i> VL-007</li> </ul>
<b>Canadian Needs, Choices, and Decisions</b> Identify examples of common needs, and various ways needs are met throughout Canada. They also analyze media influences on their personal choices and decisions. 2.3.5	<ul style="list-style-type: none"> <li>Give examples of needs common to all Canadians. KE-038</li> <li>Give examples of media influences on their choices and decisions. KE-039</li> </ul>
<b>Global Connections</b> Students explore the continents and countries of the world as well as our many connections to other places. They use and construct maps, and focus on where Canada is located in the world and ways in which it is connected to other countries. 2.3.6	<ul style="list-style-type: none"> <li>Locate Canada on a world map or globe. KL-024</li> <li>Identify Canada as one of many countries in the world. KG-031</li> <li>Give examples of connections linking Canada to other countries. <i>Examples: food, immigration, media...</i> KG-032</li> <li>Value Canada’s global connections. VG-010</li> </ul>

## HEALTH GRADE 2

### Mental and Emotional Well Being

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe several different feelings everyone may have	<ul style="list-style-type: none"> <li>• Identify different feelings</li> <li>• Identify different feelings in terms of personal experiences</li> </ul>
Describe their awareness of feelings and the need to express them appropriately	<ul style="list-style-type: none"> <li>• Identify ways of appropriately expressing feelings</li> <li>• Demonstrate ways of appropriately expressing feelings</li> </ul>
Express an understanding of the concept that everyone needs friends	<ul style="list-style-type: none"> <li>• Identify personal qualities and behaviours that promote friendship</li> <li>• Describe the importance of friends</li> <li>• Identify ways of making friends</li> <li>• Demonstrate ways of making friends</li> </ul>
Identify that stressful situations are a part of everyone's life	<ul style="list-style-type: none"> <li>• Identify stressful situations</li> <li>• Identify ways of dealing with stressful situations</li> </ul>

### Growth and Development (Body Systems)

Understand and communicate that the sense of sight helps people learn about the environment and is important for health	<ul style="list-style-type: none"> <li>• Name and locate the body parts responsible for sight</li> <li>• Identify the functions of the eyes</li> <li>• Describe the importance of sight</li> <li>• Describe how the eyes protect themselves</li> <li>• Identify ways to protect the eyes</li> </ul>
Know and demonstrate that the sense of hearing helps people learn about the environment and is important for health	<ul style="list-style-type: none"> <li>• Name and locate the body parts responsible for hearing</li> <li>• Identify the functions of the ears</li> <li>• Describe the importance of hearing</li> <li>• Describe how the ears protect themselves</li> <li>• Identify ways to protect the ears</li> </ul>
Describe and practice positive health habits (lifestyle)	<ul style="list-style-type: none"> <li>• Identify positive health habits</li> <li>• Practice positive health habits</li> </ul>
Explain who health workers are and the health services are available (Health Care)	<ul style="list-style-type: none"> <li>• Identify the primary health care providers in the community.</li> <li>• Identify the roles of health care providers.</li> </ul>
Explain why people need clean water and air and good soil for health	<ul style="list-style-type: none"> <li>• Describe the importance of clean water, air and soil for health</li> </ul>

### Nutrition

Demonstrate/explain how a food can exist in different forms (Food Identification)	<ul style="list-style-type: none"> <li>• Explain that a food can exist in different forms</li> </ul>
Identify that each food group has a specific function which promotes health (Food Classification)	<ul style="list-style-type: none"> <li>• Classify various foods into the four food groups</li> <li>• State the main function of each of the four food groups</li> </ul>
Describe nutritious snacks that consist of food from one or more of the four food groups	<ul style="list-style-type: none"> <li>• Explain what is meant by a nutritious snack</li> <li>• Distinguish between nutritious and non-nutritious snacks</li> </ul>
Understand and explain that food selection included a variety of foods from each food group is needed daily	<ul style="list-style-type: none"> <li>• Describe a nutritious meal</li> <li>• Plan a nutritious meal</li> <li>• State the importance of nutritious meals</li> </ul>
Explain why a willingness to taste foods in different forms promotes appreciation	<ul style="list-style-type: none"> <li>• Prepare foods in a variety of forms</li> <li>• Demonstrate a willingness to taste foods in a variety of forms</li> </ul>

## HEALTH GRADE 2

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Dental Health</b>	
Explain structure and function of teeth as related to primary teeth that replaced by permanent teeth in a specific sequence.	<ul style="list-style-type: none"> <li>• Describe the sequence of teeth replacement</li> <li>• Compare the characteristics of a primary and a permanent tooth.</li> </ul>
Describe that dental hygiene involves regular use of oral hygiene skills promotes dental health	<ul style="list-style-type: none"> <li>• Demonstrate effective flossing skills</li> <li>• Explain when to floss and brush the teeth</li> <li>• Explain the importance of brushing and flossing daily</li> <li>• Practice effective tooth-brushing and flossing skills</li> </ul>
Identify factors that affect dental health in relationship to food that people eat	<ul style="list-style-type: none"> <li>• Distinguish between dentally safe and dentally unsafe snacks</li> </ul>
Discuss/explain some of the many factors that may contribute to dental disease	<ul style="list-style-type: none"> <li>• Explain what dental plaque is</li> <li>• Describe where dental plaque is commonly found.</li> <li>• Explain why it is important to remove plaque daily</li> </ul>
Understand that there are approved dental health products/services that promote dental health	<ul style="list-style-type: none"> <li>• Identify some common dental health products that promote dental health</li> </ul>
<b>Family Life</b>	
Describe ways that families provide for the physical, emotional and social needs of their members	<ul style="list-style-type: none"> <li>• Identify basic needs provided for in a family</li> </ul>
Explain how members share in the maintenance of the family unit	<ul style="list-style-type: none"> <li>• Identify their tasks within the family</li> <li>• Identify tasks other people are responsible for within the family</li> </ul>
Describe ways in which all living things reproduce and grow	<ul style="list-style-type: none"> <li>• Identify that a baby grows from an egg</li> <li>• Identify that some eggs grow inside the mother, some grow outside</li> </ul>
Demonstrate ways that personal Safety behaviours help protect people from potentially abusive situations	<ul style="list-style-type: none"> <li>• Identify potentially abusive situations</li> <li>• Describe behaviours which help protect them from potentially abusive situations</li> <li>• Demonstrate behaviours which help maintain personal safety</li> </ul>
Describe how safety behaviours may require family and community support	<ul style="list-style-type: none"> <li>• Locate family &amp; community support people</li> <li>• Identify how to contact family and community support people</li> </ul>
<b>Safety and First Aid</b>	
Explain how burn prevention reduces injuries from electricity by following safety rules	<ul style="list-style-type: none"> <li>• Give examples of electrical appliances and sources of electricity</li> <li>• Describe risky behaviours around electricity</li> <li>• Identify safety rules around electricity</li> </ul>
Describe ways in which bicycle safety involves obeying traffic laws and bicycle rules	<ul style="list-style-type: none"> <li>• Identify traffic signs and symbols important to cyclists</li> <li>• Demonstrate correct hand signals for cyclists</li> <li>• Identify bicycle safety rules</li> </ul>
Identify how frostbite can be prevented by applying safety rules and minimized by first aid	<ul style="list-style-type: none"> <li>• Describe signs and symptoms of frostbite</li> <li>• Identify safety rules that prevent frostbite</li> <li>• Describe first aid for frostbite</li> </ul>
Demonstrate and describe how accidents around firearms can be prevented by following the firearm safety rules	<ul style="list-style-type: none"> <li>• Identify uses of firearms</li> <li>• Explain that mishandling a gun may cause injury or death</li> <li>• Describe proper handling / storage of guns</li> <li>• Describe preventive behaviours related to gun safety.</li> </ul>
Show how minor injuries can be treated by children	<ul style="list-style-type: none"> <li>• Demonstrate self treatment of a nosebleed</li> </ul>

## HEALTH GRADE 2

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Alcohol and Other Drugs</b>	
Explain how safety includes how to know that substances are potentially unsafe by recognizing their warning signs	<ul style="list-style-type: none"> <li>• Identify the hazard warning signs and the dangers and rules associated with each</li> </ul>
Explain that not all potentially unsafe substances have warning signs	<ul style="list-style-type: none"> <li>• Explain that not all potentially unsafe substances have warning signs</li> <li>• Identify some common substances which may be unsafe</li> </ul>
Describe why rules are necessary when handling potentially unsafe substances	<ul style="list-style-type: none"> <li>• Identify some unsafe situations involving potentially unsafe substances</li> <li>• Explain the rules for handling potentially unsafe substances</li> <li>• Explain the rules for safe handling and storage of potentially unsafe substances</li> <li>• Identify safe handling and storage of potentially unsafe substances</li> </ul>
Explain that medicines are also drugs	<ul style="list-style-type: none"> <li>• Identify that medicines are drugs</li> </ul>
Differentiate between medicines that are helpful but how/why they may also be harmful	<ul style="list-style-type: none"> <li>• Explain how medicines may be helpful</li> <li>• Explain how medicines may be harmful.</li> </ul>

## CAREER DEVELOPMENT GRADE 2

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Build and maintain a positive self-image	<ul style="list-style-type: none"> <li>• Understand the concept of personal characteristics such as interests, dislikes, personal qualities, strengths and weaknesses 1.1.1</li> <li>• Discover how positive characteristics are the basis of a positive self-image 1.1.2</li> <li>• Understand how self-image influences behaviours 1.1.3</li> <li>• Understand how personal behaviours influence the feelings and behaviours of others 1.1.4</li> <li>• Identify positive characteristics about self as seen by self and others 1.1.5</li> <li>• Demonstrate behaviours and attitudes reflective of a positive self-image 1.1.6</li> <li>• Assess one’s self-image and evaluate its impact on self and others 1.1.7</li> <li>• Transform behaviours and attitudes in order to improve one’s self-image 1.1.8</li> </ul>
Interact positively and effectively with others	<ul style="list-style-type: none"> <li>• Discover the unique character of individuals 2.1.1</li> <li>• Explore implications, effects and consequences of helping others 2.1.3</li> <li>• Explore interpersonal and group communication skills 2.1.4</li> <li>• Demonstrate effective skills, knowledge and attitudes for interacting with others 2.1.5</li> <li>• Demonstrate openness to the diversity of cultures, lifestyles as well as mental and physical abilities 2.1.8</li> <li>• Demonstrate a willingness to help others 2.1.9</li> <li>• Adopt behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings 2.1.10</li> <li>• Acknowledge and appreciate the unique character of one’s self 2.1.11</li> <li>• Re-examine one’s behaviours and attitudes in interpersonal and group communication contexts and determine those that contribute to positive and effective interactions with others 2.1.12</li> <li>• Improve one’s interpersonal and group communication skills in order to build positive relationships in one’s life 2.1.13</li> </ul>
Change and grow throughout one’s life	<ul style="list-style-type: none"> <li>• Explore the concept of change and growth as part of life 3.1.1</li> <li>• Understand that change and growth impact on one’s mental and physical health 3.1.2</li> <li>• Explore personal feelings (mental and physical) 3.1.3</li> <li>• Explore ways to express feelings 3.1.4</li> <li>• Explore good health habits 3.1.5</li> <li>• Express feelings 3.1.7</li> <li>• Demonstrate good health habits 3.1.8</li> <li>• Acknowledge the positive effects of expressing one’s feelings 3.1.9</li> <li>• Acknowledge the positive effects of expressing one’s feelings 3.1.10</li> <li>• Re-examine one’s health habits and adopt those that contribute positively to one’s growth 3.1.12</li> <li>• Engage in good health habits 3.1.13</li> </ul>
Participate in life-long learning supportive of life/work goals	<ul style="list-style-type: none"> <li>• Understand the importance of preparing for one’s life and work paths 4.1.2</li> <li>• Understand the importance of preparing for one’s life and work paths 4.1.3</li> <li>• Explore multiple work types and alternatives, both paid and unpaid 4.1.6</li> <li>• Demonstrate effective information gathering strategies 4.1.9</li> </ul>

## CAREER DEVELOPMENT GRADE 2

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Locate and understand life/work information	<ul style="list-style-type: none"> <li>• Explore work of family members, school personnel and community workers/employers 5.1.1</li> <li>• Explore work roles and settings of interest to oneself 5.1.2</li> <li>• Explore the concept of work information and how parents, relatives, adult friends and neighbours can provide this information 5.1.3</li> <li>• Discover how interests, knowledge, skills, beliefs and attitudes relate to work roles 5.1.4</li> <li>• Explore various working conditions of work roles 5.1.5</li> <li>• Understand how self-employment differs from working for others 5.1.6</li> <li>• Explore various sources of work information 5.1.7</li> <li>• Use various sources of work information (e.g. Internet, television, newspapers) 5.1.8</li> <li>• Express one’s opinion on work information that has been explored 5.1.9</li> <li>• Improves one’s strategies for locating and using work information 5.1.10</li> </ul>
Understand the relationship between Work and society/economy	<ul style="list-style-type: none"> <li>• Understand how work can satisfy personal needs 6.1.1</li> <li>• Understand how work can contribute positively to society 6.1.2</li> <li>• Explore the impact of work on personal, social, economic and environmental problems 6.1.4</li> <li>• Demonstrate how work can satisfy one’s personal needs 6.1.5</li> <li>• Demonstrate how work might solve personal, social, economic and environmental problems 6.1.6</li> <li>• Demonstrate the value of work for oneself 6.1.7</li> <li>• Engage in work experiences that satisfy one’s needs as well as contribute to one’s community 6.1.8</li> </ul>
Secure/create and maintain work	<ul style="list-style-type: none"> <li>• Understand the importance that personal qualities have on creating, getting and keeping work 7.1.1</li> <li>• Understand how cooperation among workers can help accomplish a task 7.1.3</li> <li>• Experience cooperation in order to accomplish a task 7.1.8</li> <li>• Demonstrate the ability to take responsibility for one’s actions 7.1.9</li> <li>• Re-examine one’s experience while performing work activities and determine for oneself which abilities and attitudes contributed positively or negatively to the experience 7.1.10</li> </ul>
Make life/work enhancing decisions	<ul style="list-style-type: none"> <li>• Understand how choices are made 8.1.1</li> <li>• Explore what can be learned from experiences 8.1.2</li> <li>• Explore what might interfere with attaining goals 8.1.3</li> <li>• Explore alternatives in decision-making situations 8.1.5</li> <li>• Understand how personal beliefs and attitudes influence decision-making 8.1.6</li> <li>• Understand how decisions affect self and others 8.1.7</li> <li>• Assess what might interfere with attaining one’s goals 8.1.8</li> <li>• Make decisions and take responsibility for them 8.1.10</li> <li>• Evaluate the impact of personal decisions on self and others 8.1.12</li> <li>• Engage in a responsible decision-making process 8.1.13</li> </ul>

**Competencies**

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Maintain balanced life and work roles	<ul style="list-style-type: none"> <li>• Explore the various roles an individual may have 9.1.1.</li> <li>• Understand how family members depend on one another, work together and share responsibilities 9.1.3</li> <li>• Demonstrate how one works with other family members and shares family responsibilities 9.1.6</li> <li>• Examine one’s different life roles and evaluate one’s responsibilities within each of them 9.1.8</li> </ul>
Understand the changing nature of life/work roles	<ul style="list-style-type: none"> <li>• Understand the positive impact of work on people 10.1.1</li> <li>• Discover the changing life roles of men and women in work and family settings 10.1.2</li> <li>• Understand how contributions of individuals both inside and outside the home are important to family and community 10.1.3</li> <li>• Outline the life roles of males and females in one’s own family setting 10.1.4</li> </ul>
Understand, engage in and manage one’s own life/work building process	<ul style="list-style-type: none"> <li>• Explore the concept of change is constant and its relation to life and work 11.1.1</li> <li>• Explore the concept of following one’s own heart and its relation to life and work 11.1.3</li> <li>• Explore the concept of goal setting as a source of inspiration and motivation in life and work 11.1.4</li> <li>• Understand the value of focusing on the journey in life and work 11.1.5</li> <li>• Discover the benefits of strong relationships to life and work 11.1.6</li> <li>• Recognize situations of change and transformation in one’s environment 11.1.7</li> <li>• Try new experiences according to one’s dreams, personal values and interests 11.1.9</li> <li>• Identify one’s set of relationships 11.1.11</li> <li>• Engage in experiences that expose one to change, continuous learning, personal values and dreams, goal setting, journeys and networking 11.1.13</li> </ul>

## ARTS GRADE 2

### Dance

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Creative/Productive (CP) K-12 Goal:</b> Students will inquire, create, and communicate through dance, drama, music, and visual art.	
Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage). CP2.1	<ul style="list-style-type: none"> <li>• Select and connect movements from explorations to create dance phrases.</li> <li>• Create dance phrases that have a beginning position and an end position.</li> <li>• Extend own body’s range of movement and strength.</li> <li>• Describe and use dance ideas drawn from sources in own community (e.g., occupations, vehicles, or nature in and around our community).</li> <li>• Recognize how various stimuli such as personal observations, stories, poems, music, or objects can be used as starting points for own dance explorations.</li> <li>• Ask questions related to the stimuli to contribute to dance-making inquiry process (e.g., How can we show this idea in our movement?).</li> <li>• Identify and compare characteristics of own and peers’ dances.</li> <li>• Reflect and discuss ideas with peers to help make decisions about own dances.</li> </ul>
Create and connect dance phrases using the elements of dance including: <ul style="list-style-type: none"> <li>• Actions (identify variety)</li> <li>• Body (bases)</li> <li>• Dynamics (move with varying speeds, duration, forces)</li> <li>• Relationships (using own words, classify variety of relationships with partner or object such as above, below, beside)</li> <li>• Space (straight or curved pathways or combinations). CP2.2</li> </ul>	<ul style="list-style-type: none"> <li>• Seek a variety of solutions in movement explorations (improvisation).</li> <li>• Observe the motion of objects and people and incorporate these observations in movement explorations.</li> <li>• Explore and solve movement problems, or inquiry questions, in several different ways (e.g., How many different ways can we use the scarves or streamers in straight pathways and curved pathways?).</li> <li>• Demonstrate and discuss how movement patterns can repeat and contrast.</li> <li>• Identify how various parts of the body can act as a base to support the rest of the body (e.g., supporting the body with one foot and one hand).</li> <li>• Identify and investigate different kinds of locomotor (travelling) and non-locomotor actions, and explore a variety of ways to walk, run, leap, slide, gallop, jump, hop, turn, twist, bend, stretch, and pause.</li> <li>• Move with a variety of speeds (fast and slow), duration (short and long), and varying forces (push and pull, strong and light) for expressive purposes.</li> <li>• Classify even and uneven rhythmic patterns of various movements.</li> <li>• Use straight or curved pathways or combinations of both in movement explorations.</li> <li>• Explore and identify a variety of directions, levels, sizes, and shapes in personal and general space.</li> <li>• Using own words, classify and investigate movement relationships with a partner or an object (e.g., beside, behind, above, below).</li> </ul>

## ARTS GRADE 2

### Drama

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities). CP2.3	<ul style="list-style-type: none"> <li>• Demonstrate a willingness to enter into the fiction provided by the drama.</li> <li>• Adopt roles in dramatic situations and interact appropriately with others in roles drawing on imagination and own understanding of the context (e.g., community).</li> <li>• Collaborate with others and recognize the need to work together within dramatic contexts.</li> <li>• Listen to and respect the contributions of others.</li> <li>• Use imagination to explore various possibilities in dramatic contexts.</li> <li>• Accept surprises in the drama and be willing to incorporate new information into unfolding episodes of the contextual drama.</li> <li>• Discuss how some roles may display more power and authority than others at different times during the drama (e.g., Max’s mother displays power over him when she sends him to bed, and Max displays his own power when he becomes King on the Wild Things’ island community in a drama inspired by ‘Where the Wild Things Are’).</li> <li>• Use observations of own community as inspiration when working in and out of role (e.g., local rodeo event or farmers’ conversation on coffee row).</li> </ul>
Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection. CP2.4.	<ul style="list-style-type: none"> <li>• Use inquiry processes to explore a question or topic that is of individual or group interest for contextual drama (e.g., questions and research about how animals change in winter might inspire a drama about an animal community preparing for a harsh winter).</li> <li>• Use libraries, resource people, the Internet, and other sources of information for drama work.</li> <li>• Describe the main ideas of each dramatic episode.</li> <li>• Use visual images and language to represent ideas, both in and out of role.</li> <li>• Recognize, with guidance, how characters/roles, objects, and places can represent ideas.</li> <li>• Recall and respond to the drama work, both in and out of role.</li> <li>• Contribute to drama discussions with stories of own experience (e.g., talk about connections among thoughts, feelings, and actions).</li> <li>• Discuss how strategies such as role, flashback, or tableau worked in the drama and begin to use the correct terminology.</li> <li>• Use strategies other than discussion to reflect on drama work (e.g., use tableaux to recall the time order of the sequence of events, or use drawings or flashbacks to further explore previous experience).</li> <li>• Demonstrate use of imagination when exploring various possibilities in dramatic contexts.</li> </ul>

## ARTS GRADE 2

### Music

Outcomes	Achievement Indicators
<p><i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>Create sound compositions using communities as inspiration. CP2.5</p>	<ul style="list-style-type: none"> <li>• Experiment with a variety of simple found objects and selected instruments, both pitched and unpitched (e.g., two notes on a xylophone vs. sounds that have no discernible pitch, such as a tambourine or slapping a thigh).</li> <li>• Describe the elemental characteristics of sounds from a variety of settings in the community.</li> <li>• Make distinctions between different voices and voice qualities in speech and song.</li> <li>• Sing and create songs and chants using ideas sourced from the students' communities (e.g., songs about farms, cities, or the environment) and from various cultural communities, controlling breathing, pitch, rhythm, and dynamics.</li> <li>• Describe sources of ideas for music compositions (e.g., sounds of machines, parks, playgrounds, or neighbourhoods).</li> <li>• Make decisions (individually and collaboratively) about ideas, sounds, instruments, and order in creating a music expression.</li> <li>• Select and create sounds for composition with purpose, recognizing that different combinations of instruments, voices, or sound objects create different effects.</li> <li>• Discuss images and expressive qualities evoked by music expressions.</li> <li>• Use reflection and discussion to learn and make decisions about own music expressions.</li> <li>• Describe decisions made in selection and use of sounds, instruments, and order.</li> <li>• Experiment with invented and traditional notation as a way of preserving compositions, recognizing that sounds/music may be represented through a variety of notation devices.</li> </ul>
<p>Create and perform music that demonstrates understanding of:• form (repetition and contrast)• beat (strong and weak beats/accents) and meter (2/4 and 4/4)• rhythm (create ostinati)• tempo (fast/slow paces)• dynamics (loud/soft)• pitch (high/low sounds) and pitch direction (moving up/down/staying the same)• texture (layers of sounds)• tone colour (variety). CP2.6</p>	<ul style="list-style-type: none"> <li>• Contribute to music inquiry questions and processes to explore form and the elements of music (e.g., How could each group represent AB (i.e., binary) form using voices, bodies, or instruments in different ways?).</li> <li>• Explore contrasts between sounds with voice and instruments.</li> <li>• Incorporate different sounds from a single sound source in music compositions.</li> <li>• Maintain a steady beat (pulse) and identify accents with a strong movement.</li> <li>• Perform and create various grade-appropriate melodic and rhythmic osintati (patterns) using repetition and contrast.</li> <li>• Compare and use different tempos (fast/slow, faster/slower paces) and dynamics (loud/soft, louder/softer sounds) in speech and music.</li> <li>• Compare and use different pitches (high/low sounds) and pitch direction (moving up/down, staying the same) in speech and music.</li> <li>• Investigate various ways of creating harmony (combining pitch and rhythm) and texture, and recognize differences in sounds heard alone and sounds heard together.</li> <li>• Compare and use varieties of tone colour/timbre in speech and music.</li> <li>• Use own words, and music terminology, to develop common understanding and use of the language (e.g., introduce terminology such as rhythm, dynamics, pitch as required in grade-appropriate repertoire).</li> </ul>

## ARTS GRADE 2

### Visual Art

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Create visual art works that draw on observations and express ideas about own communities. CP2.7	<ul style="list-style-type: none"> <li>• Use inquiry processes to explore a question or topic related to interest in own community.</li> <li>• Identify and represent details in the appearance of plants, animals, people, and objects (e.g., lines, textures, shapes, shadows).</li> <li>• Explore size relationships by measuring using non-standard referents or comparisons.</li> <li>• Identify the difference between two dimensions and three dimensions.</li> <li>• Investigate and observe how people, animals, and objects look different from different points of view.</li> <li>• Compare differing ideas in art works, including own and peers' visual expressions.</li> <li>• Describe how ideas for visual expressions come from many different sources.</li> <li>• Reflect and discuss to help make decisions about own art works.</li> <li>• Identify sources of inspiration and describe decisions made in creating own art works.</li> <li>• Recognize, with guidance, how own visual images communicate non-verbally.</li> </ul>
Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons). CP2.8	<ul style="list-style-type: none"> <li>• Make basic decisions about own methods (e.g., scratching into the surface) and materials (e.g., fabrics, found objects).</li> <li>• Demonstrate safety, co-ordination, and skills in using simple visual art tools and materials.</li> <li>• Classify a large variety of lines using own words (e.g., wavy, jagged) and apply in own work.</li> <li>• Illustrate how secondary colours are created when combining two primary colours.</li> <li>• Investigate and illustrate how the same colour can be light or dark.</li> <li>• Classify different kinds of textures using own words (e.g., rough, smooth, soft) and apply observations to own work.</li> <li>• Classify different kinds of shapes using own words (e.g., rounded, lumpy, square) and apply to own work.</li> <li>• Identify basic forms such as cubes and spheres, and recognize that forms have space all around them.</li> <li>• Classify different kinds of patterns using own words (e.g., striped, dotted, mixed up) and apply to own work.</li> <li>• Identify examples of contrast in own surroundings and in art works.</li> <li>• Describe and represent the position of objects relative to other objects (e.g., space and size).</li> </ul>

## ARTS GRADE 2

### DANCE, DRAMA, MUSIC, VISUAL ART

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>CRITICAL/RESPONSIVE (CR)</b> K-12 Goal: Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, creativity, research, and collaborative inquiry.	
Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities. CR2.1	<ul style="list-style-type: none"> <li>• Describe or infer how art works are created for a variety of reasons.</li> <li>• Discuss, with guidance, how the arts tell something about the society or community in which they were created.</li> <li>• Recognize that an audience will not see or hear everything in an arts expression at first introduction.</li> <li>• Demonstrate sensitivity to differing responses and interpretations, recognizing that not everyone responds the same way to a work of art.</li> <li>• Investigate and describe how artists and their work affect our visual environment and other forms of daily interactions (e.g., graphic design, radio, media, clothing).</li> <li>• Investigate and discuss why arts expressions are created in various communities (e.g., purpose for traditional Ukrainian dances).</li> <li>• Respond to arts expressions in own communities, both verbally and non-verbally.</li> </ul>
Use inquiry and technology to investigate a variety of arts expressions. CR2.2	<ul style="list-style-type: none"> <li>• Use libraries, community resources, and the Internet as sources of information about artists and their work.</li> <li>• Investigate various arts expressions in own communities, throughout the world, and in different eras (e.g., pyramids, cathedrals, public sculptures) using technology.</li> <li>• Pose questions about the arts and determine which questions are compelling enough to investigate as a group (e.g., Who are the artists who live, or have lived, in our community? What does, or did, their work say about our community?).</li> <li>• Plan how to answer some or all of the questions posed as a whole group or in small groups.</li> <li>• Locate information about the arts from various sources (e.g., interviews, books, local resource people, the Internet).</li> <li>• Manage information discovered about the arts using different methods including technology (e.g., audio recorders, portfolios of pictures, word processors).</li> <li>• Document and share collaborative inquiry findings with other students or with a community audience.</li> </ul>
<b>CULTURAL HISTORICAL (CH)</b> K-12 Goal: Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.	
Identify key features of arts and cultural traditions in own community. CH2.1	<ul style="list-style-type: none"> <li>• Describe how, from earliest times, human beings have influenced their communities through the creation of arts expressions (e.g., architecture, music, theatre, storytelling, and dance).</li> <li>• Respond to a variety of arts expressions (e.g., contemporary, historical, cultural, and popular) in own communities (i.e., local, geographic, cultural).</li> <li>• Recognize there are a variety of arts expressions in Saskatchewan (e.g., film, dance, theatre, music, photography, graphic design, sculpture, architecture).</li> <li>• View and listen to the work of artists from various cultural groups.</li> <li>• Describe how people in own community participate in the arts in a variety of ways.</li> <li>• Investigate the arts and cultural traditions found in own community.</li> <li>• Describe and analyze key features of arts and cultural traditions found in own community (e.g., heritage dances, country music bands, children's theatre productions).</li> </ul>

## ARTS GRADE 2

### DANCE, DRAMA, MUSIC, VISUAL ART

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists. CH2.2	<ul style="list-style-type: none"> <li>• Compare differences among traditional arts expressions (e.g., Métis sash weaving, porcupine quillwork, and beadwork designs).</li> <li>• Investigate the distinct characteristics of First Nations and Métis dances and dance regalia including connections to history (e.g., historic banning of traditional dance and other cultural practices).</li> <li>• Identify characteristics of individual dance styles (e.g., grass dance vs. traditional or fancy dance, Métis jigging).</li> <li>• Identify characteristics of traditional music styles (e.g., traditional powwow music, Métis fiddling).</li> </ul>

## PHYSICAL EDUCATION GRADE 2

### Activity

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Select and perform <b>locomotor</b> skills involved in a variety of activities A2-1	<ul style="list-style-type: none"> <li>• Participate in a cross-country run, hike, walk or bike trip in a part or appropriate natural setting. Discuss the importance of preserving the environment and discuss the activities that do not disturb the natural environment (Alternative Environment)</li> <li>• Use small and large apparatus to set up stations, and use task cards to guide exploration of the themes of balance, travel, flight, takeoff and landing; e.g., using a low box and beat board, find ways to travel, mount, and dismount, showing different shapes or control in flight.(Types of Gymnastics)</li> </ul>
Select and perform <b>nonlocomotor</b> skills involved in a variety of activities A2-3	<ul style="list-style-type: none"> <li>• Perform a variety of shapes and balances using stillness; e.g., looking shapes, settling into stillness shrinking. Involve appropriate concepts, such as body bases-standing, sitting, kneeling, lying- and high, low, and medium levels of movement(Dance)</li> </ul>
Select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others A2-5	<ul style="list-style-type: none"> <li>• Create a target game, where one partner sends an object to the target and the other partner gives feedback on one or two aspects of form; e.g. trunk twists, eyes on target.(Games)</li> <li>• Use a variety of objects to practise throwing at a target; e.g. softballs, balloons, whiffle balls (Individual Activities)</li> </ul>
Select and perform basic skills in a variety of environments and using various equipment; A2-7	<ul style="list-style-type: none"> <li>• Pick up a ring from the bottom of a pool (Alternative Environment)</li> </ul>
Demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship A2-8	<ul style="list-style-type: none"> <li>• Create sequences of movement involving more than one concept, such as skipping in a zigzag- action and pathway- and matching a partner with a sideways gallop- action and relationship (Dance)</li> </ul>
Perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others A2-9	<ul style="list-style-type: none"> <li>• Practise simple movement sequences, focusing on more than one factor at a time; e.g. creep really slow, gently reaching each foot to the floor, sometimes travelling forward, sometimes sideways (Dance)</li> </ul>
Create and play body and space awareness games A2-10	<ul style="list-style-type: none"> <li>• Play tag games to increase awareness of locomotor patterns and personal space (Games)</li> </ul>
Apply basic rules and fair play while playing and learning the strategies of lead-up games A2-11	<ul style="list-style-type: none"> <li>• Create and play a net game, using the skills of catching a beanbag and throwing into an open space of a partner's court (Games)</li> </ul>
Select & perform basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space & relationships, to develop a sequence A2-12	<ul style="list-style-type: none"> <li>• Create a movement sequence that includes locomotor movements, landings and balance. (Types of Gymnastics)</li> </ul>
Select and perform basic skills of running, jumping, throwing in a variety of environments, and using various equipment; e.g. catching A2-13	<ul style="list-style-type: none"> <li>• Combine running and throwing skills to practise throwing a beanbag for distance (Individual Activities)</li> </ul>

## PHYSICAL EDUCATION GRADE 2

### Benefits Health

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Recognize that “energy” is required for muscle movement B2-1	<ul style="list-style-type: none"> <li>• Participate in a skating activity that is challenging and requires effort(Alternative Environment)</li> <li>• Take a pulse rate before, during and after vigorous exercises to recognize the effects of activity(Games)</li> </ul>
Describe ways to improve personal growth in physical abilities B2-2	<ul style="list-style-type: none"> <li>• Identify the skills and strategies of net and wall games that would improve own play(Games)</li> <li>• Identify ways to improve a gymnastic skill; e.g. tuck jump, cartwheel action, sustained balances(Types of Gymnastics)</li> </ul>
Experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities B2-3	<ul style="list-style-type: none"> <li>• Participate in an obstacle course, fun run or walk(Alternative Environment)</li> <li>• Rotate through stations involving flexibility( e.g., side splits) strength( e.g., climbing a rope), and endurance (e.g., animal walks/movements)( Types of Gymnastics)</li> </ul>
Identify personal physical attributes that contribute to physical activity B2-4	<ul style="list-style-type: none"> <li>• Perform a simple folk dance, and identify what skills are needed to do the dance well. Practise those skills on their own. For example, if marching is involved, practise marching and focus on the key elements, such as keeping rhythm, high knees and head up.(Dance)</li> </ul>
Describe how the body benefits from physical activity B2-6	<ul style="list-style-type: none"> <li>• Participate in a walk and jog program, increasing distance over time; e.g., a run for fun, cross-country. Monitor changes in performance; e.g., time, ease to complete the course (Individual Activities)</li> </ul>
Identify changes that take place in the body during physical activity B2-7	<ul style="list-style-type: none"> <li>• Identify thirst and changes in skin temperature and heart speed after an activity as indicators of exertion. (Individual Activities)</li> </ul>
Understand the connections between physical activity and emotional well-being; e.g. Feels good B2-8	<ul style="list-style-type: none"> <li>• Skip rope and demonstrate strategies to be more successful; e.g., shorten the rope or use a different type of rope. Identify the change in feeling from frustration to pride (Individual Activities)</li> </ul>
<b>Cooperation</b>	
Identify and demonstrate respectful communication skills appropriate to context C2-1	<ul style="list-style-type: none"> <li>• Express positive comments and display appropriate body language during partner dances(Dance)</li> <li>• Listen to and work with the ideas of a partner to design and perform a sequence (Types of Gymnastics)</li> </ul>
Identify and describe etiquette and fair play C2-3	<ul style="list-style-type: none"> <li>• Observe a partner’s performance and offer positive, reinforcing feedback (Types of Gymnastics)</li> </ul>
Accept responsibility for assigned roles while participating in physical activity C2-4	<ul style="list-style-type: none"> <li>• Demonstrate the importance of working together and assuming different responsibilities to achieve a common goal while engaging in cooperative games; e.g., parachute games, initiative tasks(Games)</li> </ul>
Display a willingness to play cooperatively with others of various abilities, in large or small groups C2-5	<ul style="list-style-type: none"> <li>• Create games in the snow and encourage classmates to be active and involved(Alternative Environment)</li> <li>• Select a partner with whom you have not worked recently to do partner work. Use cooperative language during dance activities(Dance)</li> <li>• Work together in small groups to develop jump-rope and tinikling routines. Tinikling is a game/ dance with long bamboo poles (Individual Activities)</li> </ul>

## PHYSICAL EDUCATION GRADE 2

### Do it daily...for Life!

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Express a willingness to participate regularly in physical education class D2-1	<ul style="list-style-type: none"> <li>• Make a list of games learned in physical education that could be played at recess or at home; e.g., tag games, skipping games, tarmac games(Games)</li> <li>• Chart the number of laps run around a course over a period of time (Individual Activities)</li> </ul>
Identify personal factors that encourage movement D2-2	<ul style="list-style-type: none"> <li>• Identify places in the community where it is safe to play (Types of Gymnastics)</li> <li>• Participate in novel or creative activities that reflect current trends; e.g., hip-hop dance (Individual Activities)</li> </ul>
Demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity D2-3	<ul style="list-style-type: none"> <li>• Hear and anticipate changes in more complex pieces of music, and be able to respond accordingly with the movement ideas being explored; e.g. differentiate between chorus and verses(Dance)</li> </ul>
Demonstrate and participate in safe warm-up and cool-down activities D2-4	<ul style="list-style-type: none"> <li>• Run, jump and land in and around the equipment, as a warm-up, and stretch at the beginning and end of class. (Types of Gymnastics)</li> </ul>
Demonstrate moving safely and sensitively in various environments; e.g., modified games D2-5	<ul style="list-style-type: none"> <li>• Skate at a local outdoor/indoor rink. Review safety equipment and procedures(Alternative Environment)</li> </ul>
Practise setting a short-term goal related to positive effort to participate in a physical activity D2-6	<ul style="list-style-type: none"> <li>• With a partner, set a goal to try and reach together; e.g., when using a badminton racquet, how many hits can be made consecutively to keep a balloon off the ground. Do the activity again but try to beat the original score.(Games)</li> <li>• Complete an obstacle course, traveling over and under gymnastic equipment throughout the gymnasium. Complete the course twice and focus on an improvement goal; e.g., not touching parts of the equipment (Types of Gymnastics)</li> <li>• Run and jump—one-foot takeoff, two-foot landing—in the sand and on grass. Measure distances and set personal goals. (Individual Activities)</li> </ul>
Identify ways to change an activity to make it a challenge based on personal abilities D2-7	<ul style="list-style-type: none"> <li>• Make a rule or equipment change to an activity that will allow everyone to be challenged, regardless of ability(Alternative Environment)</li> <li>• Explore dance concepts through another subject area; e.g. science- bugs in dance; explore the movement characteristics of a couple of insects, including such things as rhythm, pathway of travel, flight and landing and jumping patterns. Develop an individual or partner sequence showing these characteristics(Dance)</li> <li>• Participate in a small-group game and think of one way to make the game more challenging, then use the ideas(Games)</li> <li>• Practise jumping and landing from a height, and add a shape while in the air; e.g. star shape, tuck shape, and skateboarder moves (Types of Gymnastics)</li> </ul>
Identify types of physical activities people choose within the community D2-8	<ul style="list-style-type: none"> <li>• Create a bulletin board of physical activities that occur in the neighbourhood. Divide the bulletin board into four quarters, representing the different seasons(Alternative Environment)</li> </ul>
Make appropriate movement choices considering personal space, safety, ability, and the surrounding environment D2-9	<ul style="list-style-type: none"> <li>• Take turns leading one warm-up game each day(Alternative Environment)</li> </ul>

## ICT – GRADE 2- EMERGING (PRE K TO GRADE 3)

### Cognitive Domain

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
<b>Plan and Question</b>		<b>Supporting Skills</b>
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Recalls and or records prior knowledge and asks topic-related questions</li> <li>• Follows given plans</li> </ul>	
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Constructs how and why questions, predictions, hunches, educated guesses and hypotheses and identifies information needs</li> </ul>	
	<ul style="list-style-type: none"> <li>• Adapts given electronic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Moves text and images</li> <li>• Inserts and edits text, data, images, sound, video and or formulas</li> <li>• Formats text, images, graphs, and tables using toolbar icons, menu options, and or keyboard shortcuts</li> <li>• Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes</li> <li>• Formats page layout</li> <li>• Customizes the template of a graphic organizer, table, multimedia presentation, spreadsheet, and/or database</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Evaluates original inquiry questions and creates new questions for future inquiry</li> </ul>	
	<ul style="list-style-type: none"> <li>• Designs own electronic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Manages electronic files and folders</li> <li>• Moves data between applications</li> <li>• Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>

## ICT - GRADE 2- EMERGING (PRE K TO GRADE 3)

### Cognitive Domain

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
<b>• Gather and Make Sense</b>	<b>• Supporting Skills</b>	
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Finds and collects information from given media sources</li> </ul>	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Prints files</li> <li>• Browses multimedia</li> <li>• Searches the Internet using teacher-selected search engines and keywords</li> <li>• Sends and receives text messages and electronic files using rules of etiquette</li> <li>• Manipulates input devices</li> <li>• Selects and uses peripherals to find, record, manipulate, save, print, and/or display information</li> </ul>
	<ul style="list-style-type: none"> <li>• Identifies sources of information and provides bibliographic/reference data</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and presses keys on the keyboard</li> <li>• Inserts hyperlinks to electronic sources</li> </ul>
	<ul style="list-style-type: none"> <li>• Records data or makes notes on gathered information and ideas using given categories and given ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Navigates within an application</li> <li>• Moves data between applications</li> <li>• Recognizes and presses keys on the keyboard</li> <li>• Inserts and edits text, data, images, sound video and/or formulas</li> </ul>
	<ul style="list-style-type: none"> <li>• Collects primary data using electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Captures digital data</li> </ul>
	<ul style="list-style-type: none"> <li>• Questions whether information from media sources is real, useful, and/or distracting</li> </ul>	
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Refines information searches using a variety of media sources</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates within an application</li> <li>• Browses the Internet</li> <li>• Chooses /uses search engines &amp; own keywords</li> <li>• Refines searches using Boolean logic</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Investigates currency, authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast media</li> </ul>
	<ul style="list-style-type: none"> <li>• Categorizes information using the ICT suitable for the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates within an application</li> <li>• Moves data between applications</li> <li>• Transfers ICT knowledge to new applications</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyzes if info from media sources is sufficient, suitable for purpose/audience</li> </ul>	
	<ul style="list-style-type: none"> <li>• Analyzes whether information from media sources has been manipulated</li> </ul>	
<b>Synthesize Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Incorporates new information with prior knowledge and adjusts inquiry strategies</li> </ul>	
	<ul style="list-style-type: none"> <li>• Assesses textual, numerical, aural, and visual info, and sources of the media, to verify context, perspective, bias, motive</li> </ul>	

## ICT - GRADE 2- EMERGING (PRE K TO GRADE 3)

### Cognitive Domain

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Produce to Show Understanding	Supporting Skills	
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Participates in establishing criteria for student – created electronic work</li> <li>• Composes text, records, sound, sketches images, graphs, data, and/or creates video</li> <li>• Edits electronic work according to established criteria, conventions, and/or standards</li> </ul>	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Navigates within an application</li> <li>• Manipulates input devices</li> <li>• Recognizes and presses keys on the keyboard</li> <li>• Moves text and images</li> <li>• Draws images using electronic tools</li> <li>• Inserts and edits texts, data, images, sound, video, and/or formulas</li> <li>• Recalls ICT vocabulary in context</li> <li>• Uses ICT vocabulary in context</li> <li>• Prints files</li> <li>• Navigates between applications</li> <li>• Sends and receives text messages and electronic files using rules of etiquette</li> <li>• Transfers ICT knowledge to new applications</li> <li>• Inserts and edits texts, data, images, sound, video, and/or formulas</li> <li>• Formats text, images, graphs, tables using toolbar icons, menu options, keyboard shortcuts</li> <li>• Edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes</li> <li>• Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Selects suitable ICT application and/or device to create electronic work and explains the selection</li> <li>• Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback and personal preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and presses keys on the keyboard</li> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Formats text, images, graphs, and tables using toolbar icons, menu options, and/or keyboard shortcuts</li> <li>• Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes</li> <li>• Inserts hyperlinks to electronic sources</li> <li>• Formats page layout</li> <li>• Customizes template of graphic organizer, table, multimedia presentation, spreadsheet, database</li> <li>• Analyzes the intended use of images/video, and edits images/video using photo/video-editing software</li> <li>• Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>

## ICT - GRADE 2- EMERGING (PRE K TO GRADE 3)

### Cognitive Domain

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
<b>Produce to Show Understanding</b>		<b>Supporting Skills</b>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>Solves problems, reaches conclusions, makes decisions, and/or proposes answers to questions by analyzing data/information and concepts using ICT devices and/or applications</li> </ul>	<ul style="list-style-type: none"> <li>Navigates within an application</li> <li>Moves data between applications</li> <li>Transfers ICT knowledge to new applications</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>Designs and creates non-sequenced ICT representations</li> </ul>	<ul style="list-style-type: none"> <li>Moves data between applications</li> </ul>
	<ul style="list-style-type: none"> <li>Self-assesses ICT representations to go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose and occasion</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Communicate</b>		<b>Supporting Skills</b>
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>Displays and/or discusses electronic work</li> </ul>	<ul style="list-style-type: none"> <li>Logs on and off ICT devices</li> <li>Opens applications and files</li> <li>Navigates within an application</li> <li>Manages electronic files and folders</li> <li>Manipulates input devices</li> <li>Recognizes and presses keys on the keyboard</li> <li>Selects and uses peripherals to find, record, manipulate, save, print, and/or display information</li> </ul>
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>Discusses information, ideas, and/or electronic work using tools for electronic communication</li> </ul>	<ul style="list-style-type: none"> <li>Sends and receives text messages and electronic files using rules of etiquette</li> </ul>
<b>Synthesize Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>Adjusts communication based on self-evaluation and feedback from a global audience</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Reflect</b>		<b>Supporting Skills</b>
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>Participates in guided conferences to think about using ICT to learn</li> </ul>	<ul style="list-style-type: none"> <li>Uses ICT vocabulary in context</li> </ul>
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Synthesize - Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>Self-monitors learning goals, reflects on the value of ICT to complete learning tasks, and sets personal goals for using ICT to learn</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## ICT – GRADE 2- EMERGING (PRE K TO GRADE 3)

### Affective Domain

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
<b>Ethics and Responsibility</b>		
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Respects ICT equipment and personal technology space of other ICT users</li> <li>• Recognizes guidelines for safety and security</li> <li>• Recognizes the need to acknowledge authorship of intellectual property</li> <li>• Identifies possible health issues associated with using ICT</li> </ul>	
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Applies school division’s acceptable-use policy for ICT</li> <li>• Applies safety guidelines when communicating electronically</li> <li>• Explains consequences of unethical behaviour</li> <li>• Applies guidelines for ethical and responsible use of ICT</li> </ul>	
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Evaluates effects of personal ICT behaviour on others</li> <li>• Weights personal benefits and risks of using ICT</li> </ul>	
<b>Social Implications</b>		
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Identifies uses of ICT at home, at school, at work, and in the community</li> <li>• Relates societal consequences of ethical and unethical use of ICT</li> <li>• Chooses appropriate times and places to use wireless games and/or communication devices</li> </ul>	
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Analyzes current trends in ICT to predict effects of emerging technologies</li> <li>• Analyzes various ICT skill and competency requirements’ for personal career choices</li> <li>• Analyzes advantages and disadvantages of ICT use in society</li> </ul>	
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Weighs society’s right to information access against right to individual privacy</li> <li>• Weighs benefits versus risks to society of creating new ICTs</li> </ul>	
<b>Collaboration</b>		
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures</li> </ul>	
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Collaborates with peers to accomplish self-directed learning with ICT in various settings</li> <li>• Collaborates with others over distance using ICT</li> </ul>	
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Leads a group in the process of collaborative learning</li> <li>• Weighs benefits and challenges of collaborating on learning with ICT</li> </ul>	
<b>Motivation and Confidence</b>		
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Demonstrates confidence and self-motivation while doing ICT tasks alone and with others</li> <li>• Recognizes ICT problems and seeks assistance to solve them</li> <li>• Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems</li> </ul>	
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Investigates ICT problems and applies strategies to solve them</li> <li>• Preserves in working through complex ICT problems using higher-level thinking skills</li> </ul>	
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Synthesizes knowledge and information to solve unique ICT problems</li> </ul>	

## AAT WRITING & READING GRADE 3 TEST BLUEPRINT

<b>AAT Part A Writing –Test Blueprint</b>		
<b>Reporting Category</b>	<b>Looking For...</b>	<b>Description of Writing Assignments</b>
<b>Content</b> (selecting ideas and details to achieve a purpose)	Students select appropriate details to describe events and characters. Events and/or actions should be plausible within the context established by the writer.	A picture prompt is presented to students. The picture is designed to help stimulate the students' imagination and direct their writing. Before students discuss the picture prompt and organize their ideas on the planning pages provided, the test description, instructions, and information about the picture prompt are read out loud
<b>Organization</b> (organizing ideas and details into a coherent whole)	Students use a variety of sentence types and structure appropriately.	
<b>Sentence Structure</b> (structuring sentences effectively)	Students use a variety of sentence types and structure appropriately	
<b>Vocabulary</b> (selecting and using words and expressions correctly and effectively)	Students use words and expressions appropriately and effectively.	
<b>Conventions</b> (using the conventions of written language correctly and effectively)	Students communicate clearly by adhering to appropriate spelling, punctuation, and capitalization	
<b>Content and Organization are weighted to be worth twice as much as each of the other categories</b>		
<b>AAT Part B Reading –Test Blueprint</b>		
<b>Reporting Category</b>	<b>Able To...</b>	<b>Types of Reading Passages</b>
<b>Understanding Main Ideas / Details</b>	The students should be able to identify key details and main ideas, differentiate between main and supporting characters, recognize character motivation and explicit relationships between events and characters, and categorize ideas.	There are two types of reading passages on the Grade 3 AAT: informational texts and narrative/poetic texts. Stories and poems comprise almost 68% of the test.
<b>Organization of Ideas and Relationships Between Form and Content</b>	The student should be able to identify genre (stories, poetry, plays, reports, and articles), organize features of story structure, use text and typographical features, recognize authors' techniques, and determine an author's purpose.	
<b>Associating Meaning</b>	The student should be able to associate meanings of words, expressions, and literary devices from prior knowledge and contextual clues.	
<b>Synthesizing Ideas</b>	The student should be able to draw conclusions by relating what is known to new information, add assess the plausibility of ideas and situations in literature.	

**AAT MATH GRADE 3  
TEST BLUEPRINT**

<b>Description</b>	<b>Multiple Choice (MC) Questions</b>	<b>Proportion of MC Questions per Strand</b>
<p style="text-align: center;"><b>Number</b></p> <p>Develop and demonstrate number sense for whole numbers 0 to 1000 and understand fractions as part of a whole.</p> <p>Develop and demonstrate personal strategies when applying arithmetic operations (addition, subtraction, multiplication or division) on whole numbers to create and solve problems.</p> <p>Justify the personal strategies used to solve problems.</p>	<b>18</b>	<b>45%</b>
<p style="text-align: center;"><b>Patterns and Relations</b></p> <p>Investigate, identify, and communicate rules for numerical and non-numerical patterns, in order to describe the world and to solve problems.</p> <p>Represent, solve, and communicate an addition or subtraction equation with one unknown number</p>	<b>8</b>	<b>20%</b>
<p style="text-align: center;"><b>Shape and Space</b></p> <p>Estimate, measure, and compare, using personal referents and standard units of measurement to solve problems.</p> <p>Describe, classify, construct, and relate 3-D objects and 2-D shapes</p>	<b>10</b>	<b>25%</b>
<p style="text-align: center;"><b>Statistics and Probability</b></p> <p>Collect, organize, and interpret data in a variety of ways to solve problems.</p> <p>Construct, label, and interpret bar graphs to solve problems.</p>	<b>4</b>	<b>10%</b>
<b>Number of Questions</b>	<b>40</b>	<b>40</b>
<b>Percent of Test</b>	<b>100%</b>	<b>100%</b>