

GRADE 2 – LEARNING OUTCOMES

LANGUAGE ARTS

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Oral Language (Speaking and Listening)	
Can you share ideas relevant to activities and discussions (e.g., structured A/B partners, informal partner-talk, brainstorming, etc.)?	
Can you use conversational language, including increasingly specific vocabulary, to describe objects, events, and feelings?	
Can you ask pertinent questions to clarify or extend understanding, or to ask for assistance?	
Can you suggest solutions for problems in stories, or real life situations?	
Can you listen respectfully and respond appropriately to others' contributions (e.g., take conversational turns as speaker and listener)?	
Do you use speaking and listening to sustain imaginative play?	
Can you determine a purpose for speaking and presenting (e.g., to tell a story, show-and-tell)?	
Can you offer opinions and provide reasons?	
Can you tell and retell a story in a coherent sequence?	
Using the pictures, can you tell what happened in the story?	
Can you generally stay on topic when discussing presented information?	
Can you provide an introduction to the topic and supporting details?	
Can you speak clearly and at an appropriate pace for informal and formal presentations?	
Can you determine a purpose for listening?	
Can you tell or retell about one important idea or piece of information you learned (offering new words or facts you have learned)?	
Can you join in choral refrain (e.g., poem, chant)?	
Can you follow oral instructions and demonstrations to complete a multi-step task (e.g., following three-step directions, retell main points)?	
Can you make connections to personal and shared ideas and experiences (e.g., listen and add to partner's ideas)?	
Can you practice answering questions about the topic prior to presentation?	
Can you present information in a clear and logical manner?	
Can you adjust the volume and the tone of your voice (e.g. reduce volume in pairs or small group activities, speak loudly enough for others to hear when sharing information)?	
Can you summarize what a speaker has said to confirm or clarify meaning?	
Can you talk about new words and ideas with others?	
Can you demonstrate vocabulary development using familiar words introduced in texts?	
Can you make reasonable predictions about what to expect of a text?	
Can you make personal connections with a text (e.g., how your family compares with a family in a story) and elaborate when prompted?	
Can you show a knowledge of story structure by describing characters and events (e.g., answer "who," "what," "where," and "why" questions; identify beginning, middle, and end of story)?	
Can you select a personally significant idea from a text and describe why it is significant?	
Can you identify similarities and differences in information from more than two sources (e.g. (e.g., two versions of a fairy tale, folk tale, movie, book)?	
Can you provide an example of cause and effect?	
Can you suggest alternative ideas when problem solving?	
Can you provide ideas on ways to work toward a personal goal (e.g., speak clearly, face the	

audience, use interesting words, do not interrupt, etc.)?	
Can you stay focused on the topic?	
Can you use statements, commands, and questions (may occasionally make some errors in syntax or word choice)?	
Can you use pronouns appropriately (errors do not interfere with meaning)?	
Can you present ideas clearly (e.g., speak loudly enough, face audience)?	
Can you clap the parts (syllables) of a word as you say it slowly?	
Can you find some words that have prefixes, suffixes, or are compound words?	
Can you identify rhyming words in simple poems or songs?	
Can you identify story openings (e.g., "Once upon a time...") and endings (e.g., "...and they lived happily ever after.")?	
Reading and Viewing	
Can you engage in shared reading activities (e.g., buddy, readers' theatre, varied forms of choral reading, etc.)?	
Can you describe similarities and differences among texts and among genres?	
Can you change voice inflection in response to written cues, punctuation marks, or words that evoke emotion?	
Can you use basic 'text features' (e.g., titles, captions, illustrations, contents page) to help locate information?	
Can you record some accurate information under categories or headings provided by teacher (e.g., food, habitat)?	
Can you follow simple written directions (e.g., to recreate a simple craft, follow a recipe, follow a "shape of the day" plan)?	
Can you choose an appropriate level of text on your own, reading aloud with fluency, expression, and comprehension?	
Can you read silently, showing sustained focus for increasingly longer periods of time (15 to 20 minutes)?	
Can you read and reread selected passages to an adult, peer, or buddy and receive feedback?	
Can you monitor and self-correct by rereading, reading-on (e.g. reading past an unknown word and coming back to it), using context and picture cues, sounding out the word, looking for the little word in the big one?	
Can you state a purpose for reading or viewing the selection (e.g. finding information, enjoying the story, remembering the events, learning about the character, etc.)?	
Can you identify reading strategies good readers or viewers use during reading (e.g., chunking text, reading on, asking questions, using phonics or graphophonics to decode unknown words, rereading to confirm meaning, checking whether text sounds right, looks right, and makes sense)?	
Can you use pictures, diagrams, charts, graphs, context cues, sense of story, and prior knowledge to make ongoing predictions and confirm meaning?	
Can you recognize an increasing number of high-frequency words (up to 300)?	
Can you compare ideas to predictions made earlier about the text?	
Can you discuss the author's message and main idea?	
Can you create a representation including detail (e.g. draw a picture, dramatize a section, create a new page for a story)?	
Can you compare the qualities of two characters?	
Can you set a goal for your future reading (e.g. read with expression, visualize)?	
Can you recognize and comprehend basic print conventions and frequently used 'text features' (e.g. period, exclamation mark, question mark, quotation marks, bold face, capitalized words such as "STOP")?	
What is the difference between a period, question mark and an exclamation mark?	
Can you identify characteristics of stories (e.g. beginning, middle, and end; basic story elements such as character, setting, events, problem or conflict, solution)?	
How can you tell the difference between a story and an information book?	
Writing and Representing	
Can you create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and impromptu writing) that demonstrate	

<p>the following criteria:</p> <ul style="list-style-type: none"> – makes sense and focuses on a central idea, image, or feeling – offers a series of related details that reflect something learned or experienced (e.g., response to a guest speaker, poem read to class) – includes a number of sentences on one topic - features text and pictures but writing can be understood without visual support – shows beginning use of “book language” rather than “talk written down” – features a few choice words, details, and some interesting images – shows some evidence of individuality in text and pictures – captures a general mood such as happy, sad, or mad - evidences some variety in sentence beginnings – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – shows beginning use of effective transitions between words and between ideas – features paragraphs although paragraph divisions may be inconsistent – generally includes an ending? 	
<p>Can you create informational writing and representations (e.g., expository writing such as lists, graphs, charts, reports, instructions, and impromptu writing) that demonstrate the above criteria and the following criteria:</p> <ul style="list-style-type: none"> – features some precise content area nouns (e.g., stamen) combined with generic nouns (e.g., flower) – contains a few choice words, interesting images, and some detail – evidences a variety of sentence types, lengths, and structures such as simple and compound – uses text structures appropriate to form or genre – begins to show awareness of form (e.g., instructions look like instructions) – features a generally logical sequence – includes clear headings that are helpful for the reader – includes a title that signals the topic? 	
<p>Can you create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and impromptu writing) that demonstrate the above criteria and following criteria:</p> <ul style="list-style-type: none"> – makes sense and focuses on a central idea, image, or mood – features a focused topic that shows imagination – includes, when in story form, characters, setting, and a situation that needs to be resolved – when in poetic form, presents image or mood that is enhanced by relevant details – includes a number of sentences or poetic lines on one topic - features pictures and text working but writing can be understood without visual support – demonstrates a sense of sentence pattern or poetic form, as appropriate, when read aloud – includes simple and compound sentence structures that vary in length – creates images through some experimentation with new and sensory words – uses descriptive nouns (e.g., cedar) and some powerful verbs (e.g., burst instead of broke) – imitates features of writing from books read and stories heard – uses text structures appropriate to form or genre – evidences the beginning of effective transitions between ideas (e.g., through the use of “and,” “but,” “then”) – includes attempts to use a variety of sentence beginnings that signal the topic – includes dialogue which is usually logical? 	
<p>Can you contribute to group discussions to generate criteria about what makes good writing and representing (e.g., great story beginnings, narrowing the topic, examining anonymous writing samples), and check your work against the criteria?</p>	
<p>Can you set a purpose for writing and representing, and identify an audience (e.g., thank-you note, poem for a special occasion)?</p>	
<p>Can you generate ideas for writing and select a topic of personal interest (e.g., engage in brainstorming sessions and partner-talk)?</p>	
<p>Can you make visual and written plans (e.g., graphic organizer, storyboard)?</p>	
<p>Can you gather information in preparation for writing and representing by drawing on personal interest or prompts (e.g., talk with others; interview informed people; use books, labels, charts and diagrams; watch videos; sketch ideas; or make lists to sequence events)?</p>	

Can you use webs, lists, or charts to prompt your writing?	
Can you create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences of different lengths)?	
Can you talk about your writing and representing and the work of others?	
Can you engage in editing a piece of writing (e.g., using a proofreading guide with a buddy or independently; by reading work aloud; checking spelling by referring to word walls, personal dictionaries, and primary dictionaries)?	
Can you develop an understanding of the difference between editing and revising?	
Can you share and publish selected texts (e.g. oral presentations, stories, family newsletter)?	
Can you write a response to an author or illustrator?	
Can you use new vocabulary to create a response?	
Can you dramatize a story through a puppet play?	
Can you talk about your strengths and set goals for future writing and representing (e.g. complete a self-assessment rubric)?	

ARITHMETIC/MATHEMATICS

Number Concepts	
Can you extend a given skip counting sequence (by 2s, 5s, or 10s) forward and backward?	
Can you skip count by 10s, given any number from 1 to 9 as a starting point?	
Can you identify and correct errors and omissions in a given skip counting sequence?	
Can you count a given sum of money with pennies, nickels or dimes (to 100¢)?	
Can you count quantity using groups of 2s, 5s, or 10s and counting on?	
Can you use concrete materials or pictorial representations to determine if a given number is even or odd?	
Can you identify even and odd numbers in a given sequence, such as in a hundred chart?	
Can you sort a given set of numbers into even and odd?	
Can you indicate a position of a specific object in a sequence by using ordinal numbers up to tenth?	
Can you compare the ordinal position of a specific object in two different given sequences?	
Can you represent a given number using concrete materials, such as ten frames and base ten materials?	
Can you represent a given number using coins (pennies, nickels, dimes, and quarters)?	
Can you represent a given number using tallies, pictures?	
Can you represent a given number using expressions (e.g., $24 + 6$, $15 + 15$, $40 - 10$)?	
Can you read a given number (0–100) in symbolic or word form?	
Can you record a given number (0–20) in words?	
Can you 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?	
Can you identify errors in a given ordered sequence?	
Can you identify missing numbers or errors in a given hundred chart?	
Can you estimate a given quantity by comparing it to a referent (known quantity)?	
Can you estimate the number of groups of ten in a given quantity using 10 as a referent?	
Can you select between two possible estimates for a given quantity and explain the choice?	
Can you 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)?	
Can you 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?	
Can you 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)?	
Can you 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?	
Can you illustrate using proportional base 10 materials that a given numeral consists of a certain number of tens and a certain number of ones?	
Can you explain why the value of a digit depends on its placement within a numeral?	
Can you add zero to a given number and explain why the sum is the same as the addend?	
Can you subtract zero from a given number and explain why the difference is the same as the	

given number?	
Can you model addition and subtraction using concrete materials or visual representations and record the process symbolically?	
Can you create an addition or a subtraction number sentence and a story problem for a given solution?	
Can you solve a given problem involving a missing addend and describe the strategy used?	
Can you solve a given problem involving a missing minuend or subtrahend and describe the strategy used?	
Can you match a number sentence to a given missing addend problem?	
Can you match a number sentence to a given missing subtrahend or minuend problem?	
Can you add a given set of numbers in two different ways, and explain why the sum is the same, (e.g., $2 + 5 + 3 + 8 = (2 + 3) + 5 + 8$ or $5 + 3 + (8 + 2)$)?	
Can you explain the mental mathematics strategy that could be used to determine a basic fact, such as doubles, doubles plus one or doubles take away one?	
Can you use and describe a personal strategy for determining a sum to 18 and the corresponding subtraction?	
Patterns and Relations (Patterns)	
Can you identify the core of a given repeating pattern?	
Can you describe and extend a given double attribute pattern?	
Can you explain the rule used to create a given repeating non-numerical pattern?	
Can you predict an element in a given repeating pattern using a variety of strategies?	
Can you predict an element of a given repeating pattern and extend the pattern to verify the prediction?	
Can you 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)?	
Can you represent a given increasing pattern concretely and pictorially?	
Can you identify errors in a given increasing pattern?	
Can you explain the rule used to create a given increasing pattern?	
Can you create an increasing pattern and explain the pattern rule?	
Can you represent a given increasing pattern using another mode (e.g., colour to shape)?	
Can you solve a given problem using increasing patterns?	
Can you identify and describe increasing patterns in the environment (e.g., house/room numbers, flower petals, book pages, calendar, pine cones, leap years)?	
Can you determine missing elements in a given concrete, pictorial or symbolic increasing pattern and explain the reasoning?	
Patterns and Relations (Variables and Equations)	
Can you determine whether two given quantities of the same object (same shape and mass) are equal by using a balance scale?	
Can you construct and draw two unequal sets using the same object (same shape and mass) and explain the reasoning?	
Can you demonstrate how to change two given sets, equal in number, to create inequality?	
Can you choose from three or more given sets the one that does not have a quantity equal to the others and explain why?	
Can you determine whether two sides of a given number sentence are equal or not equal and write the appropriate symbol?	
Can you model equalities using a variety of concrete representations and record the equality?	
Can you model inequalities using a variety of concrete representations and record the inequality?	
Shape and Space (Measurement)	
Can you read a date on a calendar?	
Can you name and order the days of the week?	
Can you communicate that there are seven days in a week and twelve months in a year?	
Can you determine whether a given set of days is more or less than a week?	
Can you identify yesterday's/tomorrow's date?	
Can you identify the month that comes before and after a given month and order the months of the year?	

Can you 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?	
Can you explain why one of two given non-standard units may be a better choice for measuring the length and/or mass of an object?	
Can you select a non-standard unit for measuring the length or mass of an object and explain why it was chosen?	
Can you estimate, measure, and record the length, height, distance around, or mass (weight) of a given object using non-standard units?	
Can you compare and order the measure of two or more objects in ascending or descending order and explain the method of ordering?	
Can you explain why overlapping or leaving gaps does not result in accurate measures?	
Can you 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?	
Can you estimate and measure, using non-standard units, a given length that is not a straight line?	
Can you measure a given object, change the orientation, re-measure, and explain the results?	
Shape and Space (3-D Objects and 2-D Objects)	
Can you determine the differences between two given pre-sorted sets and explain the sorting rule?	
Can you identify and name two common attributes of items within a given sorted group?	
Can you sort a given set of 2-D shapes (regular and irregular) according to two attributes and explain the sorting rule?	
Can you sort a given set of 3-D objects according to two attributes and explain the sorting rule?	
Can you identify common attributes of cubes, spheres, cones, cylinders, and pyramids from given sets of the same 3-D objects?	
Can you identify and describe given 3-D objects with different dimensions and/or orientations?	
Can you create and describe a representation of a given 3-D object using materials such as modeling clay?	
Can you identify examples of cubes, spheres, cones, cylinders, and pyramids found in the environment?	
Can you sort a given set of 2-D shapes and explain the sorting rule?	
Can you identify common attributes of triangles, squares, rectangles, and circles from given sets of the same type of 2-D shapes?	
Can you identify given 2-D shapes with different dimensions and/or orientations?	
Can you create a model to represent a given 2-D shape?	
Can you create a pictorial representation of a given 2-D shape?	
Can you 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?	
Can you name the 2-D faces of a given 3-D object?	
Statistics and Probability	
Can you formulate a question that can be answered by gathering information about self and others?	
Can you organize data as it is collected using concrete objects, tallies, checkmarks, charts, or lists?	
Can you answer questions using collected data?	
Can you determine the common attributes of concrete graphs by comparing a given set of concrete graphs?	
Can you determine the common attributes of pictographs by comparing a given set of pictographs?	
Can you answer questions pertaining to a given concrete graph or pictograph?	
Can you create a concrete graph to display a given set of data and draw conclusions?	
Can you create a pictograph to represent a given set of data using one-to-one correspondence?	
Can you solve a given problem by constructing and interpreting a concrete graph or pictograph?	

SCIENCE

Processes of Science	
Can you observe, record and make sensory comparisons?	
Can you provide comprehensive explanations based on observations made or facts learned (e.g. "The best shape for a boat is...")?	
Can you draw specific conclusions based on observations (e.g. water is being wasted – protect our water)?	
With support, can you observe and accurately record a specific process (e.g. a plant developing from a seed)?	
Can you predict several likely recurrences not yet observed in other similar situations (e.g. after seeing how a plant develops from a seed, recognize that the same type of development can be expected from other, different plant seeds)?	
Life Science – Animal Growth and Changes	
Can you describe and illustrate in detail the appearances and behaviour of familiar animals?	
Can you identify and compare similarities and differences between animals?	
Can you compare and illustrate different types of animal life cycles?	
Can you accurately list a group of animals that hibernate, migrate, or change coat to respond to the conditions encountered in the different seasons?	
Can you identify the effects of a decline in a specific animal population (e.g. species extinction)?	
Can you identify from historical sources how animals were part of the lives of Aboriginal peoples (e.g. bear; fur for warmth during the winter, bones for tools)?	
Can you illustrate in detail how animals help to meet the needs of local Aboriginal peoples (e.g. seal oil and meat on the West Coast, eagle feathers in ceremonies)?	
Can you make a comprehensive food web of items that can be obtained from a particular animal (e.g. leather, meat, milk)?	
Can you identify things that are essential for the survival of an animal (e.g. water, food, shelter)?	
With support, can you illustrate ways in which animals contribute to the environment (e.g. interdependence of food chains, nutrients for soil)?	
Physical Science: Properties of Matter	
Can you observe and accurately list the properties of each state of matter (eg. solid: stays the same shape, visible, you can feel it; liquid: changes shape, fills and stays in the bottom of a container, may be visible or invisible; gas: changes shape, can escape from a container, generally invisible)?	
Can you conduct experiments on the properties of water (e.g. freezing, melting, evaporation)?	
Can you observe and accurately record changes during experiments?	
Can you describe in detail the results of your observations and investigations?	
Can you interpret your observations and answer specific questions (e.g. will cold water freeze faster than hot water?)?	
Can you conduct experiments on the interactions of liquids and solids (e.g. sink, float or dissolve)?	
Earth and Space Science	
Can you list the properties of air (expands or contracts; generally invisible) and water (e.g. changes state, shaped by container)?	
Can you identify the main components of soil (e.g. sand, rocks, clay, etc.)?	
Can you illustrate and accurately label the parts of the water cycle?	
Can you define and describe the processes of evaporation, condensation, and erosion?	
With support, can you create a micro environmental system, inferring possible consequences of changes in that ecosystem?	
Can you describe in detail how living things depend on air, water, and/or soil?	

SOCIAL STUDIES

Skill and Processes of Social Studies	
Can you use cardinal directions to identify relative locations on simple maps (e.g. my home is north of the park)?	
Can you use cardinal directions to follow a simple map to a specific location?	
Can you interpret symbols and legends on maps to identify given locations in the community (e.g. library, roads, railways, playgrounds, museums) using cardinal directions?	
Can you create simple maps of familiar locations (e.g. home, park)?	
Can you place appropriate titles on your map?	
Can you list a variety of information sources (e.g. library, books, magazines, family members, internet, video, person experiences)?	
Can you use simple graphic organizers (charts, webs, 5Ws [who, what, where, when, why]) to record relevant information from selected sources?	
Can you draw simple interpretations from personal experiences, oral sources, and visual and written representations?	
Can you present information using oral, written or visual representations?	
Can you ask relevant questions to clarify a problem?	
Can you brainstorm and compare a variety of responses to a given problem?	
Can you describe ways to choose a response to a problem (e.g. voting or majority rule, consensus, authority rule)?	
Can you predict the possible results of various solutions to a problem?	
Can you show willingness to consider diverse points of view?	
Can you individually or as a group, select a response to a problem and provide reasons to support your choice?	
Identity, Society and Culture	
Can you describe some of the events and activities unique to each season?	
Can you identify events or characteristics that reflect changes in the community (e.g. construction, real estate, traffic patterns)?	
Can you list and carry out specific roles and responsibilities in the home or class?	
Can you list ways of participating in your community (helping a neighbour, being a reading buddy, recycling, donating to charity, litter pickup, planting a tree, visiting a senior's home)?	
Can you give examples of factors that contribute to your identity(e.g. age, language, family, community, traditions, gender, where you live, stories of the past)?	
Can you identify and share stories, traditions and celebrations in your neighbourhood and community?	
Can you describe ways of demonstrating respect for your own and others' identities?	
Can you identify that English and French are the two official languages of Canada, and give examples of how this is represented (e.g. "O Canada" has lyrics in both languages, product packaging has both languages)?	
Can you identify the variety of languages spoken in Canada?	
Can you show an awareness that Canada is a multicultural society (e.g. name diverse cultural groups represented in Canada)?	
Can you give examples of how heritage is represented in your community (e.g. local landmarks, street names, public art)?	
Can you identify the meaning of selected Canadian symbols (e.g. Canadian flag, maple leaf, beaver, parliament buildings, inukshuk, poppy)?	
Governance	
Can you give examples of the responsibilities of members of the community?	
Can you discuss processes for decision making in your home, community?	
Economy and Technology	
Can you identify types of work done by people in a school, community?	
Can you select one job and describe how it meets people's needs and wants?	
Can you give a range of examples of the goods and services that can be bought and sold using money (e.g. food, shelter, transportation, clothing, entertainment)?	

Can you describe way in which specific technologies help people accomplish tasks and make work easier in your community?	
Human and Physical Environment	
Can you create a model or other representation of landforms and bodies of water (e.g. lakes, rivers, valleys, mountains, islands)?	
Can you locate, on maps of BC and Canada, major landforms and bodies of water, including the Pacific, Atlantic and Arctic Ocean, Vancouver Island, Rocky Mountains?	
From a map, model or pictures, can you identify landforms and bodies of water of local significance?	
Can you contribute to discussions about environmental issues (e.g. pollution, over-use of non-renewable resources)?	
Can you create a list of things you can do to positively affect your local environment (e.g. not wasting water, reusing paper, litterless lunches, planting gardens and trees)?	
Can you provide specific examples from the local community to describe how the physical environment influences human activities (e.g. recreational activities, clothing, shelter, transportation routes)?	

FINE ARTS

Dance	
Can you move expressively to a variety of sounds and music?	
Can you create movement sequences based on patterns, stories, and themes?	
Can you identify the stages of the creative process?	
Can you move safely in both personal and general space during dance activities?	
Can you move in a variety of levels, pathways, and directions, using a variety of body shapes?	
Can you move in time to a variety of rhythms, metres, and tempos?	
Can you identify similarities and differences among dances?	
Can you describe a variety of reasons people dance?	
Can you demonstrate willingness to rehearse and perform dance?	
Can you demonstrate appropriate performance skills in various dance settings?	
Music	
Can you participate in singing and playing classroom instruments appropriately?	
Can you describe your personal thoughts, images, and feelings experienced in music?	
Can you sing and play a variety of simple songs?	
Can you create sounds to accompany stories, nursery rhymes, or songs?	
Can you perform rhythmic patterns and melodic phrases from a repertoire?	
Can you represent metre, rhythmic patterns, and melody?	
Can you use tempo, dynamics, articulation, and timbre in repertoire?	
Can you demonstrate appropriate use of instruments?	
Can you participate in music activities from a variety of historical, cultural, and social contexts?	
Can you demonstrate appropriate performance skills in a range of music settings?	
Can you respond to specific aspects of a music work or performance?	
Drama	
Can you share ideas that can be used in a dramatic work?	
Can you use imagination and exploration to create drama?	
Can you reflect on drama experiences?	
Can you demonstrate co-operative effort in drama work?	
Can you use voice, movement and body to express a range of ideas and feelings while working in a role?	
Can you use a variety of drama forms (e.g. puppetry, mime, choral, reader's theatre) to represent ideas and feelings?	
Can you participate safely in drama environments?	
Can you identify a variety of purposes of drama?	

Can you demonstrate the ability to present drama work while in role?	
Can you respond to specific aspects of a drama performance?	
Visual Arts	
Can you identify a variety of image sources to create images, including feelings, imagination, memory, and observation?	
Can you describe and create images using strategies such as simplification and abstraction?	
Can you describe and create one or more visual elements and principles of design (e.g. colour, line, shape, texture, pattern, balance)?	
Can you experiment with materials, technologies and processes to create particular effects?	
Can you make 2-D and 3-D images, using a variety of strategies, and media, to communicate experiences, moods, and stories?	
Can you demonstrate safe and environmentally responsible use of materials, technologies, and processes?	
Can you describe a variety of reasons people make and use visual arts?	
Can you identify differences between original artworks and reproductions?	
Can you describe your response to artworks?	
Can you display artwork in a variety of ways?	

PHYSICAL EDUCATION

Active Living – Knowledge and Participation	
Can you describe the personal benefits of regular participation in physical activity (e.g. it makes bones stronger, it increases overall health, it's a way to make new friends)?	
Can you describe physical responses that take place in the body during physical activity (e.g. increased heart rate, breathing becomes more rapid, muscles feel tired)?	
Can you describe the importance of food, water, and sleep as fuel for physical activity?	
Can you identify physical abilities you would like to develop?	
Do you participate daily (five times a week) in moderate to vigorous physical activities?	
Movement Skills	
Can you move through general space, incorporating directional changes?	
Can you demonstrate proper techniques for performing specific non-loco motor movement skills including but not limited to rock and sway, swing, step turns?	
Can you demonstrate proper ready position for loco motor movement skills?	
Can you demonstrate proper techniques for performing specific manipulative movement skills, including but not limited to one-handed throw underhand, and two handed catch without trapping against body?	
Safety, Fair Play and Leadership	
Can you demonstrate safe behaviours when participating in physical activity (e.g. listening to and following directions, staying within activity boundaries, participating in appropriate warm-up activities, making sure the activity space is free of obstacles)?	
Can you follow established procedures and directions when participating in physical activity?	
Can you show respect for others during physical activity (e.g. taking turns, respecting varying ability levels, giving encouragement)?	