

CURRICULUM CONNECTIONS ATLANTIC CANADA Grade 2

SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

ARTS

- be part of a rights-respecting, compassionate, democratic learning environment that “allows all students regardless of ability, gender, lifestyle, values, social class, and racial and ethnocultural backgrounds to feel comfortable in taking learning risks to express their ideas, frustrations, and dreams. It is a community of ongoing inquiry based on trust and respect. It upholds the rights of each student and requires students to respect the rights of others. It values and nurtures different perceptions, diverse approaches, and open conversations.”
- be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

HEALTH AND PHYSICAL EDUCATION

- strengthen their understanding of individual differences, preferences, and feelings associated with participation in movement activities
- recognize potential conflict and practice skills for conflict resolution

LANGUAGE

- Oral communication provides a bridge to the interconnected knowledge, skills, and strategies that primary students will use to read, write, view, and represent. Real, purposeful talk is not only an essential component of the language curriculum.
- The expectations focus on foundational knowledge and skills that students need in order to establish a strong basis for language development.
- develop an understanding of appropriate listening and speaking behaviours and identify strategies they can use to understand what they hear and clearly communicate what they want to say.
- make meaning from longer texts.

MATHEMATICS

- apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.
- apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others).
- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct).
- relate mathematical ideas to situations drawn from everyday contexts.

LINKS TO GLOBAL CONCEPTS

CONVENTION ARTICLES

	INTERDEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
3, 12, 13, 15, 17, 29	✓	✓		✓	✓	
3, 16, 17, 29, 31, 37, 39	✓		✓		✓	✓
12, 13, 15, 17, 28, 29		✓		✓	✓	
12, 13, 17, 28, 29				✓	✓	

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SCIENCE AND TECHNOLOGY

- identify ways in which humans can affect other animals.
- identify and describe ways in which we use our knowledge of liquids and solids in making useful objects and in living in our environment.
- identify wind and moving water as renewable sources of energy and determine the advantages and disadvantages of using them.

12, 13, 17, 19, 24, 28, 29

✓		✓		✓	✓
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SOCIAL SCIENCE

- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations.
- explain how the various cultures of individuals and groups contribute to the local community.

2, 3, 12, 13, 14, 15, 17, 19, 28, 30, 42

✓			✓		✓
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