

Sakasaka

Grade 2

ARTS EDUCATION BIG IDEAS

Dance, drama, music, and visual arts are each unique languages for creating and communicating.

People connect to the hearts and minds of others in a variety of places and times through the **arts**.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts• Explore personal experience, community, and culture through arts activities <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques• Reflect on creative processes and make connections to other experiences	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements in the arts, including but not limited to:<ul style="list-style-type: none">– drama: character, time, place, plot, tension– music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• processes, materials, technologies, tools, and techniques to support arts activities• a variety of dramatic forms• a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/arts-education>

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ENGLISH LANGUAGE ARTS BIG IDEAS

Stories and other **texts** connect us to ourselves, our families, and our communities.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community• Recognize the structure and elements of story	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• elements of story• literary elements and devices

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core>

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SCIENCE BIG IDEAS

Water is essential to all living things, and it cycles through the environment.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Evaluating</p> <ul style="list-style-type: none">• Consider some environmental consequences of their actions <p>Applying and innovating</p> <ul style="list-style-type: none">• Transfer and apply learning to new situations	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• water sources including local watersheds• water conservation

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/science/k/core>