

## 6.3 CURRICULUM INTEGRATION – GRADE 2

### SOCIAL STUDIES

#### Knowledge

##### Cluster 1 – Our Local Community

- KL-018 Locate their local community on a map of Canada.
- KL-005 Describe characteristics of their local communities.
- KL-016 Name natural resources in their local community.
- KP-035 Identify possible sources of conflict in groups and communities.
- VP-012 Value peaceful, non-violent ways of resolving conflicts.

#### Skills

##### Cluster 1 – Our Local Community

- 2-S-101 Resolve conflicts peacefully and fairly.
- 2-S-102 Interact fairly and respectfully with others.
- 2-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- 2-S-104 Consider the rights and opinions of others during interactions.

##### Cluster 2 – Communities In Canada

- 2-S-206 Interpret maps that include a title, legend and symbols.
- 2-S-207 Use cardinal directions to describe location.

#### Science

##### Cluster 4 – Air & Water in the Environment

- 2-4-03 Observe and identify evidence of moving air in indoor and outdoor environments. Examples: leaves blowing, drapes moving.

- 2-4-04 Identify positive and negative effects of changes in air temperature and movement in indoor and outdoor environments.
- 2-4-12 Identify substances that pollute air and water, and describe ways of reducing such pollution. Examples: car exhaust, smoke, carbon monoxide, oil, house paints, and sewage.

## **PHYSICAL EDUCATION**

### **Movement**

- S.1.2.A.1 Demonstrate competency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping), moving in different directions (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing).

### **Fitness Management**

- K.2.2.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles).
- K.2.2.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring) affecting personal fitness development.

### **Safety**

- K.3.2.A.5b Identify safety rules, signals, and practices to follow when riding a bicycle (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings).

- K.3.2.B.1 Identify safety rules to be followed related to the home, school and community (i.e., road, vehicles such as tractors and boats, bus ridership, electricity, weather, seasons, stairs/balconies, tools, Internet use).
- K.3.2.B.4 Recognize community helpers (e.g., safe adult, police officer, bus driver, teacher, block parent, babysitter) and how to seek help (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened).

### **Healthy Lifestyle Practices**

- K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practicing daily health routines for cleanliness, rest, healthy eating, good posture).
- K.5.2.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity).
- K.5.2.B.2 Identify opportunities (e.g., during physical education class, recess, lunch hour, before/after school, on weekends) to be active daily, alone or with family and others.

### **Personal and Social Management**

- K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess) and long term (e.g., running faster, increasing strength, developing a healthy heart, having no cavities).