**GRADE 2**

Social Studies: Regional and Global Communities

|  |  |  |
| --- | --- | --- |
| **Removed Content** | **Changed Content** | **New Content** |
| * Changes that occur in the school and community throughout the year (Now Kindergarten and Grade 1)
* Students’ roles, rights, and responsibilities within groups, the classroom and school (Now Kindergarten and Grade 1)
* How decisions are made in groups, the classroom, and the school (Now Kindergarten and Grade 1)
* Work done in the school (Now Kindergarten and Grade 1)
* The effect of technology on individuals and schools (Now Kindergarten and Grade 1)
 | * Ways individuals contribute to a community
* Factors that influence who students are
* Characteristics of Canadian society
* Relevant local and national landforms and bodies of water
* Responsibility to the local environment
 | * Characteristics of at least one Canadian First Nations community and culture
* Diverse features of the environment in other parts of the world
* Rights and responsibilities of individuals regionally and globally
* Roles and responsibilities of regional government
 |

Science

|  |  |  |
| --- | --- | --- |
| **Removed Content** | **Changed Content** | **New Content** |
| * Properties of Matter (Now Grade 2 and 4)
 | * Living things have life cycles adapted to their environment (Now plants are added)
* Materials can be changed through physical and chemical processes (Emphasis on physical and chemical changes)
* Water is essential to all living things, and it cycles through the environment (Air and soil are removed)
 | * Forces influence the motion of an object (Was Grade 1)
 |

Mathematics

|  |  |  |
| --- | --- | --- |
| **Removed Content** | **Changed Content** | **New Content** |
| * Linear measurement with non-standard units (Now Grade 3)
* Reading and

interpreting pictographs (Now Grade 3) |  | * Financial literacy related to spending and saving decisions, role-playing financial transactions
* Estimating and measuring length, width, and height in centimetres and metres (Was Grade 3)
* Describing change from one number to another, pictorially and symbolically, as a different/additional approach to patterns
* Probability for likelihood of events (Was Grade 5)
* Emphasis on First Peoples contexts such as number activities for seating arrangements at ceremonies/feasts, storytelling, finger weaving patterns, traditional shapes, salmon sharing and equality, traditional methods of locating
 |

English Language Arts:

|  |  |
| --- | --- |
| **What’s Changed?** | **What’s New?** |
|  |  |