

**MANITOBA CONTINUOUS SUBMISSION FOR SCIENCE
GRADE 2**

CURRICULUM CORRELATION FORM

A grade level form is required to be completed for each grade to which the resource applies.

Title: _____

Series Title (if applicable): _____

Format: _____ **Copyright Date:** _____ **ISBN:** _____

Student Resource **Teacher Resource**

Indicate in the boxes (✓) below Cluster (s) to which the resource applies.

Cluster 0 **Cluster 1** **Cluster 2** **Cluster 3** **Cluster 4**

Contains potentially sensitive content? **Yes** **No**

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Instructions: In the boxes (✓) the degree of curriculum fit and provide specific unit, chapter, or page references for each Cluster that applies using the following form. *Note: Cluster 0 must also be completed for each resource.*

Rating Scale for Degree of Curriculum Fit

- **Extensive** – The learning resource details content, multiple learning activities, and differentiated teaching strategies that address the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.
- **Moderate** – The learning resource details some content, some learning activities, and some teaching strategies that address the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.
- **Slight** – The learning resource content, learning activities, and teaching strategies address less than the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.
- **None** – The learning resource contains insufficient content, learning activities or teaching strategies to address the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 1 – Growth and Changes in Animals

Outcome 2-1-01

none slight moderate extensive

Use appropriate vocabulary related to their investigations of growth and changes in animals. Include: food groups, Canada's Food Guide to Healthy Eating, offspring, adult, behaviour, life cycle, stage, life processes, as well as terms relating to life cycles studied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-02

none slight moderate extensive

Identify and describe constant and changing characteristics of humans as they grow and develop. <i>Examples: eye colour remains constant, height changes...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-03

none slight moderate extensive

Recognize that all humans do not grow and develop at the same rate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-04

none slight moderate extensive

Recognize that food is a form of energy and that healthy eating is essential for growth and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-05

none slight moderate extensive

Identify the four food groups of Canada's Food Guide to Healthy Eating and give examples of foods from each group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-06

none slight moderate extensive

Plan a menu for one day based on the four food groups outlined in Canada's Food Guide to Healthy Eating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-07

none slight moderate extensive

Recognize that foods humans eat come from plants and animals, and classify foods accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 1 – Growth and Changes in Animals (*Continued*)

Outcome 2-1-08

none slight moderate extensive

Recognize that all animals can have offspring, and that offspring generally resemble their parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-09

none slight moderate extensive

Compare the appearance of young and mature animals of the same type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-10

none slight moderate extensive

Compare the length of time from birth to adulthood for humans and other animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-11

none slight moderate extensive

Identify and describe constant and changing characteristics of an animal as it grows and develops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-12

none slight moderate extensive

Describe and classify a wide range of animals according to various characteristics and behaviours. <i>Examples: skin covering, where they live, food they eat, day or night activity, how they move...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-13

none slight moderate extensive

Describe and compare ways in which different animals care for their offspring. <i>Examples: Canada geese, bears, alligators, bees...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-14

none slight moderate extensive

Describe changes in the appearance and activity of various animals as they go through a complete life cycle. Include: an insect, a bird, an amphibian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 1 – Growth and Changes in Animals *(Continued)*

Outcome 2-1-15

none slight moderate extensive

Compare the life cycles of animals that have similar life cycles and those that have different life cycles. <i>Examples: bee and butterfly, gerbil and butterfly...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-16

none slight moderate extensive

Observe and describe an animal's life processes. Include: eating habits, movement, rest patterns, breathing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-1-17

none slight moderate extensive

Identify and describe ways in which humans help other animals. <i>Examples: protecting endangered animals, feeding birds...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Cluster Rating

none slight moderate extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 2 – Properties of Solids, Liquids & Gases

Outcome 2-2-01

none slight moderate extensive

Use appropriate vocabulary related to their investigations of solids, liquids, and gases. Include: solid, liquid, substance, property, mass/weight, dissolve, gas, changes of state, water vapour, freeze, melt, condense, evaporate, boil, float, sink, buoyancy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-02

none slight moderate extensive

Identify substances, materials, and objects as solids or liquids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-03

none slight moderate extensive

Investigate and compare properties of familiar solids. Include: have mass/weight, take up space, maintain their shape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-04

none slight moderate extensive

Investigate and compare properties of familiar liquids. Include: have mass/weight, take up space, have no definite shape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-05

none slight moderate extensive

Identify similarities and differences among properties of familiar solids and liquids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-06

none slight moderate extensive

Distinguish between solids that dissolve in water and those that do not. <i>Examples: sugar dissolves in water, whereas sand does not...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-07

none slight moderate extensive

Explore interactions of familiar liquids with different surfaces, powdered solids, and other liquids, and describe how these interactions determine their uses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 2 – Properties of Solids, Liquids & Gases (Continued)

Outcome 2-2-08

none slight moderate extensive

Identify liquids used in the home, and describe how they are used. <i>Examples: milk for drinking and cooking, detergent for cleaning...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-09

none slight moderate extensive

Compare different materials with respect to their capacity to absorb liquids, and describe how this capacity determines their uses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-10

none slight moderate extensive

Describe useful materials that are made by combining solids and liquids. <i>Examples: a drink made from crystals and water, a cake made from cake mix and water, glue made from flour and water...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-11

none slight moderate extensive

Explore to determine that there is a substance around us called air.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-12

none slight moderate extensive

Recognize that air is composed of several gases. <i>Examples: carbon dioxide, oxygen, nitrogen, water vapour...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-13

none slight moderate extensive

Identify properties of gases. Include: occupy the space not taken up by solids and liquids, have no definite shape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-14

none slight moderate extensive

Explore to determine how water can be made to change from one state to another and back again. Include: addition or removal of heat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 2 – Properties of Solids, Liquids & Gases (Continued)

Outcome 2-2-15

none slight moderate extensive

Recognize that the states of solids and liquids remain constant in some circumstances, but may change in other circumstances. <i>Examples: liquids may freeze when temperature drops, solids may melt when heated, solids remain solid when broken...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-16

none slight moderate extensive

Describe ways humans dispose of solids and liquids to maintain a clean and healthy environment. <i>Examples: take used car oil and old paints to collection sites, recycle newspapers...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-17

none slight moderate extensive

Predict and test to determine whether a variety of materials float or sink in water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-18

none slight moderate extensive

Demonstrate ways to make sinking materials float and floating materials sink.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-2-19

none slight moderate extensive

Use the design process to construct an object that is buoyant and able to support a given mass/weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Cluster Rating

none slight moderate extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 3 – Position and Motion

Outcome 2-3-01

none slight moderate extensive

Use appropriate vocabulary related to their investigations of position and motion. Include: position, stationary, above, between, near, far from, next to, below, in front of, behind, to the right/left, perspective, motion, push, pull, friction, slope, inclined plane, wheel, axle, rotate, clockwise, counterclockwise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-02

none slight moderate extensive

Explore and describe the position of a stationary object with reference to themselves, to other objects, or to a specific area. Include: above, between, near, far from, next to, below, in front of, behind, to the right/left.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-03

none slight moderate extensive

Explore and describe changes in the position of an object in relation to its original position, themselves, or another object.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-04

none slight moderate extensive

Explore and describe the position of an object viewed from a perspective different from one's own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-05

none slight moderate extensive

Explore and describe how changing the position of one's own body affects perspective with reference to a stationary object.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-06

none slight moderate extensive

Describe the motion of various objects and living things. <i>Examples: spinning, swinging, bouncing, sliding, rolling, jumping...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-07

none slight moderate extensive

Recognize that the position and motion of an object can be changed by a push or a pull and the size of the change is related to the strength of the push or pull.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 3 – Position and Motion (Continued)

Outcome 2-3-08

none slight moderate extensive

Compare and describe the effects of friction on the motion of objects and humans when travelling across different surfaces. <i>Examples: wheels of a toy on tile, sandpaper, or foam rubber; shoes on carpet, tile, or ice...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-09

none slight moderate extensive

Explore and describe the effects of changing the slope of an inclined plane on the downward motion of an object and the effort needed to push or pull an object upward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-10

none slight moderate extensive

Identify how humans use inclined planes to make motion easier. <i>Examples: staircase, playground slide, wheelchair ramp, ramp on a moving van...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-11

none slight moderate extensive

Explore toys to determine how wheels and axles interact and move.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-12

none slight moderate extensive

Recognize that the wheels of a vehicle rotate clockwise or counterclockwise depending on the direction of motion of the vehicle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-13

none slight moderate extensive

Identify how humans use the wheel and axle to make movement easier. <i>Examples: moving dolly, wheel barrow, cart, wagon...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-3-14

none slight moderate extensive

Use the design process to construct a vehicle with wheels and axles that meets given criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Cluster Rating

none slight moderate extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 4 – Air & Water in the Environment

Outcome 2-4-01

none slight moderate extensive

Use appropriate vocabulary related to their investigations of air and water. Include: wind, air current, temperature, changes of state, water cycle, freeze, melt, condense, evaporate, sources of drinking water, pollution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-02

none slight moderate extensive

Recognize that air can move. Include: wind, air current.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-03

none slight moderate extensive

Observe and identify evidence of moving air in indoor and outdoor environments. <i>Examples: leaves blowing, drapes moving...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-04

none slight moderate extensive

Identify positive and negative effects of changes in air temperature and movement in indoor and outdoor environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-05

none slight moderate extensive

Use the design process to construct and test a device that shows evidence of air movement. <i>Examples: windsock, wind chime, pinwheel, sailboat, kite...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-06

none slight moderate extensive

Observe and identify examples of water in the environment. <i>Examples: dew, frost, snow, rain, lakes, puddles, clouds, fog, perspiration...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-07

none slight moderate extensive

Describe evidence of water changing state, and recognize that these changes are part of the water cycle. <i>Examples: puddles evaporating after a rainstorm, snow melting...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 4 – Air & Water in the Environment *(Continued)*

Outcome 2-4-08

none slight moderate extensive

Investigate to determine factors that cause things to dry quickly or slowly. <i>Examples: air temperature, amount of moisture in the air, amount of wind...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-09

none slight moderate extensive

Identify sources of drinking water, and explain how this water is distributed in one's own and in other communities. <i>Examples: wells, springs, lakes, rivers are sources; pumps, pipes, aqueducts and water trucks help distribute water...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-10

none slight moderate extensive

Describe different uses of water by humans. <i>Examples: drinking, washing, cooking, canoeing, irrigating...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-11

none slight moderate extensive

Explain and appreciate the importance of clean air and water for humans, plants, and animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-12

none slight moderate extensive

Identify substances that pollute air and water, and describe ways of reducing such pollution. <i>Examples: car exhaust, smoke, carbon monoxide, oil, house paints, and sewage...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-13

none slight moderate extensive

Recognize that clean water is an increasingly scarce resource in many parts of the world, and describe consequences of a shortage of clean water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-4-14

none slight moderate extensive

Record personal use of water, and identify ways in which they can reduce water usage. <i>Examples: rather than leaving water running while brushing teeth, turn off tap to reduce usage...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 2

Cluster 4 – Air & Water in the Environment *(Continued)*

Cluster Rating

none slight moderate extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Skills and Attitudes Outcomes

Cluster 0

Outcome 2-0-1a

none slight moderate extensive

Ask questions that lead to investigations of living things, objects, and events in the immediate environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-0-1b

none slight moderate extensive

Make predictions based on observed patterns or on collected data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-0-1c

none slight moderate extensive

Identify practical problems to solve in the immediate environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Skills and Attitudes Outcomes

Grade 2

Cluster 0 (Continued)

Outcome 2-0-2a	none	slight	moderate	extensive	
Access information using a variety of sources. <i>Examples: elders, simple chapter books, concept books, CD-ROMs, Internet.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2-0-2b	none	slight	moderate	extensive	
Match information to research needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2-0-3a	none	slight	moderate	extensive	
Brainstorm, with the class, possible solutions to a practical problem; and in small groups, reach consensus on a solution to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2-0-3b	none	slight	moderate	extensive	
Create, with the class, a plan to solve a problem or meet a need. <i>Examples: identify simple steps to follow, prepare a drawing of the object to be constructed...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2-0-3c	none	slight	moderate	extensive	
Develop, as a class, limited criteria to evaluate an object or device based on its function and aesthetics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2-0-3d	none	slight	moderate	extensive	
Identify tools and materials to be used, and explain their choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2-0-4a	none	slight	moderate	extensive	
Follow simple directions, and describe the purpose of steps followed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2-0-4b	none	slight	moderate	extensive	
Construct an object or device to solve a problem or meet a need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2-0-4c	none	slight	moderate	extensive	
Test an object or device with respect to pre-determined criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Skills and Attitudes Outcomes

Grade 2

Cluster 0 (Continued)

<i>Outcome 2-0-4d</i>	none	slight	moderate	extensive	
Respond to the ideas and actions of others in building their own understandings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 2-0-4e</i>	none	slight	moderate	extensive	
Work in a variety of cooperative partnerships and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 2-0-4f</i>	none	slight	moderate	extensive	
Verbalize questions, ideas, and intentions during classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 2-0-4g</i>	none	slight	moderate	extensive	
Follow given safety procedures and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 2-0-4h</i>	none	slight	moderate	extensive	
Recognize international symbols and the Canadian Standards Association signage, which provide information on the safety of substances. Include: flammable, explosive, corrosive, poisonous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 2-0-5a</i>	none	slight	moderate	extensive	
Make, with guidance, observations that are relevant to a specific question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 2-0-5b</i>	none	slight	moderate	extensive	
Use, with guidance, tools to observe, measure, and construct. <i>Examples: ruler, meter stick, pan balance, magnifying glass, bathroom scale, thermometer....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 2-0-5c</i>	none	slight	moderate	extensive	
Estimate and measure the passage of time related to minutes and hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 2-0-5d</i>	none	slight	moderate	extensive	
Estimate and measure length using standard units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Skills and Attitudes Outcomes

Grade 2

Cluster 0 (Continued)

<i>Outcome 2-0-5e</i>	none	slight	moderate	extensive	
Record observations using written language, drawings, and, with guidance, charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 2-0-6a</i>	none	slight	moderate	extensive	
Construct and label concrete-object graphs, pictographs, and bar graphs using 1:1 correspondence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 2-0-6b</i>	none	slight	moderate	extensive	
Discuss data and generate new questions from displayed data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 2-0-6c</i>	none	slight	moderate	extensive	
Place materials and objects in a sequence or in groups using one or two attributes, and describe the system used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 2-0-7a</i>	none	slight	moderate	extensive	
Propose an answer to the initial question based on their observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 2-0-7b</i>	none	slight	moderate	extensive	
Propose a solution to the initial problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 2-0-7c</i>	none	slight	moderate	extensive	
Identify new problems that arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 2-0-7d</i>	none	slight	moderate	extensive	
Connect new experiences, ideas, and information with prior knowledge and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 2-0-7e</i>	none	slight	moderate	extensive	
Describe, in a variety of ways, what was done and what was observed. <i>Examples: concrete materials, captioned drawings, oral language....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Skills and Attitudes Outcomes

Grade 2

Cluster 0 (Continued)

Outcome 2-0-8a

none slight moderate extensive

Recognize that learning can come from careful observations and investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-0-8b

none slight moderate extensive

Recognize that tools are developed in response to human needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-0-9a

none slight moderate extensive

Willingly consider other people's views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-0-9b

none slight moderate extensive

Express enjoyment when sharing and discussing science-related experiences from daily life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 2-0-9c

none slight moderate extensive

Take the time to repeat a measurement or observation for greater precision or detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Cluster Rating

none slight moderate extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments
