

Explorations 2: British Columbia Curriculum Correlations
Please use the “Find” function to search for specific expectations.

WORDS, NUMBERS, AND PICTURES	
Engage	
What information can we find posted around us? (p. 42)	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts; Strategies—B5 use strategies before reading and viewing; B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning</p> <p>Arts Education: <i>Visual Arts</i>—Context—C1 describe a variety of reason people make and use visual arts—identify examples of visual art in their homes, school, and community; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—B4 identify significant language and cultural characteristics of Canadian society—give examples of how heritage is represented in their school and community</p>
How do font and design add information? (p. 43)	<p>English Language Arts: <i>Reading and Viewing</i>—Thinking—B8 respond to selections they read or view; Features—B11 recognize and derive meaning from the structures and features of texts</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring line; create images featuring shape; create images featuring pattern; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Skills and Strategies—B2 describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern, symmetrical balance—describe examples of the use of colour, shape, line, pattern, and symmetry in images viewed; Context—C1 describe a variety of reason people make and use visual arts—identify examples of visual art in their homes, school, and community; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed, and describe their effects</p>
What information do numbers tell us? (p. 44)	<p>Mathematics: <i>Number</i>—A1 say the number sequence from 0 to 100 by 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively; 10s using starting points from 1 to 9; 2s, starting from 1; A4 represent and describe numbers to 100, concretely, pictorially, and symbolically;</p> <p><i>Shape and Space</i>—Measurement—C2 relate the size of a unit of measure to the number of units used to measure length and mass</p>
What information do we get from logos? (p. 45)	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts; Strategies—B5 use strategies before reading and viewing; B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning</p> <p>Arts Education: <i>Visual Arts</i>—Skills and Strategies—B2 describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern, symmetrical balance—describe examples of the use of colour, shape, line, pattern, and symmetry in images viewed; Context—C1 describe a variety of reason people make and use visual arts—identify examples of visual art in their homes, school, and community; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed, and describe their effects</p>

Invitations to Inquire: Cluster 1	
What information do we get from signs and symbols? (p. 51)	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts; Strategies—B5 use strategies before reading and viewing; B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B8 respond to selections they read or view; Features—B11 recognize and derive meaning from the structures and features of texts</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—D1 gather and record data about self and others to answer questions; D2 construct and interpret concrete graphs and pictographs to solve problems</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A1 interpret simple maps using cardinal directions, symbols, and simple legends; Identity, Society, and Culture—B4 identify significant language and cultural characteristics of Canadian society—identify the meaning of selected Canadian symbols</p>
How can we use numbers to give information about ourselves? (p. 53)	<p>English Language Arts: <i>Writing</i>—Purposes—C2 create informational writing and representations about non-complex topics and procedures; Strategies—C4 use strategies before writing and representing</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—D1 gather and record data about self and others to answer questions; <i>Shape and Space</i>—Measurement—C3 compare and order objects by length, height, distance around, and mass (weight) using non-standard units, and make statements of comparison</p>
How can numbers help understand more about something we can't see? (p. 54)	<p>Mathematics: <i>Number</i>—A5 compare and order numbers up to 100; <i>Shape and Space</i>—Measurement—C2 relate the size of a unit of measure to the number of unit used to measure length and mass; C3 compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison</p>
What logo will you create to tell about you? (p. 56)	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts; Strategies—B5 use strategies before reading and viewing; B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B8 respond to selections they read or view; Features—B11 recognize and derive meaning from the structures and features of texts; <i>Writing</i>—Strategies—C4 use strategies before writing and representing</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Skills and Strategies—B2 describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern, symmetrical balance—describe examples of the use of colour, shape, line, pattern, and symmetry in images viewed; Context—C1 describe a variety of reason people make and use visual arts—identify examples of visual art in their homes, school, and community; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others' artworks</p>

<p>What do images and symbols tell about where we live? (p. 57)</p>	<p>English Language Arts: Writing—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes; C2 create informational writing and representations about non-complex topics and procedures</p> <p>Arts Education: Visual Arts—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Context—C1 describe a variety of reason people make and use visual arts—identify examples of visual art in their homes, school, and community; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p> <p>Social Studies: Skills and Processes of Social Studies—A1 interpret simple maps using cardinal directions, symbols, and simple legends; <i>Identity, Society, and Culture—</i>B4 identify significant language and cultural characteristics of Canadian society—identify the meaning of selected Canadian symbols</p>
Invitations to Inquire: Cluster 2	
<p>How do packages communicate information and ideas? (p. 59)</p>	<p>English Language Arts: Reading and Viewing—Purposes—B4 view and demonstrate comprehension of visual texts; Strategies—B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B8 respond to selections they read or view; Features—B11 recognize and derive meaning from the structures and features of texts;</p> <p><i>Writing—</i>Strategies—C4 use strategies before writing and representing</p> <p>Arts Education: Visual Arts—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Context—C1 describe a variety of reason people make and use visual arts—identify examples of visual art in their homes, school, and community; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p>

<p>How do artists use image and design to convey ideas? (p. 60)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts</p> <p>Arts Education: <i>Music</i>—Exploring and Creating—A2 represent personal thoughts, images, and feelings experienced in classroom repertoire—use stories, pictures, movement, etc. to communicate personal thoughts, images, and feelings;</p> <p><i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Skills and Strategies—B2 describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern, symmetrical balance—describe examples of the use of colour, shape, line, pattern, and symmetry in images viewed; create images that demonstrate the use of shape to produce a particular effect; Context—C1 describe a variety of reason people make and use visual arts—identify examples of visual art in their homes, school, and community; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p>
<p>How do artists and photographers create stories? (p. 62)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts;</p> <p><i>Writing</i>—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes; Strategies—C4 use strategies before writing and representing; C5 use strategies during writing and representing to express thoughts; C6 use strategies after writing and representing to improve their work; Thinking—C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms; C9 reflect on and assess their writing and representing;</p> <p>Features—C10 use some features and conventions of language to express meaning in their writing and representing</p> <p>Arts Education: <i>Drama</i>—Exploring and Creating—A1 share ideas that can be used in a drama work—generate ideas for drama work; A2 use imagination and exploration to create drama— make choices within a defined framework; use drama to create stories; Drama Forms, Strategies, and Skills—B2 use movement and their bodies to express a range of ideas and feelings while working in role—use movement elements to depict roles; D1—demonstrate the ability to present drama work while in role—apply vocal and movement elements to portray and interpret a character; apply simple production elements to support engagement in role;</p> <p><i>Visual Arts</i>—Skills and Strategies—B2 describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern, symmetrical balance—describe examples of the use of colour, shape, line, pattern, and symmetry in images viewed; Context—C1 describe a variety of reason people make and use visual arts—discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—give examples of factors that contribute to their identity</p>

<p>What do images tell about life long ago? (p. 64)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Skills and Strategies—B2 describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern, symmetrical balance—describe examples of the use of colour, shape, line, pattern, and symmetry in images viewed; Context—C1 describe a variety of reason people make and use visual arts— list reasons people make and use visual art; identify examples of visual art in their homes, school, and community; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—give examples of factors that contribute to their identity</p>
<p>Wrapping Up an Inquiry (p. 66)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; A5 use strategies when expressing and presenting ideas, information, and feelings; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; A9 use speaking and listening to develop thinking;</p> <p>Writing—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes; C2 create informational writing and representations about non-complex topics and procedures; Strategies—C4 use strategies before writing and representing; C5 use strategies during writing and representing to express thoughts; C6 use strategies after writing and representing to improve their work; Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms; C9 reflect on and assess their writing and representing; Features—C10 use some features and conventions of language to express meaning in their writing and representing</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Exhibition and Response—D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A3 gather information from a variety of sources for presentation; A4 present information using oral, written, or visual representations</p>

MOVING THINGS	
Engage	
How do things move? (p. 72)	<p>Mathematics: <i>Shape and Space</i>—Measurement—C3 compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; C4 measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; C5 demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Processes of Science</i>—Use their senses to interpret observations—observe, record, and make sensory comparisons</p>
How can we put it in motion? (p. 73)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—C3 compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; C4 measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; C5 demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Processes of Science</i>—Use their senses to interpret observations—observe, record, and make sensory comparisons; provide comprehensive explanations based on observations made or facts learned</p>
What do we see that moves? (p. 74)	<p>English Language Arts: <i>Writing</i>—Purposes—C2 create informational writing and representations about non-complex topics and procedures</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape</p> <p>Science: <i>Processes of Science</i>—Use their senses to interpret observations—observe, record, and make sensory comparisons</p>

<p>What different ways can we move in a pattern? (p.75)</p>	<p>Arts Education: <i>Dance</i>—Creating Dance—A2 create movement sequences based on patterns, stories, and themes—work co-operatively in groups to create movement sequences; repeat and vary movements to create sequences; Elements of Dance—B1 move safely in both personal space and general space during dance activities—participate in movement exercises involving shared space and general space alone, with a partner, in small groups; B2 move in a variety of levels, pathways, dynamics, and directions, using a variety of body shapes—demonstrate movements at different levels, movements in different directions, movements along a variety of pathways, a variety of body shapes in partner work, a variety of dynamics; B3 move in time to a variety of rhythms, metres, and tempi—following teacher modelling, repeat movements to create a simple choreographic form</p> <p>Physical Education: <i>Movement Skills</i>—B1 move through general space, incorporating directional change—change direction while moving to converge, avoid, or join others; B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following: rock and sway, swing, step turn—demonstrate proper technique for non-locomotor movement skills such as rock and sway—maintain a rounded body position where it touches the floor; maintain a stable base for swaying, swing—maintain smooth, rhythmic action, keeping swinging body parts loose and relaxed; keep extent of the swing the same on both sides of the swing, step turn—smooth and controlled stepped turn using both feet, maintaining balance throughout the turn</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns—B1 demonstrate an understanding of repeating patterns by describing, extending, comparing, creating patterns using manipulatives, diagrams, sounds, and actions; B2 demonstrate an understanding of increasing patterns by describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions</p> <p>Science: <i>Processes of Science</i>—use their senses to interpret observations—observe, record, and make sensory comparisons; provide comprehensive explanations based on observations made or facts learned</p>
Invitations to Inquire: Cluster 1	
<p>How do magnets affect movement? (p. 81)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A9 use speaking and listening to develop thinking</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—C3 compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; C4 measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit</p>
<p>How do different ramps affect how things move? (p. 83)</p>	<p>Mathematics: <i>Shape and Space</i>—Measurement—C3 compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; C4 measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit</p> <p>Science: <i>Physical Science</i>—Properties of Matter—describe applications of simple and compound machines used in daily life in BC communities</p>

<p>How does the wind affect the way things move? (p. 84)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A9 use speaking and listening to develop thinking</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—C3 compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; C4 measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; C5 demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Physical Science</i>—Properties of Matter—identify the properties of solids, liquids, and gases—observe and accurately list the properties of each state of matter</p>
<p>How will you build a toy with moving parts? (p. 86)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; <i>Writing</i>—Purposes—C2 create informational writing and representations about non-complex topics and procedures</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent events or topics in their school or community; Exhibition and Response—D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p> <p>Science: <i>Physical Science</i>—Properties of Matter—illustrate in detail how a combination of simple machines can be used to solve various problems in daily life</p>

Invitations to Inquire: Cluster 2

How will we create a kinetic sculpture? (p. 88)

English Language Arts: *Oral Language (Speaking and Listening)*—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A9 use speaking and listening to develop thinking;

Reading and Viewing—Purposes—B4 view and demonstrate comprehension of visual texts

Arts Education: *Visual Arts*—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent events or topics in their school or community; Context—C1 describe a variety of reason people make and use visual arts—list reasons people make and use visual art; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks— identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks

Science: *Physical Science*—Properties of Matter—describe applications of simple and compound machines used in daily life in BC communities—describe the various ways in which Aboriginal peoples in BC have used machines to meet basic and artistic needs in their daily lives

<p>How can we show movement in our paintings? (p. 90)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts</p> <p>Arts Education: <i>Dance</i>—Creating Dance—A2 create movement sequences based on patterns, stories, and themes— move to express actions, ideas, events, or feelings elicited by a variety of live or recorded music, poetry, stories, and pictures, representing stories and characters, themes, topics, and events, patterns; Elements of Dance—B1 move safely in both personal space and general space during dance activities—participate in movement exercises involving shared space and general space alone, with a partner, in small groups; B2 move in a variety of levels, pathways, dynamics, and directions, using a variety of body shapes—demonstrate movements at different levels, movements in different directions, movements along a variety of pathways, a variety of body shapes in partner work, a variety of dynamics; <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent specific places; Context—C1 describe a variety of reason people make and use visual arts— list reasons people make and use visual art; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks— identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p>
<p>How can we use motion to create abstract paintings? (p. 91)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A9 use speaking and listening to develop thinking; <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; create images featuring pattern; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Context—C1 describe a variety of reason people make and use visual arts—list reasons people make and use visual art; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks— identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p>

Invitations to Inquire: Cluster 3	
How can we move from here to there? (p. 93)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; Thinking—A9 use speaking and listening to develop thinking</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p> <p>Social Studies: <i>Economy and Technology</i>—D3 describe how technology affects individuals and schools—describe ways in which specific technologies help people accomplish tasks. Human and Physical Environment—E3 describe how the physical environment influences human activities—provide specific examples from the local community to describe how the physical environment influences human activities</p>
What do you recommend for 60 minutes of active movement? (p. 94)	<p>English Language Arts: <i>Writing</i>—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes; Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts</p> <p>Health and Career Education: <i>Health</i>—Healthy Living—C1 describe practices that contribute to physical and emotional health—describe practices that contribute to physical health</p> <p>Mathematics: <i>Number</i>—A4 represent and describe numbers to 100, concretely, pictorially, and symbolically; A7 illustrate, concretely and pictorially, the meaning of place value for numerals to 100</p>

Wrapping Up an Inquiry (p. 96)

English Language Arts: *Oral Language (Speaking and Listening)*—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; A5 use strategies when expressing and presenting ideas, information, and feelings; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; A9 use speaking and listening to develop thinking;
Reading—Strategies—B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B8 respond to selections they read or view; B9 read and view to expand knowledge;
Writing—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes; C2 create informational writing and representations about non-complex topics and procedures; Strategies—C4 use strategies before writing and representing; C5 use strategies during writing and representing to express thoughts; C6 use strategies after writing and representing to improve their work; Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms; C9 reflect on and assess their writing and representing; Features—C10 use some features and conventions of language to express meaning in their writing and representing

Arts Education: *Visual Arts*—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent events or topics in their school or community; Exhibition and Response—D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks

Health and Career Education: *Health*—Healthy Living—C1 describe practices that contribute to physical and emotional health—describe practices that contribute to physical health

Social Studies: *Skills and Processes of Social Studies*—A3 gather information from a variety of sources for presentation; A4 present information using oral, written, or visual representations

Science: *Processes of Science*—use their senses to interpret observations—provide comprehensive explanations based on observations made or facts learned; draw specific conclusions based on observations

DESIGN TIME	
Engage	
<p>What do we notice about the design of structures in our world? (p.102)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A9 use speaking and listening to develop thinking</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent events or topics in their school or community; Context—C1 describe a variety of reason people make and use visual arts—list reasons people make and use visual art; discuss the importance, significance, or value of a selected artwork; identify examples of visual art in their homes, school, and community; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work; D2 display individual and group artworks in a variety of ways—view and discuss a variety of displays of their own and others’ artworks</p> <p>Mathematics: <i>Shape and Space</i>—3-D Objects and 2-D Shapes—C7 describe, compare, and construct 3-D objects, including cubes, spheres, cones, cylinders, pyramids; C9 identify 2-D shapes as parts of 3-D objects in the environment</p> <p>Science: <i>Physical Science</i>—Properties of Matter—identify the properties of solids, liquids, and gases—observe and accurately list the properties of each state of matter</p>
<p>What different shapes can we make? (p. 103)</p>	<p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape; Skills and Strategies—B2 describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern, symmetrical balance—create images that demonstrate the use of shape to produce a particular effect</p> <p>Mathematics: <i>Shape and Space</i>—3-D Objects and 2-D Shapes—C8 describe, compare, and construct 2-D shapes, including triangles, square, rectangles, circles</p>

<p>How can we use natural objects to create a work of art? (p. 104)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent specific places; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Context—C1 describe a variety of reason people make and use visual arts—list reasons people make and use visual art; discuss the importance, significance, or value of a selected artwork; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work</p>
<p>What if it had never been created? (p. 105)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; <i>Writing</i>—Purposes—C2 create informational writing and representations about non-complex topics and procedures</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work</p>

Invitations to Inquire: Cluster 1	
<p>How can we combine shapes to create an interesting design? (p. 111)</p>	<p>English Language Arts: Writing—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes</p> <p>Arts Education: Visual Arts—Creative Processes—A2 create images using the image development strategies of simplification and abstraction—create an image using abstraction as an image-development strategy; A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent specific places; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work</p> <p>Mathematics: Shape and Space—3-D Objects and 2-D Shapes—C7 describe, compare, and construct 3-D objects, including cubes, spheres, cones, cylinders, pyramids; C8 describe, compare, and construct 2-D shapes, including triangles, square, rectangles, circles</p>
<p>How can we arrange recycled materials to create a work of art? (p. 112)</p>	<p>Arts Education: Visual Arts—Creative Processes—A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent specific places; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work</p>

<p>How can we arrange line, shape, and colour to create abstract artwork? (p. 114)</p>	<p>Arts Education: Visual Arts—Creative Processes—A2 create images using the image development strategies of simplification and abstraction—create an image using abstraction as an image-development strategy; A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring line; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent a point in time; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work</p>
<p>How can we design and create a co-operative structure? (p. 115)</p>	<p>English Language Arts: Oral Language (Speaking and Listening)—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A9 use speaking and listening to develop thinking</p> <p>Arts Education: Visual Arts—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring shape; A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent events or topics in their school or community; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>What can this become? (p. 117)</p>	<p>English Language Arts: Reading—Strategies—B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B8 respond to selections they read or view</p> <p>Arts Education: Visual Arts—Creative Processes—A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent events or topics in their school or community; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work</p>

How might design solve this problem? (p. 118)	Science: <i>Physical Science: Properties of Matter</i> —describe applications of simple and compound machines used in daily life in BC communities—illustrate in detail how a combination of simple machines can be used to solve various problems in daily life—illustrate in detail how a combination of simple machines can be used to solve various problems in daily life
How can we improve a design to make it even better? (p. 120)	Arts Education: <i>Visual Arts—Creative Processes</i> —A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring shape; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work
How can we build a boat that floats? (p. 122)	Arts Education: <i>Visual Arts—Creative Processes</i> —A5 create 2-D and 3-D images to communicate experiences, moods, and stories to illustrate and decorate, that represent a point in time, that represent specific places, based on events or issues topics in their school and community—create images that represent events or topics in their school or community; Exhibition and Response—D1 describe their response to artworks—suggest reasons for the use of elements and principles in their own and others’ works; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work Science: <i>Processes of Science</i> —use their senses to interpret observations—provide comprehensive explanations based on observations made or facts learned
How can we design a building to suit the environment? (p. 124)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A9 use speaking and listening to develop thinking Arts Education: <i>Visual Arts—Creative Processes</i> —A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks— suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work Social Studies: <i>Human and Physical Environment</i> —E3 describe how the physical environment influences human activities—provide specific examples from the local community to describe how the physical environment influences human activities

Wrapping Up an Inquiry (p. 126)

English Language Arts: *Oral Language (Speaking and Listening)*—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; A5 use strategies when expressing and presenting ideas, information, and feelings; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; A9 use speaking and listening to develop thinking;
Writing—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes; C2 create informational writing and representations about non-complex topics and procedures; Strategies—C4 use strategies before writing and representing; C5 use strategies during writing and representing to express thoughts; C6 use strategies after writing and representing to improve their work; Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms; C9 reflect on and assess their writing and representing; Features—C10 use some features and conventions of language to express meaning in their writing and representing

Arts Education: *Visual Arts*—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Skills and Strategies—B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—suggest reasons for the use of elements and principles in their own and others’ works; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work

PEOPLE, PLACE, AND TIME	
Engage	
What is community? (p.132)	<p>English Language Arts: <i>Writing</i>—Thinking—C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—B2 describe ways individuals contribute to a community; B3 identify factors that influence who they are</p>
Where in the world are we? (p. 133)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; Thinking—A9 use speaking and listening to develop thinking</p> <p>Social Studies: <i>Human and Physical Environment</i>—E1 locate on a map landforms and bodies of water of local and national significance, including locally relevant examples</p>
What is the story behind the name? (p. 134)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; Thinking—A9 use speaking and listening to develop thinking; <i>Reading and Viewing</i>—Strategies—B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B8 respond to selections they read or view</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—B4 identify significant language and cultural characteristics of Canadian society</p>
What do stories and artifacts tell about us? (p. 135)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; A5 use strategies when expressing and presenting ideas, information, and feelings; A6 use strategies when listening to make and clarify meaning; Thinking—A9 use speaking and listening to develop thinking</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—B3 identify factors that influence who they are—identify and share stories, traditions, and celebrations of their community</p>

Invitations to Inquire: Cluster 1	
When would you rather be in Grade 2? (p. 141)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; Thinking—A9 use speaking and listening to develop thinking; <i>Writing—Thinking—C7</i> use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p> <p>Mathematics: <i>Statistics and Probability—Data Analysis—D1</i> gather and record data about self and others to answer questions; D2 construct and interpret concrete graphs and pictographs to solve problems</p>
How do weather and climate affect our lives? (p. 143)	<p>Mathematics: <i>Statistics and Probability—Data Analysis—D1</i> gather and record data about self and others to answer questions; D2 construct and interpret concrete graphs and pictographs to solve problems</p> <p>Social Studies: <i>Human and Physical Environment—E3</i> describe how the physical environment influences human activities</p>
How does the place we live affect our lives? (p. 144)	<p>English Language Arts: <i>Writing</i>—Purposes—C2 create informational writing and representations about non-complex topics and procedures; Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p> <p>Arts Education: <i>Drama—Exploring and Creating—A2</i> use imagination and exploration to create drama—make choices within a defined framework; explore situations in role, including who, what, where, and with whom; use drama to make connections between imagined and real-life situations; demonstrate the ability to describe their thoughts and feelings at specific moments in the drama; A4 reflect on classroom drama experiences—respond to teacher prompts to reflect during and after drama experiences; share responses to classroom drama experiences, including what ideas they heard or saw, what they thought about their experiences; Drama Forms, Strategies, and Skills—B2 use movement and their bodies to express a range of ideas and feelings while working in role—use movement elements to depict roles; B3 use a variety of drama forms to represent ideas and feelings—reflect on connections between imagined and real-life situations</p> <p>Social Studies: <i>Human and Physical Environment—E3</i> describe how the physical environment influences human activities</p>
How does your day compare to that of a child living elsewhere? (p. 146)	<p>English Language Arts: <i>Reading and Viewing—Strategies—B7</i> use strategies after reading and viewing to confirm and extend meaning; Thinking—B8 respond to selections they read or view; B9 read and view to expand knowledge; <i>Writing—Thinking—C7</i> use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p> <p>Mathematics: <i>Statistics and Probability—Data Analysis—D1</i> gather and record data about self and others to answer questions; <i>Shape and Space—Measurement—C1</i> relate the number of days to a week and the number of months to a year in a problem-solving context</p>

<p>What can art tell about who and where we are? (p. 147)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts; Thinking—B8 respond to selections they read or view; <i>Writing</i>—Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring colour; create images featuring shape; A4 experiment with materials, technologies, and processes to create particular effects—explore and experiment with a range of materials, technologies, and processes to create images; Skills and Strategies—B1 describe and apply image-development strategies including simplification, abstraction—describe examples of simplification and abstraction in images viewed in the class, school, and community; B3 describe and apply a variety of materials, technologies, and processes to create images—select and apply a variety of materials, technologies, and processes to create images; Exhibition and Response—D1 describe their response to artworks—identify visual elements, principles of design, and image-development strategies used in images viewed; suggest reasons for the use of elements and principles in their own and others’ works; identify materials, technologies, and processes used in images viewed, and describe their effects; describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—B4 identify significant language and cultural characteristics of Canadian society—give examples of how heritage is represented in their school and community</p>
<p>What do toys tell about when and where children live? (p. 148)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate comprehension of visual texts; Thinking—B8 respond to selections they read or view; <i>Writing</i>—Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>What celebrations and traditions bring people together? (p. 150)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; <i>Writing</i>—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes; Strategies—C5 use strategies during writing and representing to express thoughts; Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms; Features—C10 use some features and conventions of language to express meaning in their writing and representing</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—C1 relate the number of days to a week and the number of months to a year in a problem-solving context; <i>Statistics and Probability</i>—Data Analysis—D1 gather and record data about self and others to answer questions</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—B3 identify factors that influence who they are—demonstrate awareness of the variety of traditions and celebrations in their school and community; identify and share stories, traditions, and celebrations of their community; describe ways of demonstrating respect for their own and others’ identities</p>

<p>What can music and dance teach us about cultures, celebrations, and traditions? (p. 152)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A9 use speaking and listening to develop thinking</p> <p>Arts Education: <i>Dance</i>—Creating Dance—A1 move expressively to a variety of sounds and music—move expressively in response to a variety of sounds and music demonstrating response to changes in sound, combinations of movements; A2 create movement sequences based on patterns, stories, and themes—move to express actions, ideas, events, or feelings elicited by a variety of live or recorded music, poetry, stories, and pictures, representing stories and characters, themes, topics, and events, patterns; Elements of Dance—B1 move safely in both personal space and general space during dance activities—participate in movement exercises involving shared space and general space alone, with a partner, in small groups;</p> <p><i>Music</i>—Exploring and Creating—A2 represent personal thoughts, images, and feelings experienced in classroom repertoire—use stories, pictures, movement, etc. to communicate personal thoughts, images, and feelings; Context—C1 participate in music activities from a variety of historical, cultural, and social contexts—discuss a variety of purposes of music; actively engage in activities related to music from a variety of historical, cultural, and social contexts</p>
<p>How might we improve our community? (p. 154)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A9 use speaking and listening to develop thinking</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—B2 describe ways individuals contribute to a community; Governance—C2 describe how decisions are made in groups, the classroom, and the school; Human and Physical Environment—Economy and Technology—D1 describe work done in the school; E2 describe their responsibility to the local environment</p>
<p>Wrapping Up an Inquiry (p. 156)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; A5 use strategies when expressing and presenting ideas, information, and feelings; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; A9 use speaking and listening to develop thinking;</p> <p><i>Writing</i>—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes; C2 create informational writing and representations about non-complex topics and procedures; Strategies—C4 use strategies before writing and representing; C5 use strategies during writing and representing to express thoughts; C6 use strategies after writing and representing to improve their work; Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms; C9 reflect on and assess their writing and representing; Features—C10 use some features and conventions of language to express meaning in their writing and representing</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A5 select a solution to a classroom or school problem; <i>Human and Physical Environment</i>—E2 describe their responsibility to the local environment</p>

ANIMALS IN OUR WORLD	
Engage	
What do we know and wonder? (p.162)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; A9 use speaking and listening to develop thinking
What can we learn about animals from experts? (p. 163)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; <i>Writing</i> —Purposes—C2 create informational writing and representations about non-complex topics and procedures; Strategies—C4 use strategies before writing and representing Science: <i>Life Science: Animal Growth and Change</i> —describe how animals are important in the lives of Aboriginal peoples in BC—identify from historical sources how animals were part of the lives of Aboriginal peoples
What information is interesting to us? (p. 164)	English Language Arts: <i>Reading and Viewing</i> —Purposes—B2 read fluently and demonstrate comprehension of grade-appropriate information texts; Strategies—B5 use strategies before reading and viewing; B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B9 read and view to expand knowledge; Features—B11 recognize and derive meaning from the structures and features of texts Science: <i>Processes of Science</i> —use their senses to interpret observations
What is your opinion? (p. 165)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; Thinking—A9 use speaking and listening to develop thinking Mathematics: <i>Statistics and Probability</i> —Data Analysis—D1 gather and record data about self and others to answer questions; D2 construct and interpret concrete graphs and pictographs to solve problems
Invitations to Inquire: Cluster 1	
What can we learn about animals in a field study? (p. 171)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; <i>Writing</i> —Strategies—C4 use strategies before writing and representing Arts Education: <i>Visual Arts</i> —Creative Processes—A1 use a variety of image sources to create images, including feelings, imagination, memory, and observation—name/apply examples of how observation can be used to create images; A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape Science: <i>Life Sciences: Animal Growth and Changes</i> —classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles

<p>What can we learn about animals in a virtual field study? (p. 173)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Strategies—B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B8 respond to selections they read or view; B9 read and view to expand knowledge</p> <p><i>Writing</i>—Strategies—C4 use strategies before writing and representing; Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p> <p>Science: <i>Life Sciences: Animal Growth and Changes</i>—describe how animals are important in the lives of Aboriginal peoples in BC—identify from historical sources how animals were part of the lives of Aboriginal peoples; illustrate in detail how animals help to meet the needs of local Aboriginal peoples</p>
<p>How do animals change and grow over time? (p. 175)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; A9 use speaking and listening to develop thinking;</p> <p><i>Writing</i>—Strategies—C4 use strategies before writing and representing; Thinking—C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p> <p>Science: <i>Life Sciences: Animal Growth and Changes</i>—describe some changes that affect animals—accurately list a group of animals that hibernate, migrate, or change coat to respond to the conditions encountered in the different seasons; identify the effects of a decline in a specific animal population</p>
<p>What can we find out about what animals need? (p. 177)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; A9 use speaking and listening to develop thinking</p> <p>Health and Career Education: <i>Health</i>—Healthy Living—C1 describe practices that contribute to physical and emotional health—describe practices that contribute to physical health</p> <p>Science: <i>Life Sciences: Animal Growth and Changes</i>—describe ways in which animals are important to other living things and the environment</p>

In what ways are animals alike? (p. 179)

English Language Arts: *Oral Language (Speaking and Listening)*—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others;

Reading and Viewing—Purposes—B2 read fluently and demonstrate comprehension of grade-appropriate information texts; Strategies—B5 use strategies before reading and viewing; B6 use strategies during reading and viewing to construct, monitor, and confirm meaning; B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B8 respond to selections they read or view; B9 read and view to expand knowledge;

Writing—Purposes—C2 create informational writing and representations about non-complex topics and procedures; Strategies—C4 use strategies before writing and representing; Thinking—C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms

Arts Education: *Visual Arts*—Creative Processes—A1 use a variety of image sources to create images, including feelings, imagination, memory, and observation—name and apply examples of how imagination can be used to create images; A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape; Exhibition and Response—D1 describe their response to artworks—suggest reasons for the use of elements and principles in their own and others' works

Mathematics: *Statistics and Probability*—Data Analysis—D1 gather and record data about self and others to answer questions; D2 construct and interpret concrete graphs and pictographs to solve problems;

Shape and Space—3-D Objects and 2-D Shapes—C6 sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule

Science: *Life Sciences: Animal Growth and Changes*—classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles

Invitations to Inquire: Cluster 2	
<p>How do animals contribute to the world? (p. 181)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; A5 use strategies when expressing and presenting ideas, information, and feelings; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; A9 use speaking and listening to develop thinking; <i>Reading and Viewing</i>—Purposes—B2 read fluently and demonstrate comprehension of grade-appropriate information texts; Thinking—B9 read and view to expand knowledge; <i>Writing</i>—Strategies—C4 use strategies before writing and representing; Thinking—C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A1 use a variety of image sources to create images, including feelings, imagination, memory, and observation—name and apply examples of how observation can be used to create images; A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape</p> <p>Science: <i>Life Sciences: Animal Growth and Changes</i>—describe ways in which animals are important to other living things and the environment—make a comprehensive food web of items that can be obtained from a particular animal; with teacher support, illustrate ways in which animals contribute to the environment; describe how animals are important in the lives of Aboriginal peoples in BC</p>
<p>How can we protect animals and the places where they live? (p. 183)</p>	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A5 use strategies when expressing and presenting ideas, information, and feelings; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage <i>Reading and Viewing</i>—Purposes—B2 read fluently and demonstrate comprehension of grade-appropriate information texts; Thinking—B9 read and view to expand knowledge; <i>Writing</i>—Strategies—C4 use strategies before writing and representing; Thinking—C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms</p> <p>Arts Education: <i>Visual Arts</i>—Creative Processes—A1 use a variety of image sources to create images, including feelings, imagination, memory, and observation—name and apply examples of how observation can be used to create images; A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape</p>

Wrapping Up an Inquiry (p. 186)

English Language Arts: *Oral Language (Speaking and Listening)*—Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen attentively for a variety of purposes and demonstrate comprehension; Strategies—A4 use strategies when interacting with others; A5 use strategies when expressing and presenting ideas, information, and feelings; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage; A9 use speaking and listening to develop thinking
Reading and Viewing—Purposes—B2 read fluently and demonstrate comprehension of grade-appropriate information texts; Thinking—B9 read and view to expand knowledge;
Writing—Purposes—C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes; C2 create informational writing and representations about non-complex topics and procedures; Strategies—C4 use strategies before writing and representing; C5 use strategies during writing and representing to express thoughts; C6 use strategies after writing and representing to improve their work; Thinking—C7 use writing and representing to express personal responses and opinions about experiences or texts; C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms; C9 reflect on and assess their writing and representing; Features—C10 use some features and conventions of language to express meaning in their writing and representing

Arts Education: *Visual Arts*—Creative Processes—A1 use a variety of image sources to create images, including feelings, imagination, memory, and observation—name and apply examples of how observation can be used to create images; A3 create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern, symmetrical balance—create images featuring shape; Exhibition and Response—D1 describe their response to artworks—suggest reasons for the use of elements and principles in their own and others’ works

Social Studies: *Skills and Processes of Social Studies*—A3 gather information from a variety of sources for presentation; A4 present information using oral, written, or visual representations

Science: *Processes of Science*—use their senses to interpret observations—provide comprehensive explanations based on observations made or facts learned; draw specific conclusions based on observations