

Benchmarks for Grade Two Education in Alberta Canada

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Alberta Benchmarks for Grade Two Education	Earthschooling
	Name of Earthschooling block that covers topic is listed below. Topic is covered in a specific lesson or assignment for that lesson.
<i>Reading</i>	
Identifies frequently used sight words (Dolch first and second grade)	G2: Sixth Sense Reading
Extends decoding skills (initial blends, consonant and vowel digraphs, silent letters)	G2: Sixth Sense Reading
Identifies common word families (e.g. ake, ay, ing, ack, in, ish, ight)	G2: Sixth Sense Reading
Recognizes compound words and contractions	G2: Sixth Sense Reading
Applies phonics rules to read unfamiliar words	G2: Sixth Sense Reading <i>G2: Saints and Heroes Block*</i> <i>*Can be substituted with "Heroes Around the World" Block (for this and all of the below)</i>
Uses personal experience, context and pictures cues to confirm meaning	G2: Sixth Sense Reading
Recognizes and discusses key features of a story (setting, problem, character response and resolution)	G2: Sixth Sense Reading G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Summarizes main idea	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Recalls supporting details and retells events in sequence	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Asks and answers questions to clarify understanding	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Recalls and follows directions	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Distinguishes between non-fiction and fiction	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Reads, listens to, and views a variety of genres	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Reads aloud with fluency, accuracy and expression	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Reads daily with growing independence	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Attends to punctuation cues during oral reading	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Self-corrects when reading does not make sense	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block

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Writing	
Writes a variety of genres (see portfolio suggestions below)	G2: Lower Case Alphabet Block
Writes 2 or more multi-sentence paragraphs	G2: Lower Case Alphabet Block
Uses a variety of means to record ideas and information (e.g. lists, pattern books, charts, webs, drawings, stories, etc.)	G2: Lower Case Alphabet Block
Uses rubrics, graphic organizers or outlines to organize information	G2: Lower Case Alphabet Block
Records key facts and ideas in own words	G2: Lower Case Alphabet Block
Finds information from a variety of sources to write re.	G2: Lower Case Alphabet Block
Includes a beginning, middle and end in narratives	G2: Lower Case Alphabet Block
Sequences ideas in directions, explanations or rules	G2: Lower Case Alphabet Block
Uses a variety of sentence beginnings	G2: Lower Case Alphabet Block
Distinguishes between complete and incomplete sentences	G2: Lower Case Alphabet Block
Uses complete sentences, avoiding fragments and run-ons	G2: Lower Case Alphabet Block
Produces grammatically correct sentences (subject-verb agreement)	G2: Lower Case Alphabet Block
Uses connecting words (and, but, because, etc.) to join related ideas in sentences	G2: Lower Case Alphabet Block
Uses a descriptive, precise and growing vocabulary	G2: Lower Case Alphabet Block
Experiments with adverbs and adjectives to add interest and detail	G2: Lower Case Alphabet Block
Uses a personal dictionary	G2: Lower Case Alphabet Block
Notices and uses printed words in the environment	G2: Lower Case Alphabet Block
Uses internal and end punctuation (. ? , and !)	G2: Lower Case Alphabet Block
Uses capital letters (sentence beginnings, I, names, places, days and months)	G2: Lower Case Alphabet Block
Applies spelling conventions to familiar and unfamiliar words	G2: Lower Case Alphabet Block
Identifies nouns, verbs, adjectives and adverbs	G3: Grammar Block
Knows the correct usage of a/an	G3: Grammar Block
Recognizes and understands contractions	G3: Grammar Block
Recognizes and begins to use possessives	G3: Grammar Block
Arranges words alphabetically to the first letter	G2: Lower Case Alphabet Block
Revises & edits work for spelling, mechanics, content	G3: Grammar Block
Improves penmanship (spacing, legibility, size, formation)	G2: Lower Case Alphabet Block
Speaks in complete sentences with clarity, volume, pace, and expression	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Explores and uses the keyboard to compose & revise	G2: Lower Case Alphabet Block: Optional
Participates meaningfully in a discussion	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block
Presents ideas, information w/ illustration, written text	G2: Saints and Heroes Block G2: Fables, Legends, and Animals Block

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Math	
Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> • 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. 	G2: Second Grade Math
Demonstrate if a number (up to 100) is even or odd.	G2: Second Grade Math
Describe order or relative position, using ordinal numbers (first, second, third, etc.) up to tenth.	G2: Second Grade Math
Represent and describe numbers to 100, concretely (objects, body), pictorially (pictures, drawings) and symbolically (numbers, words).	G2: Second Grade Math
Compare and order numbers up to 100.	G2: Second Grade Math
Estimate quantities to 100, using referents.	G2: Second Grade Math
Show, concretely and pictorially, the meaning of place value for numerals to 100.	G2: Second Grade Math
Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number.	G2: Second Grade Math
Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> • using personal strategies for adding and subtracting, with and without manipulatives • creating and solving addition and subtraction problems • using the commutative property of addition (the order in which numbers are added does not affect the sum) • using the associative property of addition (grouping a set of numbers in different ways does not affect the sum) • explaining that the order in which numbers are subtracted may affect the difference. 	G1: How to Start with Waldorf Math G1: Sixth Sense Math G2: Second Grade Math
Describe and use mental math strategies (memorization is not intended), such as: <ul style="list-style-type: none"> • using doubles • making 10 • one more, one less • two more, two less • building on a known double • thinking addition for subtraction for basic addition facts and related subtraction facts to 18.	G1: How to Start with Waldorf Math G1: Sixth Sense Math G2: Second Grade Math

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<p>Demonstrate an understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> • describing • extending • comparing • creating <p>patterns using manipulatives, diagrams, sounds and actions.</p>	<p>G1: How to Start with Waldorf Math G1: Sixth Sense Math G2: Second Grade Math</p>
<p>Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> • describing • reproducing • extending • creating <p>numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions.</p>	<p>G1: How to Start with Waldorf Math G1: Sixth Sense Math G2: Second Grade Math</p>
<p>Sort objects, using two attributes (e.g., size, colour), and explain the sorting rule.</p>	<p>G1: How to Start with Waldorf Math G1: Sixth Sense Math G2: Second Grade Math</p>
<p>Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.</p>	<p>G1: How to Start with Waldorf Math G1: Sixth Sense Math G2: Second Grade Math</p>
<p>Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.</p>	<p>G1: How to Start with Waldorf Math G1: Sixth Sense Math G2: Second Grade Math</p>
<p>Relate the number of days to a week and the number of months to a year in a problem-solving context.</p>	<p>G2: Recitation Verses</p>
<p>Relate the size of a unit of measure to the number of units (limited to nonstandard units, e.g., paper clips, toothpicks, straws, blocks) used to measure length and mass (weight).</p>	<p>G2: Second Grade Math G3: Third Grade Math: Chapter One Only</p>
<p>Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison.</p>	<p>G2: Second Grade Math G3: Third Grade Math</p>
<p>Measure length to the nearest nonstandard unit by:</p> <ul style="list-style-type: none"> • using multiple copies of a unit • using a single copy of a unit (repeat process over and over). 	<p>G3: Third Grade Math</p>

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Show that changing the orientation of an object does not alter the measurements of its attributes.	G3: Third Grade Math
Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule.	G2: Form Drawing
Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • pyramids. 	G2: Form Drawing
Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> • triangles • squares • rectangles • circles. 	G2: Form Drawing
Identify 2-D shapes as parts of 3-D objects in the environment.	G2: Form Drawing
Gather and record data about self and others to answer questions.	G2: Supplemental Waldorf Enrichment
Construct and interpret concrete graphs and pictographs to solve problems.	G2: Supplemental Waldorf Enrichment
<i>Science</i>	
<i>Exploring Liquids</i>	
Recognize and describe characteristics of liquids: <ul style="list-style-type: none"> • Recognize and describe liquid flow • Describe the shape of drops • Describe the surface of calm water 	G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science
Compare water with one or more other liquids, such as cooking oil, glycerin or water mixed with liquid detergent. Comparisons may be based on characteristics, such as colour, ease of flow, tendency of drops to form a ball shape (bead), interactions with other liquids and interactions with solid materials	G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science
Compare the amount of liquid absorbed by different materials; e.g., students should recognize that some forms of paper are very absorbent but other forms of paper are not	G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science
Evaluate the suitability of different materials for containing liquids. Students should recognize that materials such as writing paper and unglazed pottery are not waterproof and would not be	G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science

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<p>suitable as containers; but that waxed paper and glazed pottery are waterproof and, thus, could be used in constructing or lining a liquid container</p>	
<p>Demonstrate an understanding that liquid water can be changed to other states:</p> <ul style="list-style-type: none"> • Recognize that on cooling, liquid water freezes into ice and that on heating, it melts back into liquid water with properties the same as before • Recognize that on heating, liquid water may be changed into steam or water vapor and that this change can be reversed on cooling • Identify examples in which water is changed from one form to another 	<p>G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science</p>
<p>Predict that the water level in open containers will decrease due to evaporation, but the water level in closed containers will not decrease</p>	<p>G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science</p>
<p>Predict that a wet surface will dry more quickly when exposed to wind or heating and apply this understanding to practical situations, such as drying of paints, clothes and hair</p>	<p>G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science</p>
<p>Recognize that water is a component of many materials and of living things</p>	<p>G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science</p>
<p>Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe</p>	<p>G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science</p>
<p>Understand unit-specific vocabulary including liquid, solid, gas or vapour, surface tension, boiling point, freezing point, melting point, evaporation, absorbency, viscosity, waterproof, and water-repellent</p>	<p>G2: Second Grade Arts, Crafts and Stories G2: Watercolor Stories for the Year G2: The Fairyland of Science</p>
<p><i>Buoyancy and Boats</i></p>	
<p>Describe, classify and order materials on the basis of their buoyancy. Students who have achieved this expectation will distinguish between materials that sink in water and those that float. They will also be aware that some “floaters” sit mostly above water, while others sit mostly below water.</p>	<p>G2: Second Grade Arts, Crafts and Stories G2: The Fairyland of Science</p>

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The terms buoyancy and density may be introduced but are not required as part of this learning expectation	
Alter or add to a floating object so that it will sink, and alter or add to a non-floating object so that it will float	G2: Second Grade Arts, Crafts and Stories G2: Supplemental Waldorf Enrichment
Assemble materials so they will float, carry a load and be stable in water	G2: Second Grade Arts, Crafts and Stories G2: Supplemental Waldorf Enrichment
Modify a watercraft to increase the load it will carry	G2: Second Grade Arts, Crafts and Stories G2: Supplemental Waldorf Enrichment
Modify a watercraft to increase its stability in water	G2: Second Grade Arts, Crafts and Stories G2: Supplemental Waldorf Enrichment
Evaluate the appropriateness of various materials to the construction of watercraft, in particular: <ul style="list-style-type: none"> • The degree to which the material is waterproof (not porous) • The ability to form waterproof joints between parts • The stiffness or rigidity of the material • The buoyancy of the material 	G2: Second Grade Arts, Crafts and Stories G2: Supplemental Waldorf Enrichment
Develop or adapt methods of construction that are appropriate to the design task	G2: Second Grade Arts, Crafts and Stories G2: Supplemental Waldorf Enrichment
Adapt the design of a watercraft so it can be propelled through water	G2: Second Grade Arts, Crafts and Stories G2: Supplemental Waldorf Enrichment
Explain why a given material, design or component is appropriate to the design task	G2: Second Grade Arts, Crafts and Stories G2: Supplemental Waldorf Enrichment
Understand unit-specific vocabulary including sink, float, density, buoyancy, waterproof, stability, centre of gravity, and porous	G2: Second Grade Arts, Crafts and Stories G2: Supplemental Waldorf Enrichment
Magnetism	
Identify where magnets are used in the environment and why they are used	G6: Magnetism (note that each grade has various science blocks. In our curriculum students use the magnetism block in G6 but it can easily be used in G2 as it is a separate block and not joined with other units of study)
Distinguish materials that are attracted by a magnet from those that are not	G6: Magnetism
Recognize that magnets attract materials with iron or steel in them; and given a variety of metallic and nonmetallic objects, predict those that will be attracted by a magnet	G6: Magnetism
Recognize that magnets have polarity, demonstrate that poles may either repel or attract each other, and state a rule for when poles will	G6: Magnetism

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repel or attract each other	
Design and produce a device that uses a magnet	G6: Magnetism
Demonstrate that most materials are transparent to the effects of a magnet. A magnetic field will pass through such materials, whereas other materials interact with a magnet	G6: Magnetism
Compare and measure the strength of magnets	G6: Magnetism
Understand unit-specific vocabulary including magnet, north-seeking pole, south-seeking pole, magnetism, magnetic field, gauss, and metallic	
<i>Hot and Cold Temperatures</i>	
Describe temperature in relative terms, using expressions, such as hotter than, colder than	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
Measure temperature in degrees Celsius (°C)	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
Identify ways in which the temperature in homes and buildings can be adjusted; e.g., by turning a thermostat up or down, by opening or closing windows, by using a space heater in a cold room	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
Describe, in general terms, how local buildings are heated: <ul style="list-style-type: none"> • Identify the energy source or fuel • Recognize that most buildings are heated by circulating hot air or hot water • Describe how heat is circulated through the school building and through their own homes 	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
Describe the role of insulation in keeping things hot or cold, and identify places where some form of insulation is used; e.g., clothing, refrigerator, coolers, homes	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
Identify materials that insulate animals from the cold; e.g., wool, fur and feathers; and identify materials that are used by humans for the same	ES: Wildlife Curriculum G2: Community Science Block

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purpose	
Design and construct a device to keep something hot or cold	G2: Second Grade Waldorf Supplemental Enrichment
Describe ways in which temperature changes affect us in our daily lives	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
Understand unit-specific vocabulary including temperature, thermometer, thermostat, Celsius, freezing point, boiling point, heat, body temperature, fever, hypothermia, conduction, convection, radiation, and insulation	G2: Fairyland of Science G2: Second Grade Waldorf Supplemental Enrichment
<i>Small Crawling and Flying Animals</i>	
Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally	G2: Community Science Block ES: Wildlife Curriculum
Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates—that is, animals such as insects, spiders, centipedes, slugs, worms	G2: Community Science Block ES: Wildlife Curriculum
Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home	G2: Community Science Block ES: Wildlife Curriculum
Identify each animal’s role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source	G2: Community Science Block ES: Wildlife Curriculum
Describe the relationships of these animals to other living and nonliving things in their habitat, and to people	G2: Community Science Block ES: Wildlife Curriculum
Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight	G2: Community Science Block ES: Wildlife Curriculum
Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks	G2: Community Science Block ES: Wildlife Curriculum
Identify ways in which animals are considered helpful or harmful to humans and to the environment	G2: Community Science Block ES: Wildlife Curriculum
Understand unit-specific vocabulary vertebrate,	G2: Community Science Block

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invertebrate, exoskeleton, flatworm, roundworm, segmented worm, mollusk, arthropod, arachnid, insect, metamorphosis, habitat, herbivore, carnivore, omnivore, decomposer, camouflage, and migrate	ES: Wildlife Curriculum
<i>Social Studies</i>	
Appreciate how a community's physical geography shapes identity	G2: Community Science Block
Appreciate the diversity and the vastness of Canada's land and peoples	G2: Community Science Block G2: Nature Walk Guides
Value oral history and stories as ways to learn about the land	G2: Fables, Legends and Animals Block
Acknowledge, explore and respect historic sites and monuments	Field Trips
Demonstrate care and concern for the environment	G2: Community Science Block G2: Nature Walk Guides
Where are the Inuit, Acadian and prairie communities located in Canada?	G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
How are the geographic regions different from where we live?	G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What are the major geographical regions, landforms and bodies of water in each community?	G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What are the main differences in climate among these communities?	G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What geographic factors determined the establishment of each community (e.g. Soil, water and climate)?	G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
How does the physical geography of each community shape its identity?	G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What is daily life like for children in Inuit, Acadian and prairie communities (e.g. recreation, school)?	G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
How does the vastness of Canada affect how we connect to other Canadian communities?	G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What are the cultural characteristics of the communities (e.g. special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)?	G2: Community Science Block G2: Nature Walk Guides G4: Local Geography Cultures

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	G4: Main Lessons in Native Cultures
What are the traditions and celebrations in the communities that connect the people to the past and to each other?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
How are the communities strengthened by their stories, traditions and events of the past?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What are the linguistic roots and practices in the communities?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What individuals and groups contributed to the development of the communities?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
How do these communities connect with one another (e.g. cultural exchanges, languages, traditions, music)?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What kinds of natural resources exist in the communities (e.g. fishing, agriculture, and mining)?	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What are the occupations in each of the communities?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What kinds of goods and services are available in the communities?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What impact does industry have on the communities (e.g. agriculture, manufacturing)?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
Appreciate how stories of the past connect individuals and communities to the present	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides

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	G4: Local Geography
Appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
Appreciate how connections to a community contribute to one's identity	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
Appreciate how cultural and linguistic exchanges connect one community to another	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography
What characteristics define their community?	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides
What is unique about their community?	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides
What are the origins of their community?	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides
What are the reasons for the establishment of their community (e.g. original fur trade fort, original inhabitants)	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides
What individuals or groups contributed to the development of their community?	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides
In what ways has our community changed over time (e.g. changes in transportation, land use)?	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides
What has caused changes in their community?	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides
How has the population of their community changed over time (e.g. ethnic mix, age, occupations)?	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides
How have the people who lived in the community contributed to change in the community?	G4: Local Geography G2: Community Science Block G2: Nature Walk Guides
How is the presence of Aboriginal and/or Francophone origins reflected in the community today?	G4: Main Lessons in Native Cultures G2: Community Science Block G2: Nature Walk Guides G4: Local Geography

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