

U3: Plants and animals have observable **patterns or stages** in their development.

K4: A **life cycle** shows the different stages of life that a plant or an animal goes through.

S5: **Discuss** and **compare** life cycles of various plants and animals.

K5: **Life cycles can be represented** in many ways, such as illustrations, diagrams, models, and stories.

S4: **Represent** the life cycles of various plants and animals.

U2: Plants and animals share **similarities** with their offspring.

K3: **Offspring** are the children of plants or animals.

S3: **Identify similarities** between offspring and their parents.

Grade 2 - Living Systems

How do plants and animals live and grow?

U1: Plants and animals can be **affected by human behaviour**.

K1: Some human **behaviours can positively affect** plants and animals, such as reducing, reusing, recycling, and repurposing, recovering natural areas, protecting natural spaces, and creating parks.

K2: Some human **behaviours can negatively affect** plants and animals, such as littering, polluting, using up materials from nature that plants and animals need to live, and introducing plants and other animals that are not native to the area.

S2: **Explain** positive and negative impacts of human behaviour on plants and animals.

U4: The **ways in which individuals or groups relate to land, plants, and animals** can influence cultural practices.

K6: First Nations, Métis, and Inuit **relate to land, plants, and animals as equals**.

K7: **Care and consideration** for land, plants, and animals can be **demonstrated through cultural practices**, such as taking only what is needed, using the whole plant or animal, protecting water and soil, and treating land, plants, and animals as relatives.

S1: **Discuss ways to respect plants and animals** while interacting in various environments.

S6: **Discuss how humans might interact** with land, plants, and animals if they see land, plants, and animals as equals.

S7: **Identify ways in which people show care** for land, plants, and animals through cultural practices.

