

COMMUNITIES IN CANADA

GRADE

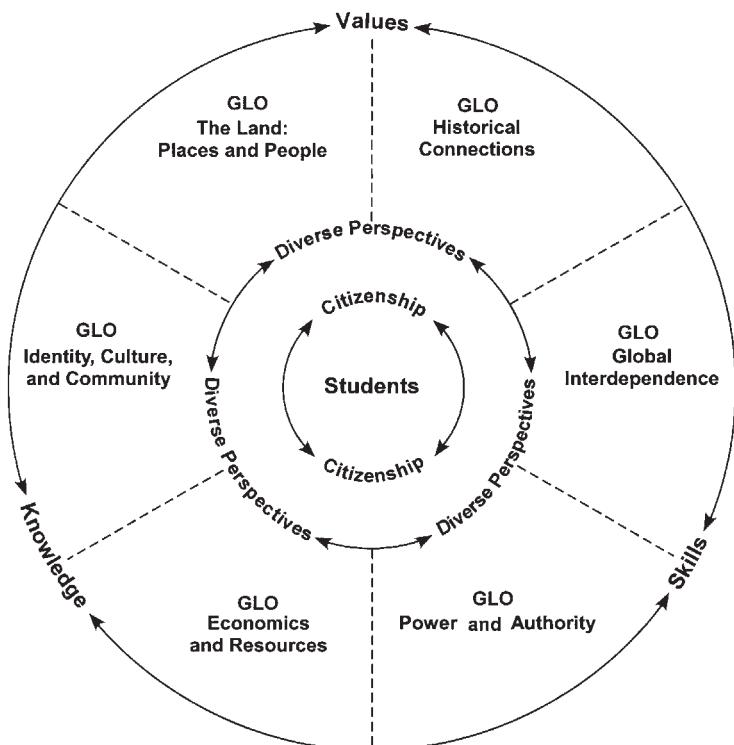
2

Grade Overview

Specific Learning Outcomes

Learning Experiences

GRADE 2 students explore life in Canada, beginning with a study of their own community and moving outward to other communities. They become aware of their Canadian heritage as they discover stories of their local community's past and present. They explore ways in which people interact with the natural environment and come to understand the nature of communities. Students enhance their awareness of the cultural and geographic diversity of Canada through the study of an Aboriginal community and one other Canadian community. Through this exploration, students discover the diversity and commonalities that link Canadian communities.



Cluster 1: Our Local Community

Students focus on various aspects of communities. They locate their local communities on a map and explore the influence of the natural environment, important people and leaders, and cultural groups in their communities. Through stories of their local community, past and present, students become aware of their identity and heritage. They also consider their personal contributions to leadership and peaceful conflict resolution.

Cluster 2: Communities in Canada

Students enhance their awareness of the cultural and geographic diversity of Canada through the study of *one Aboriginal community and one other Canadian community*. They explore natural and constructed features of communities and examine concepts related to natural resources, work, goods, and services, and how these factors shape life in communities. They also discover how communities have changed over time.

Cluster 3: The Canadian Community

Students explore different aspects of Canada, including national symbols, the origins of place names, and the presence and influence of diverse languages and cultural communities. They examine the diverse yet similar aspects of the Canadian community and how people in communities meet their needs. They also locate Canada on a map and consider connections that link Canada to other countries.

Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Grade 2 students will...

S-100	Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i>	S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-101	Resolve conflicts peacefully and fairly.	S-104	Consider the rights and opinions of others during interactions.
S-102	Interact fairly and respectfully with others.		

Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Grade 2 students will...

S-200	Select information from oral, visual, material, print, or electronic sources.	S-205	Construct maps that include a title, legend, and symbols.
S-201	Organize and record information using visual organizers.	S-206	Interpret maps that include a title, legend, and symbols.
S-202	Use appropriate terms or expressions to describe periods of time.	S-207	Use cardinal directions to describe location.
S-203	Use tools and technologies to accomplish given tasks.		
S-204	Use simple timelines to organize information chronologically.		

Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Grade 2 students will...

S-300	Formulate questions for research.	S-302	Use information or observation to form opinions.
S-301	Consider advantages and disadvantages of solutions to a problem.	S-303	Revise ideas and opinions based on new information.

Communication

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Grade 2 students will...

S-400	Listen actively to others.	S-403	Present information and ideas orally, visually, concretely, or electronically.
S-401	Use language that is respectful of others.		
S-402	Express reasons for their ideas and opinions.	S-404	Relate events and stories in chronological order.

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Grade 2 students will...

KC-001	Recognize that all members of communities have responsibilities and rights.	VC-001	Value the contributions of individuals to their communities.
KC-002	Identify significant Canadian and Manitoban symbols, buildings, and monuments. <i>Examples: Canadian flag, Manitoba flag and floral emblem, Maple Leaf, beaver, buffalo, Manitoba Legislative building, Parliament Buildings, National War Memorial, drums, inuksuit, Red River Cart, York Boat ...</i>	VC-002	Be willing to contribute to their groups and communities.
KC-003	Describe Remembrance Day as a time to think about peace and war.	VC-003	Value being a member of the Canadian community.

Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Grade 2 students will...

KI-004	Identify the defining characteristics of communities.	KI-012	Identify common features of Canadian communities. <i>Examples: transportation, services, schools...</i>
KI-005	Describe characteristics of their local communities. <i>Examples: transportation, services, schools...</i>	KI-013	Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.
KI-006	Identify cultural groups in their local communities.	KI-014	Identify English and French as the two official languages of Canada.
KI-007	Give examples of factors that shape who they are. <i>Examples: language, family, community, traditions, gender, where they live...</i>	KI-015	Recognize that a variety of languages are spoken in Canada.
KI-008	Recognize that stories of their elders, groups, and communities help shape who they are.	VI-004	Be willing to consider diverse points of view.
KI-008A	Recognize that their Elders, ancestors, and communities connect them to the past, present, and future.	VI-005	Value their groups and communities.
KI-009	Describe groups with which they identify. <i>Examples: cultural, linguistic, community, First Nation...</i>	VI-006	Appreciate the diversity of ways of life in Canadian communities.
KI-010	Identify their heritage and culture.	VI-006A	Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.
KI-010A	Identify their Aboriginal heritage and culture.	VI-006F	Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada.
KI-010F	Identify their francophone heritage and culture.		
KI-011	Recognize the diversity that characterizes Canada. <i>Examples: cultural, linguistic, geographic, artistic...</i>		

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Grade 2 students will...

KL-016	Name natural resources in their local community.	VL-007	Appreciate diverse artistic representations of the land. <i>Examples: poetry, painting, music...</i>
KL-017	Give examples of ways in which the natural environment influences their communities.		
KL-018	Locate their local community on a map of Canada.		
KL-019	Describe natural and constructed features of communities studied. <i>Examples: landforms, climate, waterways; buildings, bridges...</i>		
KL-020	Give examples of natural resources in communities studied.		
KL-021	Give examples of ways in which the natural environment shapes daily life in communities studied.		
KL-022	Explain the importance of conserving or restoring natural resources.		
KL-023	Locate communities studied on a map of Canada.		
KL-024	Locate Canada on a world map or globe.		

Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Grade 2 students will...

KH-025	Relate stories of significant events and people in their local community's past.	VH-008	Value personal connections to stories of their community's past.
KH-025A	Relate stories of significant events and people in their local Aboriginal community.	VH-008A	Value personal connections to stories of their Aboriginal community's past.
KH-025F	Relate stories of significant events and people in their local francophone community.	VH-008F	Value personal connections to stories of their francophone community's past.
KH-026	Identify ways in which life in Canadian communities has changed over time.	VH-009	Value oral history as a way to learn about the land.
KH-027	Recognize that First Nations and Inuit people are Canada's original peoples.		
KH-028	Recognize that many people came to Canada from other parts of the world to establish communities.		
KH-029	Describe the origins of a variety of place names in Canada.		
KH-030	Give examples of the historical francophone influence on the Canadian community. <i>Examples: place names, stories of historical figures, celebrations...</i>		

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Grade 2 students will...

KG-031	Identify Canada as one of many countries in the world.	VG-010	Value Canada's global connections.
KG-032	Give examples of connections linking Canada to other countries. <i>Examples: food, immigration, media...</i>		

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Grade 2 students will...

KP-033	Identify leaders in their communities. <i>Examples: mayor, reeve, chief, elders, community volunteers...</i>	VP-011	Be sensitive to others when taking on leadership roles.
KP-034	Give examples of ways in which they may demonstrate leadership.	VP-012	Value peaceful, non-violent ways of resolving conflicts.
KP-035	Identify possible sources of conflict in groups and communities.		

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Grade 2 students will...

KE-036	Give examples of goods produced in Canadian communities.	VE-013	Appreciate that their quality of life is enhanced by the work and products of other Canadian communities. <i>Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...</i>
KE-037	Describe different types of work in Canadian communities studied.		
KE-038	Give examples of needs common to all Canadians.		
KE-039	Give examples of media influences on their choices and decisions.		