

COMMUNITIES IN CANADA

GRADE

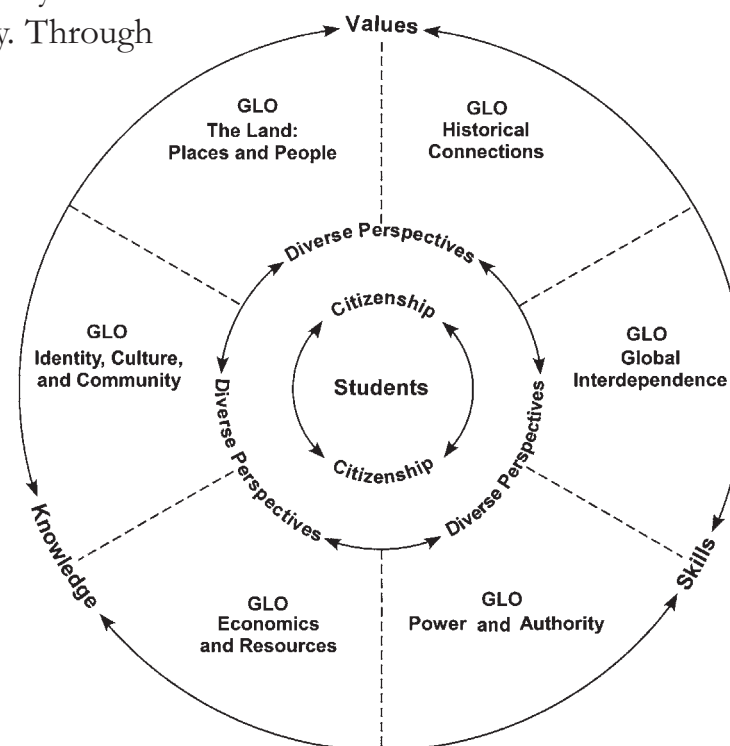
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Communities in Canada

Grade Overview

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.



Communities in Canada

GRADE

2

Cluster Overview

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.



Skills for 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.

Skills for 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.

Social Studies Skills

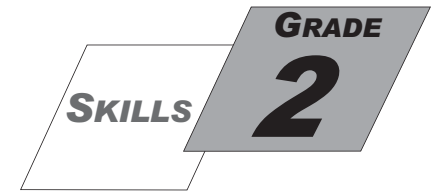
Active Democratic Citizenship

Students will...

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

Managing Information and Ideas

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



Social Studies Skills

Critical and Creative Thinking

Students will...

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

Communication

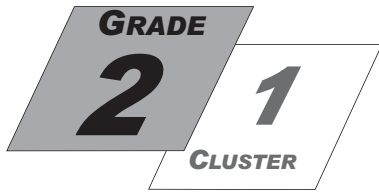
- 2-S-400** Listen actively to others.
- 2-S-401** Use language that is respectful of others.
- 2-S-402** Express reasons for their ideas and opinions.
- 2-S-403** Present information and ideas orally, visually, concretely, or electronically.
- 2-S-404** Relate events and stories in chronological order.

Critical and Creative Thinking Skills

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 judgements. These judgements 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.

Communication Skills

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.



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Cluster 1: Our Local Community

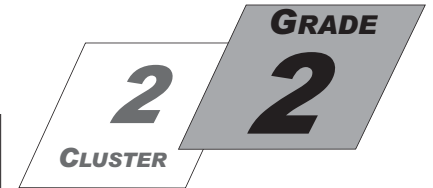
Knowledge

Students will...	
2-KC-001	Recognize that all members of communities have responsibilities and rights.
2-KC-003	Describe Remembrance Day as a time to think about peace and war.
2-KI-004	Identify the defining characteristics of communities.
2-KI-005	Describe characteristics of their local communities. <i>Examples: transportation, services, schools...</i>
2-KI-006	Identify cultural groups in their local communities.
2-KI-007	Give examples of factors that shape who they are. <i>Examples: language, family, community, traditions, gender, where they live...</i>
2-KI-008	Recognize that stories of their elders, groups, and communities help shape who they are.
2-KI-008A	Recognize that their Elders, ancestors, and communities connect them to the past, present, and future.
2-KI-009	Describe groups with which they identify. <i>Examples: cultural, linguistic, community, First Nation...</i>
2-KI-010	Identify their heritage and culture.
2-KI-010A	Identify their Aboriginal heritage and culture.
2-KI-010F	Identify their francophone heritage and culture.
2-KL-016	Name natural resources in their local community.
2-KL-017	Give examples of ways in which the natural environment influences their communities.
2-KL-018	Locate their local community on a map of Canada.
2-KH-025	Relate stories of significant events and people in their local community's past.
2-KH-025A	Relate stories of significant events and people in their local Aboriginal community.
2-KH-025F	Relate stories of significant events and people in their local francophone community.
2-KP-033	Identify leaders in their communities. <i>Examples: mayor, reeve, chief, elders, community volunteers...</i>
2-KP-034	Give examples of ways in which they may demonstrate leadership.
2-KP-035	Identify possible sources of conflict in groups and communities.

Values

2-VC-001	Value the contributions of individuals to their communities.	2-VH-008A	Value personal connections to stories of their Aboriginal community's past.
2-VC-002	Be willing to contribute to their groups and communities.	2-VH-008F	Value personal connections to stories of their francophone community's past.
2-VI-005	Value their groups and communities.	2-VP-011	Be sensitive to others when taking on leadership roles.
2-VH-008	Value personal connections to stories of their community's past.	2-VP-012	Value peaceful, non-violent ways of resolving conflicts.

Cluster 2: Communities in Canada



Knowledge

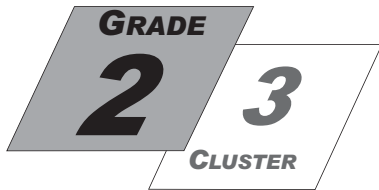
Students will...

2-KI-012	Identify common features of Canadian communities. <i>Examples: transportation, services, schools...</i>	2-KL-023	Locate communities studied on a map of Canada.
2-KL-019	Describe natural and constructed features of communities studied. <i>Examples: landforms, climate, waterways; buildings, bridges...</i>	2-KH-026	Identify ways in which life in Canadian communities has changed over time.
2-KL-020	Give examples of natural resources in communities studied.	2-KH-027	Recognize that First Nations and Inuit people are Canada's original peoples.
2-KL-021	Give examples of ways in which the natural environment shapes daily life in communities studied.	2-KH-028	Recognize that many people came to Canada from other parts of the world to establish communities.
2-KL-022	Explain the importance of conserving or restoring natural resources.	2-KE-036	Give examples of goods produced in Canadian communities.
		2-KE-037	Describe different types of work in Canadian communities studied.

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Values

2-VI-006	Appreciate the diversity of ways of life in Canadian communities.	2-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>
2-VI-006A	Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.		
2-VI-006F	Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada.		
2-VH-009	Value oral history as a way to learn about the land.		



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.

Cluster 3: The Canadian Community

Knowledge

Students will...	
<p>2-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></p> <p>2-KI-011 Recognize the diversity that characterizes Canada. <i>Examples: cultural, linguistic, geographic, artistic...</i></p> <p>2-KI-013 Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.</p> <p>2-KI-014 Identify English and French as the two official languages of Canada.</p> <p>2-KI-015 Recognize that a variety of languages are spoken in Canada.</p>	<p>2-KL-024 Locate Canada on a world map or globe.</p> <p>2-KH-029 Describe the origins of a variety of place names in Canada.</p> <p>2-KH-030 Give examples of the historical francophone influence on the Canadian community. <i>Examples: place names, stories of historical figures, celebrations...</i></p> <p>2-KG-031 Identify Canada as one of many countries in the world.</p> <p>2-KG-032 Give examples of connections linking Canada to other countries. <i>Examples: food, immigration, media...</i></p> <p>2-KE-038 Give examples of needs common to all Canadians.</p> <p>2-KE-039 Give examples of media influences on their choices and decisions.</p>

Values

<p>2-VC-003 Value being a member of the Canadian community.</p> <p>2-VI-004 Be willing to consider diverse points of view.</p> <p>2-VL-007 Appreciate diverse artistic representations of the land. <i>Examples: poetry, painting, music...</i></p> <p>2-VG-010 Value Canada's global connections.</p>
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