

Communities in Canada

This *Grade 2 Social*Studies at a Glance can be used in designing, planning, and assessing student learning for the year. It can be used to preview the content of the Grade 2 Social Studies curriculum.

It organizes the knowledge and values specific learning outcomes into thematic groups referred to as clusters or essential ideas. Together with the **Grade 2 Social Studies Curriculum Overview: General Learning Outcomes with Grade 2 Specific Learning Outcomes**, this document can be used to plan student learning and to develop cross-curricular connections.

SKILLS AND COMPETENCIES

Social studies involves the development of inquiry and research skills and methods, historical thinking, and geographic thinking. The skills and competencies learning outcomes are integrated throughout each cluster and are developed, refined, and applied across the grades. These skills and competencies are outlined in detail in the *Social Studies Foundation for Implementation* documents.

ACTIVE DEMOCRATIC CITIZENSHIP MANAGING INFORMATION AND IDEAS CRITICAL AND CREATIVE THINKING COMMUNICATION



OUR LOCAL COMMUNITY

▶ Characteristics of communities

KI-004 KI-005 KL-018

Natural resources

KL-016 KL-017

▶ Stories of the past

KH-025 VH-008

► Culture and heritage KI-006 KI-010

▶ Personal identity

KI-007 KI-008 KI-009 VI-005

▶ Contributing to our communities

KC-001 VC-001 VC-002

▶ Leadership

KP-033 KP-034 VP-011

▶ Remembrance Day

KC-003 KP-035 VP-012



COMMUNITIES IN CANADA

▶ Diverse peoples

KH-027 KH-028

▶ Features of Canadian communities

KI-012 KL-019 KL-023

▶ Natural resources

KL-020 KL-021 KL-022 VH-009

▶ Work, goods, and products

KE-036 KE-037 VE-013

Diversity and change

KH-026 VI-006



THE CANADIAN COMMUNITY

▶ Canadian symbols

KC-002

▶ Historical influences

KH-029 KH-030

▶ Cultural communities

KI-013 KI-014 KI-015 VC-003

▶ Canadian diversity

KI-011 VI-004 VL-007

▶ Canadian needs, choices, and decisions

KE-038 KE-039

▶ Global connections

KL-024 KG-031 KG-032 VG-010



Grade 2 students explore the cultural and geographic diversity in Canada. They begin with their own community, past and present, including how people interact with the natural environment. They also learn about an Aboriginal (First Nations, Métis, or Inuit) community and one other

Canadian community. Students come to understand the concept of community, including differences and similarities among Canadian communities. Through this exploration, students discover the diversity and commonalities that link Canadian communities.

In social studies, six general learning outcomes (GLOs) provide the broad conceptual structure from Kindergarten to Grade 12. Each general learning outcome is expressed as an **essential learning** for the grade level. Overarching all six GLOs is the core concept of Citizenship. The skills and competencies are interwoven throughout the clusters as shown below.

CITIZENSHIP

Fundamental to citizenship is an understanding that people are all part of a community. As members of the community, people have both rights and As individuals, people all contribute to the well-being and sustainability of their communities. Civic monuments and buildings as well as local and national ceremonies contribute to a sense of community.

KC- 001 002 003 VC- 001 002 003

IDENTITY, CULTURE, **AND COMMUNITY**

THE LAND: PLACES **AND PEOPLE**

HISTORICAL **CONNECTIONS**

GLOBAL INTERDEPENDENCE

POWER AND AUTHORITY

ECONOMICS AND RESOURCES

Many factors influence identity and life in communities, including culture, history, and language. Identity is shaped by one's past as well as one's present, and one's local, regional, and national location. Family heritage is also important in shaping identity. Community is strengthened by human interaction and interdependence, cultural diversity, and pluralism.

KNOWLEDGE AND UNDERSTANDING

CATEGORIES

REPORT CARD

RESEARCH AND COMMUNICATION

CRITICAL THINKING AND CITIZENSHIP

KI-004 005 006 007 008 008A 009 010 010A 010F 011 012 013 014 015

VI-004 005 006 006A 006F

People exist in dynamic relationships with the land. The land influences people's identities and defines their role as citizens. Cultural expressions are often shaped by the physical environment and its resources. As citizens, people have a responsibility to protect and sustain their environment.

KL-016 017 018 019 020 021 022 023 024

VL-007

The past shapes who people are. Students can appreciate the rich and enduring contributions of Canada's founding nations—First Nations, Métis, and Inuit; French; and British. Canada's diverse history continues to shape Canadian identity.

KH- 025 026 027 028 029 030 VH-008 008A 008F 009

People, communities, societies, nations, and environments are interconnected. As global citizens, people's rights and responsibilities to resolve issues peacefully and to care for the environment need to become more interconnected.

KG-031 032

VG-010

Power and authority influence all human relationships. There are diverse forms of governance in Canadian communities. As active, democratic citizens, Canadians all share a role to ensure this country is governed in a fair and equitable manner.

KP- 033 034 035 VP-011 012

There are diverse ways in which communities meet their members' needs and wants. The management and distribution of resources and

Each member must work to contribute to the well-being of their families and their community.

wealth have a direct impact on quality of life.

KE-036 037 038 039

VE-013

Managing Information and Ideas

S-200 201 202 203 204 205 206 207

- Select, organize, record, and represent information from a variety of sources and in
- Construct and interpret maps that include a title, legend, and symbols.
- Use tools and technologies to accomplish tasks.
- Use appropriate terms to describe time and cardinal directions to describe locations.

Communicating

S-400 401 402 403 404

- · Listen actively and respectfully to others.
- Present information in a variety of ways.
- · Give reasons for ideas and opinions.
- Tell events and stories chronologically.

Thinking Critically and Creatively

- · Formulate questions for research.
- Consider advantages and disadvantages of solutions to a problem.
- Use information and observations to form and revise opinions.

Being an Active Democratic Citizen

S-100 101 102 103 104

- Cooperate and collaborate with others.
- · Resolve conflicts peacefully and fairly.
- Make decisions that reflect care and responsibility for the environment.
- Interact fairly and respectfully with others, considering their rights and opinions.

S-300 301 302 303



GRADE 2 SOCIAL STUDIES

Social Studies Skills and Competencies

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 cooperating, resolving conflict, taking responsibility, accepting differences, building consensus, negotiating, making decisions collaboratively, and learning to deal with dissent and disagreement.

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.

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.

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.

