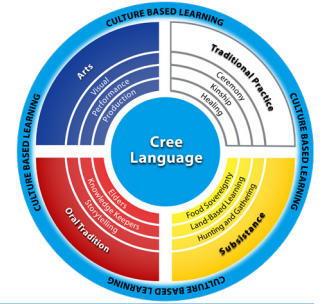































Social Studies











 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
2.1 CANADA'S DYNAMIC COMMUNITIES			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.			
VALUES AND ATTITUDES			
2.1.1 appreciate the physical and human geography of the communities studied:	<ul style="list-style-type: none"> • appreciate how a community's physical geography shapes identity (I, LPP) • appreciate the diversity and vastness of Canada's land and peoples (CC, LPP) • value oral history and stories as ways to learn about the land (LPP, TCC) • acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC) • demonstrate care and concern for the environment (C, ER, LPP) 	 Stewardship and Community – Sharing  The Rolling Head	 Learn Alberta: Social Studies Grade 2 Lesson Plan  Métis Nation of Alberta: District Atlas
KNOWLEDGE AND UNDERSTANDING			
2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:	<ul style="list-style-type: none"> • Where are the Inuit, Acadian and prairie communities located in Canada? (LPP) • How are the geographic regions different from where we live? (LPP) • What are the major geographical regions, landforms and bodies of water in each community? (LPP) 		 Learn Alberta: Social Studies Grade 2 Lesson Plan  Alberta Teachers Association: Acknowledging Land and People Map

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
<p>2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:</p>	<ul style="list-style-type: none"> • What are the main differences in climate among these communities? (LPP) • What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC) • How does the physical geography of each community shape its identity? (CC, I) • What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP) • How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 		<ul style="list-style-type: none">  Learn Alberta: Social Studies Grade 2 Lesson Plan  Alberta Teachers Association: Acknowledging Land and People Map
<p>2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:</p>	<ul style="list-style-type: none"> • What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC) • What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC) • How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC) • What are the linguistic roots and practices in the communities? (CC) • What individuals and groups contributed to the development of the communities? (CC) • How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC) • How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I) 	 Storytelling Protocols	

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP) • What are the occupations in each of the communities? (ER) • What kinds of goods and services are available in the communities? (ER) • What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP) 	 Plants and Trees – Animate/Inanimate   Creation Stories: Plant Features	 Learn Alberta: Connection to Land – Walking Together
2.2 A COMMUNITY IN THE PAST			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.			
VALUES AND ATTITUDES			
2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)			 Rupertsland Institute: K-3 History & Identity
2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student’s community (C, CC, I)			
2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)		  Kinship and Community	 Buffalo Tales & Trails: Buffalo Hunts of the Red River Métis
2.2.4 appreciate how connections to a community contribute to one’s identity (I)			
2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)			

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
KNOWLEDGE AND UNDERSTANDING			
2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What characteristics define their community? (CC, I) • What is unique about their community? (CC, I) • What are the origins of their community? (TCC) • What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC) • What individuals or groups contributed to the development of their community? (CC, TCC) 	 Kinship and Community	 Rupertsland Institute: K-3 History & Identity
2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC) • What has caused changes in their community? (CC, TCC) • How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC) • How have the people who live in the community contributed to change in the community? (CC, LPP, TCC) • How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC) 	 Moose, Elk, and Deer Calling Series: Hunting Protocols and Stewardship  Trickster and the Ducks	 Learn Alberta: Social Studies Grade 2 Lesson Plan  Métis Nation of Alberta: District Atlas  Alberta Teachers Association: Acknowledging Land and People Map
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
2.5.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> • distinguish between a fictional and a factual account about Canadian communities • choose and justify a course of action • compare and contrast information from similar types of electronic sources, such as information collected on the Internet 		 Buffalo Tales & Trails: Stories

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
2.S.2 develop skills of historical thinking:	<ul style="list-style-type: none"> correctly apply terms related to time (i.e., long ago, before, after) arrange events, facts and/or ideas in sequence 	 Orienteering Series: Trail Markings/ Landmarks  Little Dipper	 Digital Storytelling: Using Métis resources in your classroom  Walking Together: The Whiskey Jack's Coat
2.S.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> use a simple map to locate communities studied in Canada determine distance on a map, using relative terms such as near/far, here/there apply the concept of relative location to determine locations of people and places use cardinal directions to locate communities studied in relation to one's own community 		
2.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> apply ideas and strategies to decision making and problem solving propose new ideas and strategies to contribute to decision making and problem solving 		
Social Participation as a Democratic Practice			
2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> demonstrate the ability to deal constructively with diversity and disagreement work and play in harmony with others to create a safe and caring environment consider the needs and ideas of others share information collected from electronic sources to add to a group task 	 Legend of Mosquito	Sharing circle
2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	<ul style="list-style-type: none"> participate in activities that enhance their sense of belonging within their school and community 	 Kinship and Community	

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
Research for Deliberative Inquiry			
2.S.7 apply the research process:	<ul style="list-style-type: none"> • participate in formulating research questions • develop questions that reflect a personal information need • follow a plan to complete an inquiry • access and retrieve appropriate information from electronic sources for a specific inquiry • navigate within a document, compact disc or other software program that contains links • organize information from more than one source • process information from more than one source to retell what has been discovered • formulate new questions as research progresses • draw conclusions from organized information • make predictions based on organized information 		
Communication			
2.S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> • prepare and present information in their own words, using respectful language • respond appropriately to comments and questions, using respectful language • interact with others in a socially appropriate manner • create visual images for particular audiences and purposes • display data in a problem-solving context • use technology to support a presentation 		
2.S.9 develop skills of media literacy:	<ul style="list-style-type: none"> • identify key words from gathered information on a topic or issue • compare information on the same topic or issue from print media, television and photographs • examine diverse perspectives regarding an issue presented in the media 		