



Education and Early  
Childhood Development  
English Programs

# Atlantic Canada Social Studies Curriculum

## Social Studies

Grade 2

# CURRICULUM

2008  
Prince Edward Island  
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# **Social Studies Grade 2**

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# Introduction

## Background

The Atlantic Canada social studies curriculum was planned and developed by regional committees whose deliberations were guided by considerations of the learners and input from teachers. The regional committees consisted of teachers, other educators, and consultants with diverse experiences and backgrounds in education. Each curriculum level was strongly influenced by current social studies research as well as developmentally appropriate pedagogy.

## Aim of Social Studies

The vision for the Atlantic Canada social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of history and the social sciences, including geography, economics, political science, sociology, and anthropology—it also draws from the humanities, literature, and the pure sciences
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

## Purpose of Curriculum Guide

This curriculum guide is intended to advance social studies education and to improve social studies teaching and learning, while recognizing and validating the effective practices that already exist in many classrooms.

This curriculum guide has three purposes:

- to provide a framework on which educators and others base decisions concerning learning experiences, instructional techniques, and assessment strategies
- to inform both educators and members of the general public about the philosophy and scope of social studies education for grade 2 in the Atlantic provinces
- to promote the effective learning and teaching of social studies for students enrolled in grade 2 classrooms

## Guiding Principles

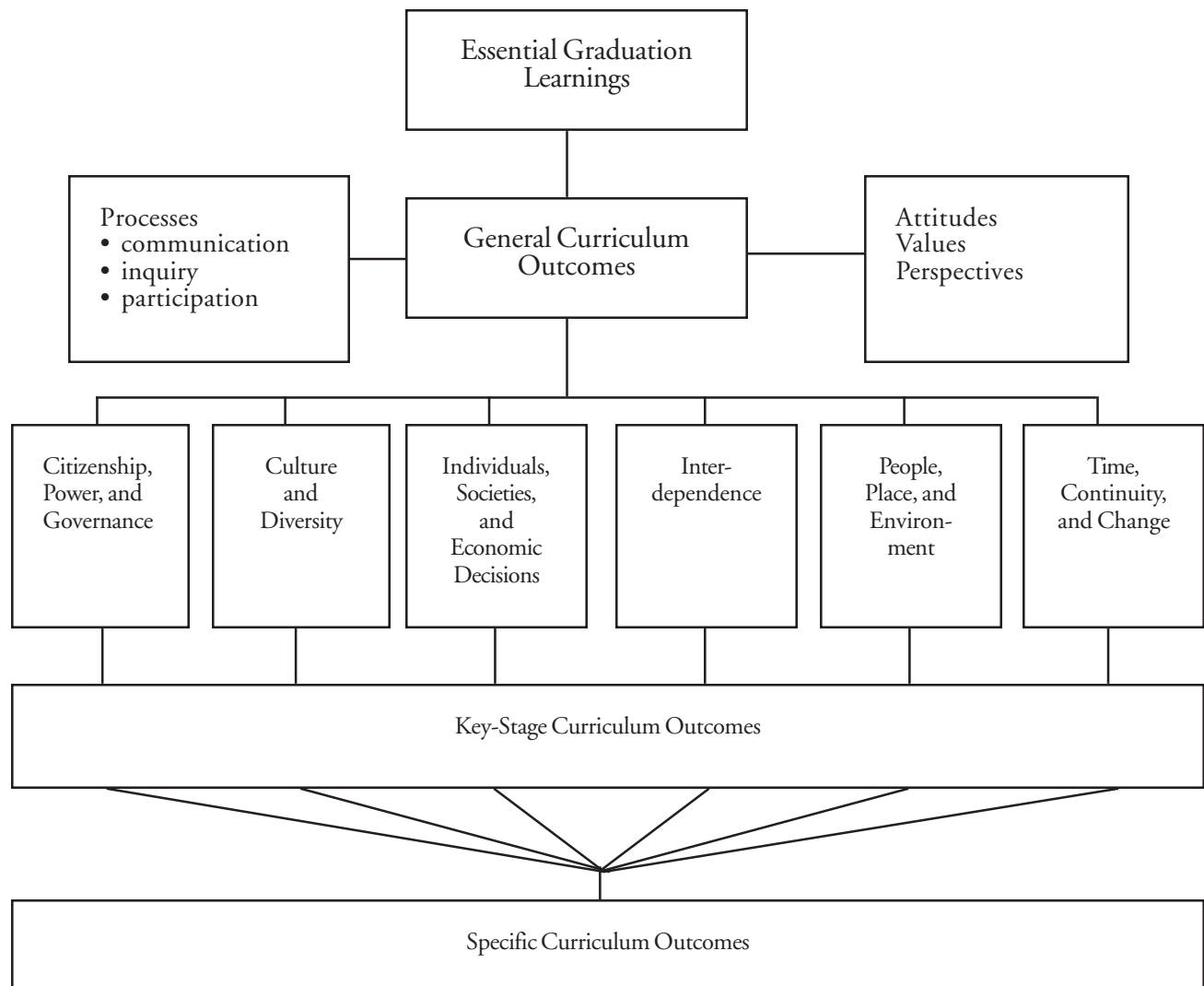
All entry to grade 9 curricula and resources should reflect the principles, rationale, philosophy, and content of the Foundation for the Atlantic Canada Social Studies Curriculum (1999) by

- being meaningful, significant, challenging, active, integrative, and issues-based
- being consistent with current research pertaining to how children learn
- incorporating multiple perspectives
- promoting the achievement of essential graduation learnings (EGLs), general curriculum outcomes (GCOs), and key-stage curriculum outcomes (KSCO)
- reflecting a balance of local, national, and global content
- promoting achievement of the processes of communication, inquiry, and participation
- promoting literacy through social studies
- developing knowledge, skills, and attitudes for lifelong learning
- promoting the development of informed and active citizens
- contributing to the achievement of equity, and supporting diversity
- supporting the realization of an effective learning environment
- promoting opportunities for cross-curricular connections
- promoting resource-based learning
- promoting the integration of technology in learning and teaching social studies
- promoting the use of diverse teaching, learning, and assessment strategies.

# Program Design and Outcomes

## Overview

This social studies curriculum is based on Foundation for the Atlantic Canada Social Studies Curriculum (1999). Specific curriculum outcomes (SCOs) were developed to be congruous with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes, as well as the attitudes, values, and perspectives, of social studies are embedded in the SCOs.



## Essential Graduation Learnings

Educators from the Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as essential graduation learnings. Some examples of key-stage curriculum outcomes in social studies that help students move toward attainment of the essential graduation learnings are given below.

### Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts, and be able to express themselves through the arts.

*By the end of grade 3, students will be expected to*

- give examples of how culture is transmitted

### Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

*By the end of grade 3, students will be expected to*

- recognize that laws influence their personal lives

### Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

*By the end of grade 3, students will be expected to*

- use maps, globes, and pictures to describe location and place

### Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

*By the end of grade 3, students will be expected to*

- identify various factors that influence their decisions as consumers

### Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring linguistic, mathematical, and scientific concepts.

*By the end of grade 3, students will be expected to*

- demonstrate an understanding of cause and effect and change over time

### Technological Competencies

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

*By the end of grade 3, students will be expected to*

- identify and describe examples of interactions among people, technology, and the environment

## General Curriculum Outcomes (Conceptual Strands)

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcome statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see Appendix A). Examples of key-stage curriculum outcomes, by the end of grade 3, are given for each general curriculum outcome.

### Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.

*By the end of grade 3, students will be expected to*

- identify examples of their rights and responsibilities as citizens
- demonstrate an understanding of equality, human dignity, and justice

### Cultural Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

*By the end of grade 3, students will be expected to*

- identify some characteristics unique to one's self, and other characteristics that all humans share
- identify groups to which they belong

### Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

*By the end of grade 3, students will be expected to*

- give examples of economic decisions made by individuals and families
- distinguish between needs and wants

### Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

*By the end of grade 3, students will be expected to*

- recognize and describe the interdependent nature of relationships
- identify and explore interactions among individuals, groups, and societies

**People, Place, and Environment**

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

*By the end of grade 3, students will be expected to*

- use maps, globes, and pictures to describe location and place
- use location, distance, scale, direction, and size to describe place

**Time, Continuity, and Change**

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

*By the end of grade 3, students will be expected to*

- use basic concepts and vocabulary associated with time, continuity, and change
- demonstrate an understanding that views of the past are shaped by diverse perspectives

**Processes**

The social studies curriculum consists of three major processes: communication, inquiry, and participation (see Appendix B for a Process-Skills Matrix). These processes constitute many skills—some of these skills are responsibilities shared across curriculum areas while others are critical to social studies.

**Communication**

Communication requires that students listen, read, interpret, translate, and express ideas.

**Inquiry**

Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence.

**Participation**

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

**Attitudes, Values, and Perspectives**

Listed below are major attitudes, values, and perspectives in entry–grade 2 social studies that have been organized according to the six conceptual strands and the three processes. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

**By Conceptual Strand****Citizenship, Power, and Governance**

- develop attitudes that balance rights with responsibilities
- recognize the purpose of law
- value the benefits of active, participatory citizenship

**Culture and Diversity**

- appreciate the uniqueness of each individual
- value the positive interaction between individuals and groups
- appreciate and value the traditions of cultures

**Individuals, Societies, and Economic Decisions**

- appreciate the wide range of economic decisions that they make, and their effects
- recognize the varying impact of economic decisions on individuals and groups
- recognize the value of volunteerism to society

**Interdependence**

- appreciate the complexity of the interactions between human and natural systems
- recognize that their values and perspectives influence their interactions with the environment
- value the need for individual as well as collective action to support peace and sustainability

**People, Place, and the Environment**

- value maps, globes, and other geographic representations as valuable sources of information and learning
- appreciate and value geographic perspective and literacy
- recognize the complexity of global interdependence

**Time, Continuity, and Change**

- value their society's heritage
- value their family and cultural heritage
- recognize that the collective history influences the present

**By Process****Communication**

- respectfully listen to others
- respect other points of view
- value the importance of communication skills

**Inquiry**

- appreciate that there are a variety of strategies to solve problems and make decisions
- analyse problems from a variety of different perspectives
- appreciate the value of critical and creative thinking

### Participation

- value both independent and group work
- learn to recognize, analyse, and respond appropriately to discriminatory practices and behaviours
- take increasing responsibility for their own and the group's work



# Contexts for Learning and Teaching

## The Primary Years

The primary grades (entry–grade 3) are the foundational years during which the basic curriculum concepts, values, and skills are developed.

Children are introduced to formal education that provides a necessary complement to the child’s experiences at home and in the community. The primary years, the critical years for learning, may be the key to success in all other years. It is during these years that there is a shared responsibility for literacy and numeracy skills to support learning across the curriculum. Teaching strategies must be varied and always aimed at meeting individual needs and bringing children to the highest level of achievement possible.

To create a seamless, integrated approach to learning during these years, it is necessary to incorporate concepts, values, and skills across all subject areas. A primary child’s approach to learning is very much a hands-on, minds-on approach; therefore, experiences that provide for this are critical to achievement. The primary child is very interested in the immediate environment; therefore, the school environment must be stimulating and appropriately challenging.

## The Primary Learner

Each child is unique. Within any group of children, differences in rates and ways of learning, in experiences, and in interests, are expected and respected. Individual differences are celebrated and built upon. A viable goal for the individual is to achieve a personal best as he/she works toward excellence. Improving performance and realizing potential are more important than competition and comparisons to others.

Children have many ways of understanding the world. A basic need for all learners is to make sense of their experiences. A vision of the child as an active learner, building a personal knowledge of the world through interactions with people, materials, and ideas, should guide all educational planning.

Understanding the nature of the primary learner is essential in providing a balanced education. Education should enhance the development of the whole child. The development of children in this age group is discussed in the context of the following five dimensions.

## Aesthetic

Each child has an aesthetic dimension. Children are exposed to artistic processes and products in a variety of genres and cultures. They are provided opportunities to create, perceive, and communicate through the arts. Critical and analytical thinking and problem-solving skills are developed and applied in practical

learning experiences. An appreciation for and experience in those things that constitute the arts add to children's understanding of the world, their culture, and their community. Children with an aesthetic sensibility value culture, environment, and personal surroundings.

## **Emotional**

Each child has an emotional dimension. Children learn best in a safe, supportive environment. Positive feelings towards self, others, and learning are continuously promoted by the school. As children move from kindergarten through grade 6, they are encouraged to become independent and more responsible for their own learning. There is a relationship between success and self-esteem. Learning is structured so that every child experiences success. Children are encouraged to become more reflective and introspective. They are given opportunities to consider ideas that are of both general and personal significance.

## **Intellectual Development**

Each child has an intellectual dimension. Intellectual development is the process of deriving meaning from experience through acquiring and constructing knowledge. The ultimate goal is that children develop strategies that will help them solve complex problems. They learn to reason and communicate effectively, and take responsibility for their own learning. They ask questions and question the answers. They develop an understanding of how human beings know and comprehend. They become thoughtful and reflective learners.

Primary children generally function at a concrete level intellectually, and the general progression from concrete experiences to semi-concrete to abstract is the most effective way of meeting the learning needs of young children. Primary children are usually very literal in their interpretations, and adults working with them must be aware of this characteristic. Sensitive inclusion of those with unique intellectual challenges is modelled and promoted.

## **Physical**

Each child has a physical dimension. Physical well-being is essential to living and learning. Opportunities for movement and the development of a variety of motor skills are provided, and development of respect for the body and the desire to care for it are promoted. The curriculum fosters knowledge of and positive attitudes towards nutrition, physical fitness, and safety. Sensitive inclusion of those with unique physical challenges is modelled and promoted.

The special role of physical activity as leisure is considered. Leadership, good sportsmanship, and consideration for others are encouraged. Children learn that physical activity as a special form of human endeavour can lead to high levels of performance. They also learn that enjoying physical activity and benefiting from it in terms of enhanced health and well-being are equally important.

## Social

Each child has a social dimension. Learning to interact co-operatively with other people is an essential life skill that can be taught and practised in schools. The classroom is a community of learners. Taking turns, sharing materials, collaborating to solve problems, and working in co-operative groups for a variety of real purposes provide opportunities for children to learn social skills essential to living in any community.

## Equity and Diversity

The Atlantic Canada social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language of each student and of the many groups within our local, regional, national, and global communities.

The society of Atlantic Canada, like all of Canada, is linguistically, racially, culturally, and socially diverse. Our society includes differences in race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and are responsible for respecting and valuing others. All students are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity. The educational system should promote the development of a positive self-image that includes pride in identity. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives, and reject prejudiced attitudes and discriminatory behaviours.

## Principles Underlying the Social Studies Curriculum

Empowering and effective social studies is **meaningful, significant, challenging, active, integrative, and issues-based.**

- **Meaningful** social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.
- **Significant** social studies is student-centred and age-appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- **Challenging** social studies exists when teachers model high expectations for their students and themselves, promote a

thoughtful approach to inquiry, and demand well-reasoned arguments.

- **Active** social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- **Integrative** social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.
- **Issues-based** social studies considers the ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

## The Social Studies Learning Environment

### The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot expect facts learned in isolation to equip them for life.

Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment must support the development of these critical attributes to prepare students as lifelong learners.

Today's students come with increasingly diverse backgrounds and experiences. An effective instructional environment must incorporate principles and strategies that support this diversity, while recognizing and accommodating the varied learning styles, multiple intelligences, and abilities of individual students.

Teaching approaches and strategies must actively engage all students in the learning process, through their involvement in a wide variety of experiences. The nature and scope of social studies provide unique opportunities to do this.

## Supporting Equity and Diversity

In order to contribute to the achievement of equity and the support of diversity in education, the social studies curriculum must

- reflect and affirm the racial/ethnocultural, gender, and social identities of students
- reflect students' abilities, needs, interests, and learning styles
- provide materials and strategies that reflect accurately and fully the reality of Canada's diversity, and that foster an understanding of multiple perspectives and group and individual similarities and differences
- address ability, cultural, racial, gender, lifestyle, linguistic, and socio-economic issues in an accurate, respectful, fair, analytical, and balanced manner
- reflect the variety of roles and wide range of experiences available to all members of society
- promote the concept that all people should have equal access to opportunity and outcomes
- expect that all students will be successful, regardless of gender, racial, ethnocultural or socio-economic background, lifestyle, or ability
- include assessment and evaluation tools and practices that take into account gender, ability, learning styles, and the diverse racial, cultural, and linguistic backgrounds of students.

To establish and maintain an effective social studies environment, teachers must

- recognize students as being intelligent in a number of different ways, and encourage them to explore other ways of knowing, both inside and beyond the classroom
- value the inclusive classroom and engage all learners in meaningful activities
- acknowledge and value the ways in which gender, race, ethnicity, and culture shape particular ways of viewing and knowing the world
- incorporate new approaches, methodologies, and technologies with established effective practices
- have an extensive repertoire of strategies from which to select those most appropriate to the specific learning task
- use varied and appropriate resources to help students achieve the outcomes in a particular learning situation
- provide opportunities to integrate knowledge, skills, and attitudes
- provide frequent opportunities for reflection so that it becomes an integral part of the learning process.

To create a social studies environment inviting to all participants, instructional practices must

- foster a learning environment that is free from bias and unfair practices based on ability, race, ethnicity, culture, gender, or socio-economic status
- promote opportunities to develop positive self-images that will enable students to transcend stereotypes and develop as individuals
- promote communication and understanding among those who differ in attitude, knowledge, points of view, and dialect, as well as among those who are similar
- help students explore and understand why different people have different perspectives
- encourage and enable students to question their own assumptions and imagine, understand, and appreciate realities other than their own
- ensure the equitable sharing of resources, including teacher attention and support
- provide opportunities for students to work co-operatively in a variety of groupings
- enable students to examine and critique age-appropriate materials, resources, and experiences that exhibit bias and prejudice
- \* use the multidisciplinary lens of social studies to examine historical and current equity and bias issues
- promote opportunities in non-traditional careers and occupations for both genders
- encourage students to challenge prejudice and discrimination that result in unequal opportunities for some members of society.

An effective social studies learning environment ensures student achievement by enhancing students' understanding, knowledge, and valuing of their own heritage and cultural background.

The Atlantic provinces, through CAMET and their departments of education, are committed to using accepted equity principles and practices in approving social studies curricula and resources.

## **Resource-Based Learning**

Effective social studies learning and teaching are resource-based. Resource-based learning actively involves students, teachers, and library staff in the effective use of a wide range of print, non-print, and human resources.

Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, various learning styles, needs, and abilities. Students who use a wide range of resources in various mediums of learning have the opportunity to approach a theme, issue, or topic of study in ways that allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy. Information literacy is the ability to access, interpret, evaluate, organize, select, produce, and communicate information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information, tools for learning, and methods of access. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources. The development of the critical skills needed for these tasks is essential to the social studies processes.

The range of possible resources include the following:

- print—books, magazines, newspapers, documents, and publications
- visuals—maps, illustrations, photographs, pictures, and study prints
- artifacts—concrete objects, educational toys, and games
- individual and community—interviews, museums, and field trips
- multimedia—films, audio and video tapes, laser and video discs, television, and radio
- information technology—computer software, databases, and CD-ROMs
- communication technology—Internet connections, bulletin boards, and e-mail

Resource-based learning implies the need to provide teachers with access to appropriate resources and professional development. Guidelines and policies for the selection of appropriate materials should also be in place.

It is necessary that administrators, teachers, other library/resource/media centre staff, parents, and community agencies collaborate to ensure students' access to available resources to support resource-based learning and teaching.

## **Literacy through Social Studies**

Literacy plays a vital role in the learning experiences of social studies. It promotes the students' ability to comprehend and compose spoken, written, and visual text that are commonly used by individuals and groups to participate fully, critically, and effectively in society. The multiplicity of communication channels made possible by technology, and the increasing cultural and linguistic diversity of the world, call for a broadened view of literacy. Thus, the goal of literacy learning through social studies is to foster language development and the critical engagement necessary for students to design their own futures.



The ability to read is critical for success in school. Therefore, it is paramount that teachers are sensitive to this process in social studies instruction. Reading in the content area of social studies requires that attention be given to setting the stage and using various strategies to help students address the reading task itself. Writing in social studies is an important process. Through writing, students can discover what they know about a particular topic and can communicate their learning. In social studies there are an abundance of writing activities in which to engage students. In addition to reading, writing, and speaking, other textual modes such as audio and visual media also play a part in social studies classrooms.

Strategies to promote literacy through social studies include those that help students comprehend the meaning of words, symbols, pictures, diagrams, maps, and other genres. Students will investigate a range of media at different times and places and have many opportunities to comprehend and compose in unfamiliar contexts. Most will be able to debate, persuade, and explain in a variety of genres, including the artistic and technological. The social studies program will help students become culturally sensitive and effective cross-cultural communicators.

Critical literacy includes awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions in texts. Students are encouraged to be aware that texts are constructed by authors who have purposes for writing and make particular choices when doing so. Approaches informed by critical literacy aid students in comprehending texts at a deeper level, and also assist in the construction and reconstruction of their text. Students are encouraged to view texts from a variety of perspectives and to interpret the various levels of meaning in a given text.

Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem solving and decision making. Exercising civic rights and responsibilities is a practical expression of important social values, and requires specific personal, interpersonal, and advocacy skills.

## **Integration of Technology in Social Studies**

Technology, including Information and Communication Technology (ICT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools in the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration — allowing students to become more active participants in research and learning.

ICT and related technology (digital video and digital cameras, scanners, CD-ROMs, word processing software, graphics software,



video-editing software, HTML editors, and the Internet — including the World Wide Web, databases, electronic discussions, e-mail, and audio and video conferencing) afford numerous possibilities for enhancing learning and teaching. Computer and other technologies are intended to enhance the social studies learning environment. In that context, technological resources can provide a variety of opportunities.

- The Internet and CD-ROMs increase access to information. This gives teachers and students quicker and easier access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must still be applied to information available on the Internet and CD-ROMs.
- Interactions and conversations via e-mail, video and audio conferencing, student-created web sites, and on-line discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, web sites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), and analyse and present their findings by creating maps that demonstrate their learning.

## Assessing and Evaluating Student Learning

### Introduction

**Assessment** and **evaluation** are essential components of teaching and learning in social studies.

**Assessment** is the systematic process of gathering information on student learning.

**Evaluation** is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, or how to best address student learning needs. The

quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses, such as

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting the needs of guidance and administration personnel.

## Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. Principles for Fair Student Assessment Practices for Education in Canada (1993) articulates five basic assessment principles.

These principles highlight the need for assessment which ensures that

- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information.

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

In the social studies classroom, there should be a balanced approach to assessment in which emphasis is given to the learning process as well as the products of learning.

Instruction and evaluation are centred around outcomes. Not only are outcomes used in providing structured teaching and learning, but they also provide a framework for assessment and evaluation.

## Assessment

Assessment in social studies is an integral and ongoing part of the learning process. Assessment can be used to shape instruction to better ensure student success. Assessment strategies should inform the daily instructional process. Moreover, students require frequent opportunities to assess and evaluate their own learning and performance.

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes.

- With Formal/Informal Observation, information is gathered while a lesson is in progress. When observation is formal, the student is made aware of what is being observed and the criteria being assessed. When used informally, observation could be a frequent, but brief, check on a given criterion. You might be observing the student's participation level, use of a piece of equipment, or application of a process. You could record the results with a checklist, a rating scale, or written notes. Remember to plan the criteria, have recording forms ready, and be sure all students are observed in a reasonable time period.
- Performance encourages learning through active participation. This could be a demonstration/presentation. The performance is most often assessed through observation.
- Journals provide opportunity for students to express thoughts and ideas in a reflective way. They permit a student to consider strengths and weaknesses, attitudes, interests, and new ideas.
- Interviews promote understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. They may be brief or extensive. Students should know what criteria will be used to assess formal interviews. This assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written skills.
- Paper and Pencil assessments can be formative or summative (e.g., written assignments or tests).
- Presentations require students to analyse and interpret information and then communicate it. A presentation may be made orally, in written/pictorial form, as a project summary, or by using video or computer software.
- Portfolios allow students to be central in the process. Students can make decisions about what goes in, how it is used, and how it is evaluated. The portfolio should provide a long term record of growth in learning skills.

**Evaluation**

Evaluation in social studies emphasizes assessment activities that incorporate the skills, perspectives, and knowledge of the many fields and disciplines within social studies.

Evaluation involves teachers, and others, analysing and reflecting upon information about student learning gathered in a variety of ways. This process requires

- synthesizing information from multiple sources
- weighing and balancing all available information
- using a high level of professional judgment in making decisions based upon that information.

**Reporting**

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes.

Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have the responsibility to explain accurately what progress students have made in their learning, and to respond to parent and student inquiries about learning.

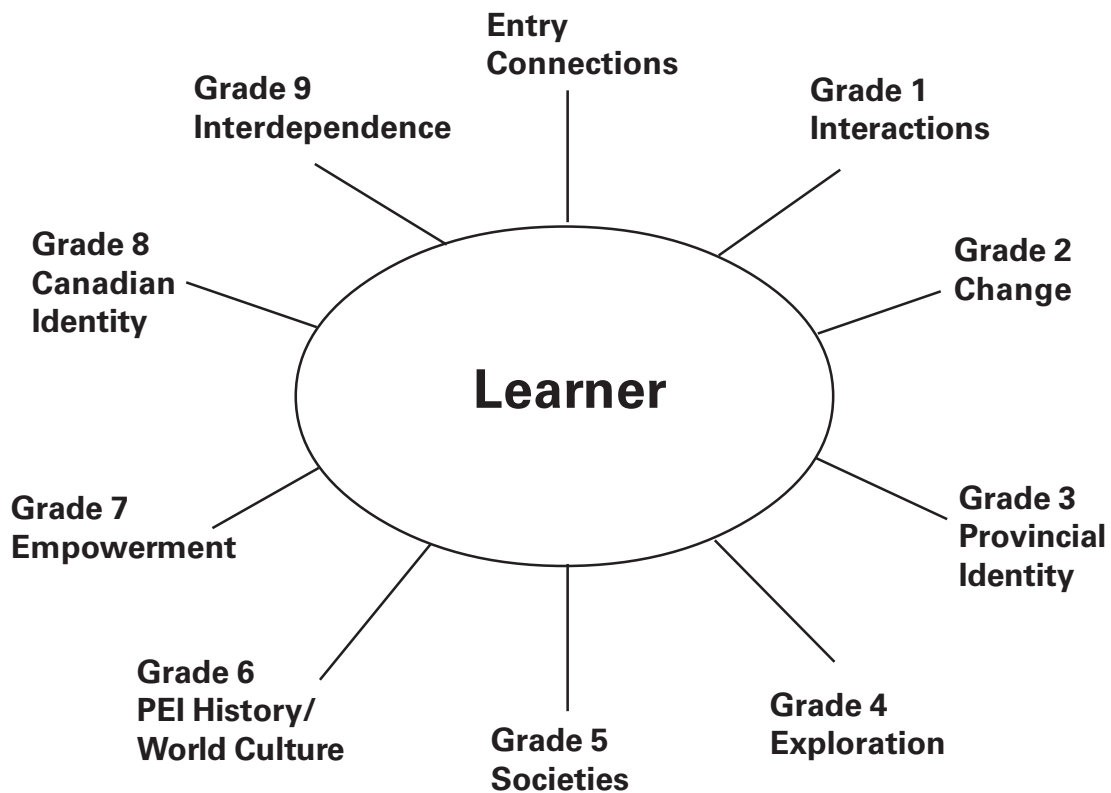
Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

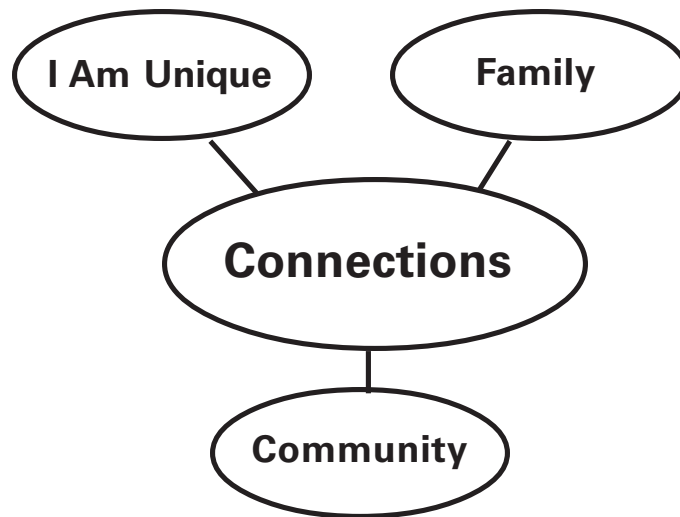
Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, phone calls, and electronic methods.

# Curriculum Overview

## Entry — Grade 9 Social Studies Program

The social studies program for entry — grade 9 is designed around ten conceptual organizers as identified below.



**Entry: Connections****Unit One: I Am Unique**

*Students will be expected to*

- E.1.1 recognize and discuss personal interests, characteristics, and preferences that make them unique and special
- E.1.2 begin to develop an awareness of needs and wants that are common to all children
- E.1.3 demonstrate that co-operation is an important part of being a member of a group

*Students will be expected to*

**Unit Two: Family**

- E.2.1 identify and describe their family

- E.2.2 recognize that families have varied traditions, rituals, and celebrations

*Students will be expected to*

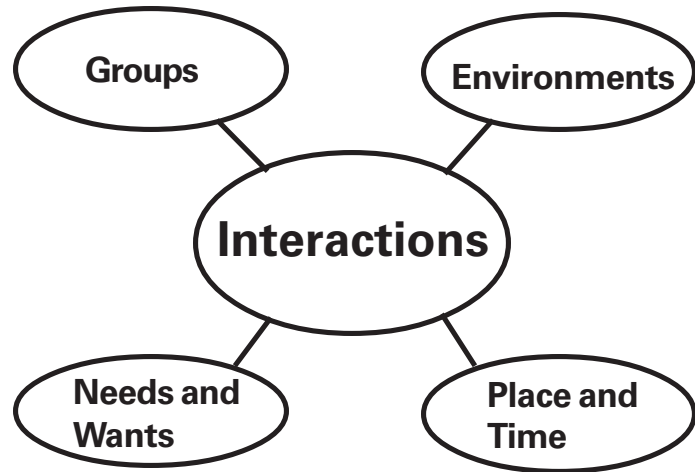
**Unit Three: Community**

- E.3.1 begin to develop an awareness of their community

- E.3.2 begin to develop an awareness of the connections between their community and other communities

- E.3.3 begin to develop an awareness of maps

## Grade 1: Interactions



### Unit One: Groups

*Students will be expected to*

- 1.1.1 demonstrate an understanding of the importance of interactions between people
- 1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups
- 1.1.3 demonstrate an understanding that people within groups have rights and responsibilities

### Unit Two: Environments

*Students will be expected to*

- 1.2.1 recognize that environments have natural and constructed features
- 1.2.2 describe how people depend upon and interact with different natural environments
- 1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment

### Unit Three: Place and Time

*Students will be expected to*

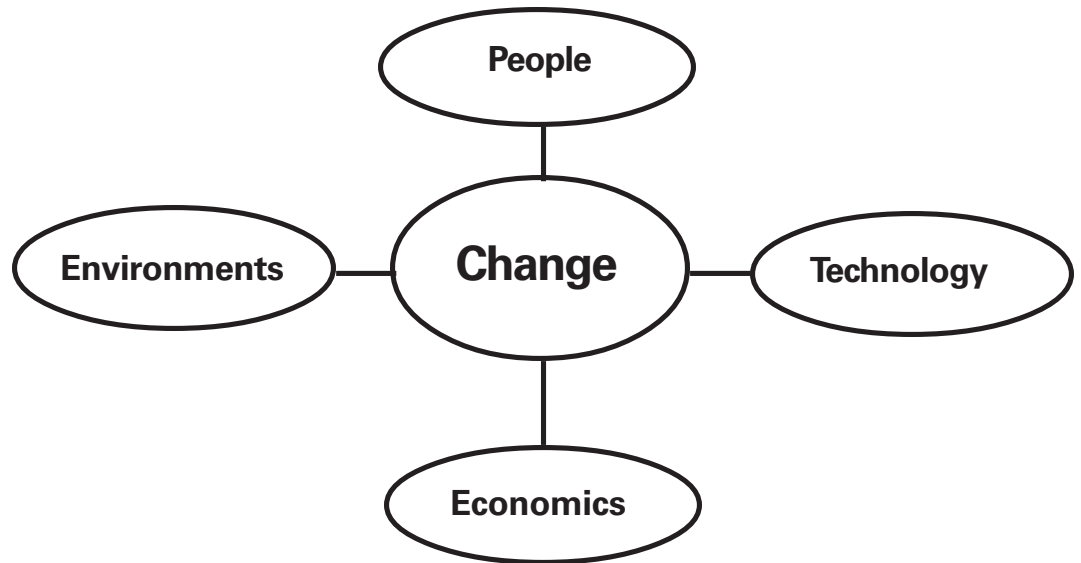
- 1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations
- 1.3.2 demonstrate an understanding that the way people live in their community evolves over time
- 1.3.3 demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time
- 1.3.4 explain how interactions between communities have changed over time

### Unit Four: Needs and Wants

*Students will be expected to*

- 1.4.1 recognize that all people have needs and wants
- 1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met
- 1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

## Grade 2: Change



### Unit One: People

*Students will be expected to*

- 2.1.1 describe changes in their lives, and their reactions to these changes
- 2.1.2 demonstrate an understanding of how individuals and groups have contributed to change
- 2.1.3 explain how decisions made by individuals and diverse groups result in change
- 2.1.4 predict ways their community might change in the future, and how they can contribute to that future

### Unit Two: Technology

*Students will be expected to*

- 2.2.1 describe and evaluate the role of technology in their lives
- 2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests

### Unit Three: Economics

*Students will be expected to*

- 2.3.1 give examples of how children and their families use economic decision making as consumers
- 2.3.2 explain how supply and demand affect price
- 2.3.3 demonstrate an understanding of the changing nature of work over time

### Unit Four: Environment

*Students will be expected to*

- 2.4.1 explain how and why physical environments change over time
- 2.4.2 describe how people's interactions with their environment have changed over time
- 2.4.3 demonstrate an understanding of sustainable development and its importance to our future



# How to Use the Four-Column Curriculum Layout

The curriculum has been organized into four columns to relate learning experiences to the outcomes by

- providing a range of strategies for learning and teaching associated with a specific outcome or cluster of outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with ideas for supplementary resources.

## Column 1: Outcomes

This column provides the specific curriculum outcomes describing what students are expected to know and be able to do by the end of the year.

## Column 2: Elaborations - Strategies for Learning and Teaching

This column offers an elaboration of the SCO through the use of teacher talk. It also offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use any of these suggestions, nor is it necessary for all students to engage in the same learning experience.

## Sensitive Topics

The heart symbol ♥ is used to identify topics that need to be addressed with sensitivity.

<p>GRADE 2: CHANGE</p> <hr/> <p>Unit 1: People</p> <hr/>	
<p><b>Outcomes</b></p> <p><i>Students will be expected to</i></p> <p><b>2.1.4</b> predict ways their community might change in the future and how they can contribute to that future</p>	<p><b>Elaborations - Strategies for Learning and Teaching</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Teacher Talk</b></p> <p>In this outcome, children will have an opportunity to predict (a skill that involves the use of existing information or a pattern of events to tell what will happen next) what changes may occur within their community in the future, and the roles that they may play in contributing to these changes. This outcome is designed to provide students with an opportunity to incorporate mapping skills as they create a model and/or map. The concept of scale, size, and positional language (see Glossary in the Appendix) will be used in the creation of a model and/or map and then to predict changes. In kindergarten, the teacher could make a 3D model of their classroom (use small chairs, tables, lego) and transfer the model to a flat 2D map. In grade 1 this idea could expand to the use of another room in the school. In grade 2 the modeling/mapping expands to the area immediately surrounding their school.</p> </div> <ul style="list-style-type: none"> <li>• Challenge students to create a model and/or pictorial map of their school grounds as a class. Have students sketch the school grounds as the class takes a walk about the area. After the walk, using a bulletin board or other large surface, invite the students to create a class model or pictorial map of their school. Have students make/draw items for the model/map. As students make/draw items for the model/map, use this as an opportunity to discuss the size and positional direction of the item in relation to the whole picture being created. (Examples: The tree can not be bigger than the school. The playground is behind or south of the school.) After completion of the model/map, as a class or in small groups have students discuss questions related to change such as:             <ul style="list-style-type: none"> <li>- What would change at our school if more students played basketball?</li> <li>- Where would we put new playground equipment?</li> <li>- What would happen if a green space with trees and plants were added to our school?</li> <li>- What changes would you like to see at our school?</li> </ul>             Invite students to use their discussion responses to create a new model/map adding changes they predict may occur at their school in the future. Debrief by asking students to compare their models/maps with the original class model/map and predict how they may contribute to the changes.           </li> </ul>
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**Column 3:  
Tasks for Instruction  
and/or Assessment**

This column provides suggestions for on-going assessment that is part of the learning experience. The assessment suggestions are grouped under a number of headings.

**Column 4:  
Resources/Notes**

This column provides additional information for teachers, including specific links to the provincial resource, cross-curricular links, and supplementary resources. Teachers may wish to record their own notes in this space.

GRADE 2: CHANGE	
<b>Unit 1: People</b>	
<p><b>Tasks for Instruction and/or Assessment</b></p> <p><i>Paper and Pencil</i></p> <ul style="list-style-type: none"> <li>Have students prepare a letter to community council making a suggestion for a change in the community.</li> </ul> <p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>Have students explore with each other the idea of their "Future Community". Discuss some possible changes they would make to improve their community for all people in their community, including those with disabilities. Divide students into pairs and allow time for them to brainstorm and list possible changes they would like to make. Have student pairs share their ideas with the class and record ideas on a chart. After sharing, students may select two possible changes they would like to see take place in their community. Students will use their choices in creating a model, pictorial map, or poster. A brief description explaining what they could do to bring about the changes would accompany their creations.</li> </ul> <p><i>Informal/Formal Observation</i></p> <ul style="list-style-type: none"> <li>During small group discussion of questions involving changes in their school grounds, assess the degree of map components (awareness of scale, title, simple legend, use of positional language) participation and respect for others' points of view.</li> </ul> <p><i>Performance</i></p> <ul style="list-style-type: none"> <li>Have students create a model, pictorial map, or poster to show what changes they would like to see to their school grounds. The class may invite the principal to come to view student presentations of their work.</li> </ul>	<p><b>Resources/Notes</b></p> <p><b>Discovery Links (Authorized Resource)</b></p> <p>Big Book</p> <ul style="list-style-type: none"> <li><i>Changes, Changes</i> - A Community Changes</li> </ul> <p>Little Book</p> <ul style="list-style-type: none"> <li><i>Making a Change</i></li> </ul> <p>Poster</p> <ul style="list-style-type: none"> <li><i>Predict the Future</i></li> </ul> <p><b>Cross Curricular Links</b></p> <p><b>Science Literature Support</b></p> <ul style="list-style-type: none"> <li><i>Me and Mr. Mah</i> by Andrea Spalding</li> <li><i>Little Mouse's Trail Tale</i> by Joann Vandine</li> </ul>
ATLANTIC CANADA SOCIAL STUDIES CURRICULUM: GRADE 2	
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**Atlantic Canada  
Social Studies  
Grade 2 Curriculum**



# Grade 2: Change

## Year Overview

Change is the conceptual organizer for grade 2. This concept is critical to the study of social studies. In today's rapidly changing world, an understanding of change contributes to the development of students as citizens of their community, province, Canada, and the world. Students will build on what they explored in social studies from previous years where they examined the concepts of connections and interactions. Both of these concepts are related to change. They will develop an awareness and confidence that change is very much a part of their lives. Students will explore change as it relates to people, technology, economics, and the environment.

In the first unit, students will examine change as it relates to individuals, groups, and communities. In the second unit, students will explore the changing nature of technology and its impact on their daily lives. The study of economic change in the third unit will enable students to extend their understanding of basic economic concepts, including economic decision making, supply and demand, and the changing nature of work. An examination of environmental change, the focus of the fourth unit, will allow students to investigate the changing features of the physical environment and to examine sustainable development practices at the local, national, and global levels.

Throughout the year, students will have the opportunity to further develop their understanding of the concept of geographic and mapping skills. A map is a visual way to communicate information about the world. The progression of skills taught is gradual and reinforced in subsequent grade levels (see Geographic and Mapping Skills, pages 30-32). In grade 2 the following geographic and mapping skills are addressed through three specific outcomes.

- **Map Components**
- **Position/Direction**
  - Outcome 2.1.4 predict ways their community might change in the future and how they can contribute to that future
- **Time line**
  - Outcome 2.1.1 describe changes in their lives and their reactions to these changes
  - Outcome 2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests

## Geographic and Mapping Skills

The Geographic and Mapping Skills chart is intended to provide a developmental continuum for students in Entry to grade 3. Skills associated with specific grade 2 curriculum outcomes are noted at the beginning of each unit in this curriculum guide.

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
<p><b>Representation of Place</b></p>	<p>Awareness</p> <ul style="list-style-type: none"> <li>- that maps/globes represent places on Earth</li> <li>- how to locate places on maps/globes</li> </ul>	<p>Awareness</p> <ul style="list-style-type: none"> <li>- that maps/globes represent places on Earth</li> <li>- how to locate places on maps/globes</li> </ul>	<p>Locate province in region, Canada, North America and the world by using maps/globes</p>
<p><b>Map Components</b></p> <ul style="list-style-type: none"> <li>- title (what the map is about)</li> <li>- scale (qualitative or quantitative)</li> <li>- legend/key (shows what symbols on a map stand for)</li> <li>- symbols (pictures that stand for things on a map)</li> <li>- labels (words on a map)</li> <li>- arrow/compass rose (symbol that shows direction)</li> <li>- borders/boundary lines (dividing lines between places).</li> </ul> <p>(Use map component terminology as various maps are discussed.)</p>	<p>Awareness of</p> <ul style="list-style-type: none"> <li>- title</li> <li>- qualitative scale (bigger or smaller than)</li> <li>- legend/key</li> <li>- symbols</li> <li>- labels</li> <li>- direction (near/far/up/down)</li> </ul>	<p>Awareness</p> <ul style="list-style-type: none"> <li>- title</li> <li>- qualitative scale (bigger or smaller than)</li> <li>- legend/key</li> <li>- symbols</li> <li>- labels</li> <li>- direction (to the north/south/east/west)</li> </ul>	<p>Understanding</p> <ul style="list-style-type: none"> <li>- qualitative scale</li> <li>- arrow/compass rose</li> <li>- borders/boundary lines</li> </ul> <p>Awareness</p> <ul style="list-style-type: none"> <li>- quantitative scale</li> <li>- cartographer (person who makes maps)</li> </ul>
<p><b>Symbols/Signs</b> (visuals used to represent things drawn on a map: e.g., area, point, line symbols)</p>	<p>Awareness</p> <ul style="list-style-type: none"> <li>- area symbols (colours/shapes that represent land and water)</li> <li>- point symbols (houses, constructed features, signs, natural landmarks or features, e.g., trees).</li> <li>- line symbols (borders, e.g., between neighbours and school yard; roads/streets, water ways)</li> </ul>	<p>Locate (on map and legend key)</p> <ul style="list-style-type: none"> <li>- area symbols (landforms and bodies of water on neighbourhood and community maps)</li> <li>- point symbols (natural and constructed features).</li> <li>- line symbols (borders, roads/streets, waterways)</li> </ul>	<p>Locate on map and legend/key and describe</p> <ul style="list-style-type: none"> <li>- landforms (islands, hills, mountains, wetlands) common and specific to province and region</li> <li>- vegetation patterns</li> <li>- borders/boundary lines (provinces, vegetation lines)</li> <li>- borders/boundary line (continents)</li> </ul>

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
<p><b>Position/Direction</b> <b>Using Positional Language</b></p>	<p>Use positional language (near, far, up, down, under, above, between, beside, left, right, and other relative terms) to describe self, surroundings and places on maps</p>	<p>Use relative terms (behind/in front of, left, right, close to/far away)</p> <p>Awareness</p> <ul style="list-style-type: none"> <li>- cardinal directions (to north/south/east/west)</li> <li>- cardinal points (N,S,E,W)</li> </ul>	<p>Use cardinal points to locate Canada and region/province on maps and globes</p>
<p><b>Scale</b> (representative size/distance of an object on a map relative to the real object described in qualitative [bigger than/smaller than] or quantitative [ratio] language)</p>	<p>Awareness</p> <ul style="list-style-type: none"> <li>- qualitative scale, as in models (dolls, cars, playhouses, miniature houses and communities, sandbox/modeling clay communities, building blocks, etc.)</li> </ul>	<p>Awareness</p> <ul style="list-style-type: none"> <li>- qualitative scale as representative size of objects using models/drawings</li> </ul>	<p>Understand</p> <ul style="list-style-type: none"> <li>- qualitative scale</li> </ul> <p>Awareness</p> <ul style="list-style-type: none"> <li>- quantitative scale: (up/down, e.g., drawings of objects using simple grids and 1:2, 1:3 ratios)</li> <li>- grids (simple)</li> <li>- dot-to-dot drawings</li> <li>- construction of models to practice qualitative scale accuracy</li> <li>- distance (begin to use numbers)</li> </ul>
<p><b>Perspective</b> (angle from which the child views or constructs/draws maps)</p>	<p>Awareness</p> <ul style="list-style-type: none"> <li>- perspective (through viewing pictorial maps: [features portrayed by drawings and pictures] and panoramic maps [with views from a distance, or on 10-15° angle])</li> </ul> <p>Draw/create pictorial maps (frontal view, one baseline)</p>	<p>Awareness</p> <ul style="list-style-type: none"> <li>- perspective (by viewing pictorial and panoramic maps)</li> </ul> <p>Draw/create pictorial maps</p> <p>(Students not expected to know terms frontal view, slightly elevated angle 10-15°, low oblique, more than one baseline)</p>	<p>View aerial maps. Draw/construct panoramic maps: (elevated angle 45° - high oblique)</p> <p>Houses are still pictorial</p>

**YEAR OVERVIEW**

<b>Geographic/Mapping Skills</b>	<b>Grade K-1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Scope</b> (size and range of the child's immediate world)	Room, home, and school	Immediate environment, neighbourhood, and community	Province and region
<b>Map/Model</b> (used for instruction)	Use - 3-D models (made with small tables, chairs, building blocks)	Use - 3-D models - floor maps - murals (of imaginary or real places) - field-sketch map	Use models and variety of maps
<b>Timeline</b> (visual way to arrange information)	Use timeline to show how related events are arranged in chronological order (pictorial and concrete objects). Dates not used until grade 4.		

**Notes**



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## Teacher Notes

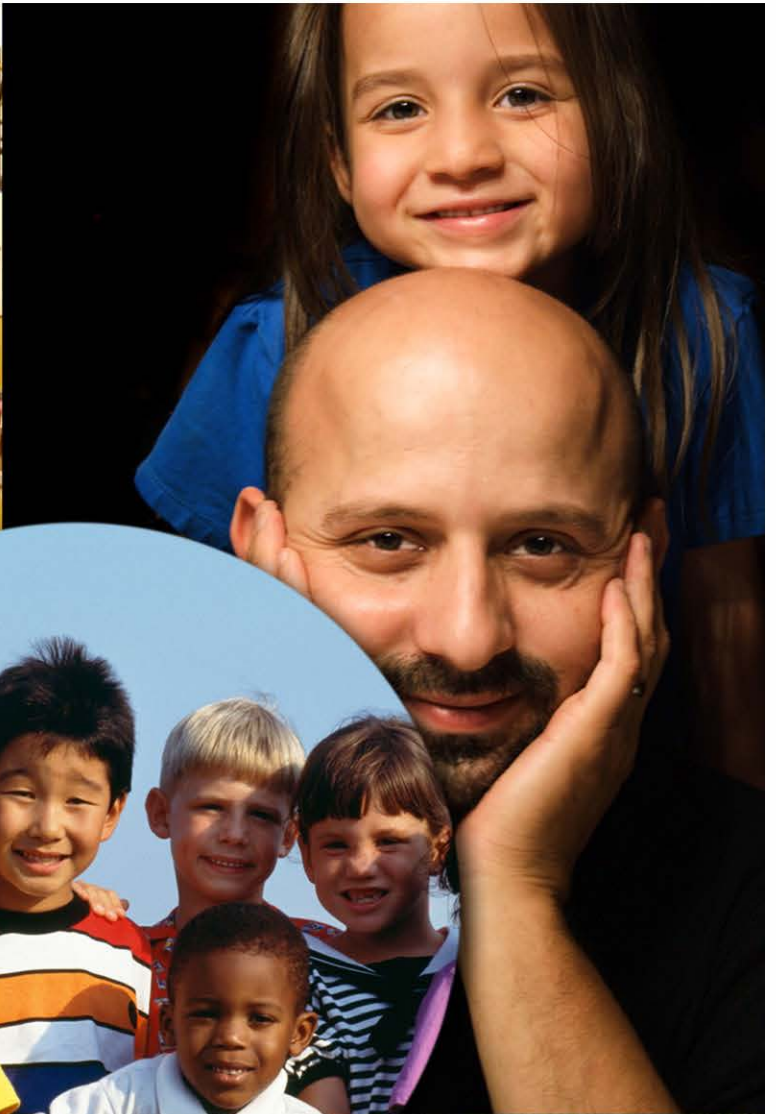
- The recommended instructional time for primary social studies in grades 1-3 is 3% (9 minutes/day, 45 minutes/week, 54 minutes/6 day cycle, 28 hours/year).

Teachers may wish to utilize an integrated approach to have students achieve social studies outcomes. This approach provides a practical means for teachers to connect outcomes in meaningful ways. By identifying connections between similar concepts and skills shared by several subject areas, teachers may more efficiently address curriculum outcomes within classroom instruction.

- The heart symbol ♥ is used to identify outcomes that should be addressed with sensitivity. It is important to know your students and to consider what outcomes/issues should be handled with care.
- In column 4, Other Suggested Resources (such as books, posters, and reference materials) are listed. Teachers are encouraged to use a variety of resources to address the curriculum outcomes. As always, when using a resource that is not authorized, please preview to determine if it is appropriate for the intended purpose.
- Teachers in the Eastern School District have access to a selection of materials from the Teacher's Resource Centre. Also, Western School Board teachers are encouraged to visit the Little Red School House for resources. Teachers are encouraged to use the Confederation Centre Library and to consult with the teacher-librarians in their schools for updated video/DVD lists as well as other resources.
- Consider community opportunities when planning. Be aware of designated days, weeks, or months (such as Remembrance Day, Earth Day, Aboriginal Awareness Week, Seniors' Month) to address topics that complement the social studies curriculum.



# Unit One People





# Unit 1: People

## Overview

In this first unit, students are provided with exciting opportunities to describe change in their daily lives and to explain their reactions to these changes. They will learn how people and groups of people have contributed to change over time, and identify examples of how change is a result of decisions made by individuals and diverse groups in their school, community, province, and beyond. They will predict ways their community may change in the future and how they can contribute to that future.

## Outcomes

Students will be expected to

- 2.1.1 describe changes in their lives, and their reactions to these changes
- 2.1.2 demonstrate an understanding of how individuals and groups have contributed to change
- 2.1.3 explain how decisions made by individuals and diverse groups result in change
- 2.1.4 predict ways their community might change in the future, and how they can contribute to that future

## Opportunities for Integration

Please note that in this unit opportunities for connections with health, science, and technology outcomes are referenced in column 4.

## Anticipated time for Completion

It is suggested that this unit be completed during the months of September and October.

## Geographic/Mapping Skills

- **Map Components** (Awareness of title, legend/key, scale/size)
- **Position/Direction**  
Outcome 2.1.4
- **Time line** (pictorial)  
Outcome 2.1.1

## Unit 1: People

## Outcomes

*Students will be expected to*

2.1.1 describe changes in their lives, and their reactions to these changes

## Elaborations - Strategies for Learning and Teaching

## Teacher Talk

In this unit, students will explore the concept of change in their lives, and its relationship with the past, present, and future. Children will describe some of the different stages in their lives. They will be able to predict and explain that change can bring about new needs and wants. (Note: Students were introduced to the concept of needs and wants in grade 1.) Remind students that it is only natural to experience new feelings when confronted with change, and that change will always be part of their lives.

- Have students think of a significant change in their lives over the past few years and how they reacted to these changes. Prompt the class by suggesting events such as changing grades, or getting a pet. ♥ **Teachers need to be sensitive to the fact that a student could have lost a parent, or is experiencing a divorce.** Remind students that as the years go by people go through “stages” of life, such as infant, child, and adult.
- Have students engage with an appropriate book as a read aloud. The selected book should address the issue of change in someone’s life. Engage the children in a discussion of what the book says about change, and how this might be similar to change experienced by the children themselves. Teachers may utilize a **two-sided journal** (see Glossary in Appendix D).
- Have the class complete a graphic organizer using pictures and/or words comparing needs of the students now, “the present, and when they grow up, the future.” This can also be utilized to compare wants. This will help students further their understanding of needs and wants (see Glossary in Appendix D).
- Have students create a pictorial time line to show changes related to their lives. This may involve the use of photographs and/or words or labels.
- Present students with various scenarios of change that often occur, such as the arrival of a new baby or new pet, or having a friend move away. Invite students to present a visual representation of different facial expressions that illustrate the various emotions associated with such changes. The visual representations may be in a form of collages, drawings, or paper plate faces. Students’ work could be used as a display. (Note: Teachers may wish to make reference to Health BLM R-2.2 to assist students with their representations.)



## Unit 1: People

### Tasks for Instruction and/or Assessment

#### *Paper and Pencil*

- Have students bring to class pictures of themselves at various stages in their lives. Display the pictures and make a game out of having students connect pictures with individuals. Have them draw pictures of what they might look like as teenagers and adults. Develop a pictorial time line of themselves by displaying their drawings beside their baby pictures. Have students identify their reactions to these changes through a brief written description.
- Involve students, as a class, to make a Venn diagram on their needs and wants in the past and present, noting that some needs don't change. Or focus on two other stages such as the present and the future.

#### *Presentation*

- Have students choose one significant event in their lives and create a poster to illustrate their feelings/emotions and reactions to the event, and how they changed after the event (first day of school, first sleep-over, first airplane trip). Such feelings as “scared/now braver” “worried/less worried” “alone/made a new friend” could be represented in a “before” and “after” poster. Students may present their posters to the class.

#### *Paper and Pencil*

- Invite students to write an acrostic poem (see Glossary in Appendix D) predicting how their lives will change in the future. Provide students with a model of how the poem may look. Students may wish to illustrate their poems.

See him on the monkey bars every day.  
Enjoys studying science.  
Always learning about outer space.  
Now he works with astronauts.

### Resources/Notes

#### Discovery Links (Authorized Resource)

#### Big Book

- *Changes, Changes*  
“You and Me”

#### Little Book

- *Why People Move*

#### Poster

- *Look at How I've Grown*

#### Cross Curricular Links

#### Health

- Relationship Choices  
Outcomes R-2.10, and R-2.1
- Relationship Choices  
BLM R-2.2

#### Health Literature Support

##### *Will There be a Lap For Me?*

by Dorothy Corey

##### *Mama and Daddy Bears' Divorce*

by Cornelia Maude Spelman

##### *My Home Bay* by Anne Laurel

Carter

##### *The Memory String* by Eve Bunting

##### *When I Feel Good About Myself*

by Cornelia Maude Spelman

#### Science

- Animal Growth and Changes  
Outcome 100-16

#### Science Literature Support

- *Me and Mr. Mah*  
by Andrea Spalding
- *The Giving Tree*  
by Shel Silverstein
- *When I Grow Up*  
by Peter Horn
- *Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move* by Judith Viorst

#### Technology

- Concept Map  
Outcome A-4.3

Unit 1: People

**Outcomes**

*Students will be expected to*

2.1.2 demonstrate an understanding of how individuals and groups have contributed to change

**Elaborations - Strategies for Learning and Teaching**

**Teacher Talk**

Change affects people in their personal lives and in their broader community. Students should use visual representations such as pictures, sketches, or drawings to illustrate these changes. Students should recognize that individuals and/or groups working together bring about change.

- Invite students to bring in photos and/or pictures representing changes in their home and/or community. These “before and after” pictures may be used to compare change. Debrief, using such questions as the following:
  - What changes are shown in the photos?
  - Why did the change occur?
  - Who was involved in the change?
  - How did people react to the change?
- Have students engage with an appropriate book as a read aloud. The selected book should examine how individuals and/or groups have brought about a change. Engage the students in a discussion about how change was brought about in the story, and how the change compares to examples from their own lives (where individuals and/or groups have contributed to change). Teachers may utilize a **two-sided journal** (see Glossary in Appendix D).
- Invite students to participate in a group activity demonstrating how working together may bring about change. The class is divided into small groups of five or six. Each group holds hands in a circle facing inward. The object of the activity is for everyone to silently, and without letting go of each others’ hands, turn the circle inside out. (Solution: Three of five students walk under grasped hands of one pair of students until circle is inside out.) Debrief the activity by discussing how the activity was successfully completed. Possible discussion questions could include the following:
  - What did we have to do to make this activity successful?
  - How did you decide who would lead and who would follow?
  - How important was it to work as a team?
- Have students prepare questions in advance for an invited speaker. Brainstorm possible questions with the students then discuss how to use the following ‘powerful question’ criteria: questions are specific to the person or topic, can’t be answered with yes or no, and give lots of information. Invite a local individual to come to speak to the class about a change in the community. The speaker could provide information about his/her contribution to the change, and explain how things can be done by working as a team.



## Unit 1: People

### Tasks for Instruction and/or Assessment

#### *Presentation*

- Have students create a plan of action for a change in their school, such as a playground addition. Using a poster/collage/model they created, make a presentation to the principal.
- Have students, with the guidance of the teacher, e-mail other students in the class, or the teacher, regarding changes being planned or taking place within their school or another school/community.

#### *Paper and Pencil*

- Invite students to investigate groups that have brought about changes in their community. Invite a speaker involved in a project that brought change. Have students create a web that identifies several factors that contributed to the completion of the project (e.g., ideas/plans, money, workers, materials, services).

#### *Interview*

- Have students interview a family member about a change that has occurred in their community and how community members contributed to that change. Possible questions may include the following:
  - What big change has happened in our community?
  - Who helped make the change?
  - How did people react to the change?

#### *Performance*

- Invite students to identify a class, school, or community project to bring about some change (organize recess activities, litter pick-up day). Have students work together to plan and carry out the project.

### Resources/Notes

#### Discovery Links

(Authorized Resource)

#### Big Books

- *Changes, Changes*  
“Schools of the Past”  
“School Rules”

#### Little Books

- *They Made a Change*
- *The Blueberry Way*

#### *The Nystrom Jumbo Atlas*

(Authorized Resource)

“How has this place changed?” (p.15)

“What is a model?” (p.16)

#### Cross Curricular Links

#### Technology

- Telecommunications  
Outcome B-10.1 (send messages)  
Outcome B-10.2 (open messages)

#### Health

- Relationship Choices  
Outcome R-2.7

Unit 1: People

**Outcomes**

*Students will be expected to*

2.1.3 explain how decisions made by individuals and diverse groups result in change

**Elaborations - Strategies for Learning and Teaching**

**Teacher Talk**

As young children mature, they are able to participate in more decision making. This outcome is intended to explore the importance of decision making in their lives, the manner in which decisions may be made, and the persons who have decision making powers. (Opportunities may arise whereby examples come from local, national, or global contexts where people are chosen, hired, or elected to bring about change.)

- Challenge students to explore the relationship between decision making and change by asking the class a question such as “What is one change you would like to see in our class room?” Conduct a simple survey of the class and make a list of the most requested changes. Explain to children that change often requires decisions. Once the list is completed, have each student place a sticker beside the change they would most want to see, and discuss what decisions will be necessary to bring about the change.
- Involve students in a discussion around how decisions are made by an individual or group. For example, illustrate a decision made by an individual by having students complete the sentence “If I were a (mom, dad, teacher, principal) in charge for a day, I would ...” Some students may relate some of their decisions to rules. Discuss some rules, using prompts such as the following:
  - What is a rule?
  - Who decides the rules?
  - How do rules affect our lives?
  - How do rules get changed?
- Have children think of two ‘powerful questions’ to ask an invited guest about how he/she makes decisions at work. Invite someone such as a principal, mayor, police officer, or firefighter from your school or community to speak to the class.
- Have student pairs, using prepared sentence strips with various decisions written on them, divide the decisions into two categories: “Individual Decisions” and “Group Decisions.” As a class, have students present how they categorized the decisions and give reasons for their choices. If students experience difficulty with a decision, have the class as a group decide where it belongs and why.

## Unit 1: People

### Tasks for Instruction and/or Assessment

#### *Presentation*

- Provide children with a situation about which they have to make a decision (such as two classes in their school needing to share one playground). Have children focus on the method of decision making they will use, e.g., voting, or decision making tree (Health BLM L-2.3), and explain why they made the choice(s) they did.

#### *Paper and Pencil*

- Involve students in generating a list of their daily decisions that result in change. Explain to students how they make decisions as individuals, group members, and family members. For example, they choose a friend individually, share the play ground as a group, and plan a vacation as a family. Provide students with a template to record their findings.

What Decisions are Made?

The image shows a rectangular box containing three speech bubbles stacked vertically. Each bubble has a title and three dots for notes:

- Myself**: A speech bubble with three dots on the left side.
- My Family**: A speech bubble with three dots on the left side.
- My School**: A speech bubble with three dots on the left side.

### Resources/Notes

#### Discovery Links (Authorized Resource)

##### Little Book

- *Let's Decide*

##### Poster

- *Look at How I've Grown*

##### Photo Cards

- *Who Decides?*

#### Cross Curricular Links

##### Health

- Life Learning Choices  
Outcome L-2.3  
BLM L-2.3

## Unit 1: People

## Outcomes

*Students will be expected to*

2.1.4 predict ways their community might change in the future, and how they can contribute to that future

## Elaborations - Strategies for Learning and Teaching

## Teacher Talk

In this outcome, children will have an opportunity to predict (a skill that involves the use of existing information or a pattern of events to tell what will happen next) what changes may occur within their community in the future, and the roles that they may play in contributing to these changes. This outcome is designed to provide students with an opportunity to incorporate mapping skills as they create a model and/or map. The concepts of scale, size, and positional language (see Glossary in Appendix D) will be used in the creation of a model and/or map, and then used to predict changes. In kindergarten, the teacher could make a 3D model of their classroom (use small chairs, tables, building blocks, game pieces) and transfer the model to a flat 2D map. In grade 1 this idea would be expanded to use another room in the school. In grade 2 the modelling/mapping is expanded to the area immediately surrounding their school.

- Challenge students as a class to create a model and/or pictorial map of their school grounds. Have students sketch the school grounds as the class takes a walk about the area. After the walk, using a bulletin board or other large surface, invite the students to create a class model or pictorial map of their school. Have students make/draw items for the model/map. As students make/draw items for the model/map, use this as an opportunity to discuss the size and positional direction of the item in relation to the whole picture being created (e.g., the tree cannot be bigger than the school; the playground is behind or south of the school). After completion of the model/map, as a class or in small groups, have students discuss questions related to change:
  - What would change at our school if more students played basketball?
  - Where would we put new playground equipment?
  - What would happen if a green space with trees and plants were added to our school?
  - What changes would you like to see at our school?
 Invite students to use their discussion responses to create a new model/map, adding changes they predict may occur at their school in the future. Debrief by asking students to compare their models/maps with the original class model/map and predict how they may contribute to the changes.

## Unit 1: People

### Tasks for Instruction and/or Assessment

#### *Paper and Pencil*

- Have students prepare a letter to the community council making a suggestion for a change in the community.

#### *Presentation*

- Have students explore with each other the idea of their future community. Discuss some possible changes they would make to improve their community for all people, including those with disabilities and other special needs. Divide students into pairs and allow time for them to brainstorm and list possible changes they would like to make. Have student pairs share their ideas with the class and record ideas on a chart. After sharing, students may select two changes they would most like to see take place in their community. Students will use their choices in creating a model, pictorial map, or poster. A brief description explaining what they could do to bring about the changes would accompany their creations.

#### *Informal/Formal Observation*

- During small group discussion of questions involving changes in their school grounds, observe the degree of awareness of map components (awareness of scale, title, simple legend, use of positional language).

#### *Performance*

- Have students create a model, pictorial map, or poster to show what changes they would like to see made to their school grounds. The class may invite the principal to come to view student presentations of their work.

### Resources/Notes

#### Discovery Links

(Authorized Resource)

#### Big Book

- *Changes, Changes*  
“A Community Changes”

#### Little Book

- *Making a Change*

#### Poster

- *Predict the Future*

#### *The Nystrom Jumbo Atlas*

(Authorized Resource)

“What kinds of places are in town?” (p.9)

“How has this place changed?” (p.15)

“What is a model?” (p.16)

“What is a map?” (p.17)

“What do symbols mean on maps?” (p.18)

“Can you make a map? (p.19)”

### Cross Curricular Links

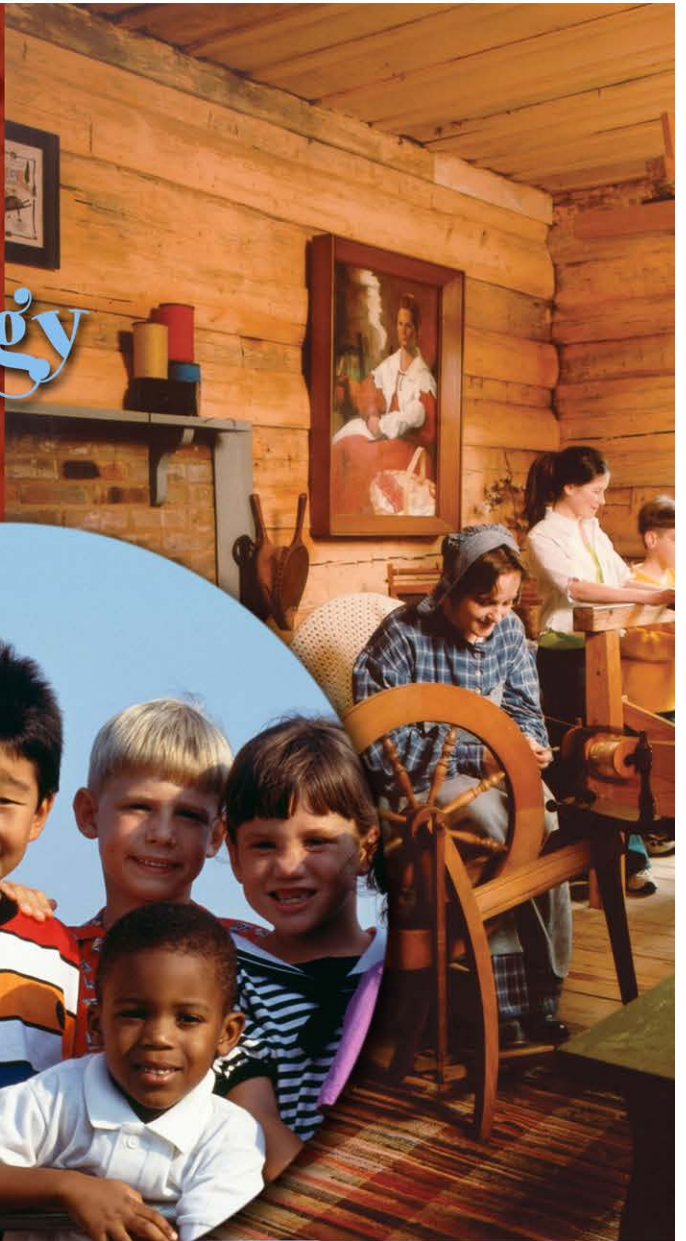
#### Science Literature Support

- *Me and Mr. Mah* by Andrea Spalding
- *Little Mouse’s Trail Tale* by Joann Vandine





# Unit Two Technology







# Unit 2: Technology

## Overview

In this unit, students will explore the changing nature of technology, learn to describe and evaluate the role of technology in their lives, and develop an understanding that people have changed technology over time to meet their needs, wants, and interests. The focus of this unit is to explore the various technologies that directly impact children, and to help children develop an awareness that technology has evolved over time.

## Outcomes

Students will be expected to

- 2.2.1 describe and evaluate the role of technology in their lives
- 2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests

## Opportunities for Integration

Please note that in this unit opportunities for connections with science and technology outcomes are referenced in column 4.

## Anticipated Time for Completion

It is suggested that this unit be completed during the months of January and February. This would allow teachers to connect with Heritage Day.

## Geographic/Mapping Skills

- Time line (pictorial)  
Outcome 2.2.2

Unit 2: Technology

**Outcomes**

*Students will be expected to*

2.2.1 describe and evaluate the role of technology in their lives

**Elaborations - Strategies for Learning and Teaching**

**Teacher Talk**

Students will identify the various types of technologies available today. They will also describe and explain how these technologies influence their own lives. For this unit, the term technology is any tool that makes life easier.

- Ask students to brainstorm various types of technology used in homes, schools, and work, and to support play and leisure. The teacher may wish to use a computer generated web to gather and organize data about the different types of technology.
- Have students engage with an appropriate book as a read aloud. The selected book should address the role of technology in life. After the reading, invite students to create a list of technologies they use in their lives. Involve the class in the creation of a PMI chart (plus, minus, and interesting) on the attributes of technology.
- Have students (with prior permission from parents or guardians) agree to forgo using a technology (such as a television, bike, or favourite video game) for a short period of time. During this time, students record how it affected their lifestyle, and then they present their findings to the class.
- Involve students in a ranking activity involving technology. Provide students with a list of three technologies they use in their everyday lives. Have the students rank items on the list from most important technology to least important technology. Once students have completed their ranking, conduct a class discussion on the students' choices and reasons for their choices. The discussion may also include a chart recording the name of the technology, the positive uses of the technology, and the negative uses of the technology. After the discussion, have students rank the technologies again and note any changes in ranking.

## Unit 2: Technology

### Tasks for Instruction and/or Assessment

#### *Informal/Formal Observation*

- Have students identify various types of technology by completing a PMI chart, and observe the degree of participation and respect for others' points of view during the activity.

#### *Journal*

- Have students identify the technologies they use throughout a normal day, such as lights, pencil, pencil sharpeners, television. Create a list of the technologies used. Ask students to suggest how they would accomplish their daily tasks without technology. Have students write a response in their journals using the following questions:
  - What would I do without (name of technology)? How would my life be different? How would I feel without \_\_\_\_\_ ?
  - Have students complete a two-sided journal response using the titles "My Life with Technology" and "My Life without Technology."

#### *Paper and Pencil*

- Have students graph or chart examples of technologies that have influenced the lives of children. Use headings such as "recreation," "entertainment," "play," "school," "clothes," and "travel." Display the results. Have students discuss the positive and negative influence on children's lives.

#### *Presentation*

- Using pictures from magazines or other sources, have students create a collage of technologies and tell about how the technology influences their lives in a positive or negative way.

### Resources/Notes

#### Discovery Links

(Authorized Resource)

#### Big Book

- *Changes, Changes*  
"We Use Technology to ..."  
"Hey, Street!"

#### Little Book

- *A World of Technology*

#### Cross Curricular Links

#### Technology

- Computer Systems  
Outcome C-1.1
- Concept Maps  
Outcome A-4.1

## Unit 2: Technology

**Outcomes**

*Students will be expected to*

2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests

**Elaborations - Strategies for Learning and Teaching****Teacher Talk**

Students will incorporate the concept of change over time in exploring technological change and how lifestyles have been affected by changes in technology. (This may be an opportunity to continue the development of the time line concept which was introduced in grade one through Outcome 1.3.2.) They will explore the positive and negative impact of technology in their world and predict how future technologies will affect the lives of people.

- Have students explore through the use of picture books, posters, or videos/DVDs how technology has changed over time. Include technologies from various categories (such as communication, transportation, sport, etc.) that are familiar to students (including telephone, automobile, television, scooters, computer, etc.). Using pictures of a technology, have students create a technology time line by arranging the pictures from earliest to latest. During discussions, have students keep point notes on how lifestyles were different before and after the changes, and/or the positive and negative impacts of the changes. (Opportunities may arise whereby examples come from the local, national, and global level.)
- Invite students to participate in an experience with a past and a modern technology. (Some examples include slate/scribbler, low/high wattage light bulbs, record/CD player.) Debrief the activity by completing a class chart showing the positive and negative impacts on these technologies on the lives of people. Have students create a picture to predict what this technology will look like in the future and give a brief description of how the technology may change their lives. (Note: Teachers may wish to arrange a class visit to a local museum that displays historical objects.)
- Involve students in the making of butter. Have small groups make butter by taking turns shaking ingredients in a closed container (see column 4 for recipe.) Afterwards, the teacher makes the butter with an electric mixer. Have students write about their experience and the impact of technology on everyday life.
- Invite students to develop a “then and now” page for a “Changes in Lifestyle” book. Assign a small group a specific category, such as food, clothing, homes, transportation, or recreation. Each group can present their page to the class. Discuss the different impacts on past and present lifestyles. Make this into a chapter for the class book.

## Unit 2: Technology

### Tasks for Instruction and/or Assessment

#### *Paper and Pencil*

- Provide students with pictures of a technology as it has changed over time. Have students arrange the pictures to demonstrate a time line for the technology.

#### *Interview*

- Have students interview a grandparent or another elder on the topic “The Life of My Grandparent When He/She Was My Age.” Questions for the interview should center on how technology has changed their lives.

#### *Presentation*

- Have students use a current technology, such as a car, game, or microwave, and create a model/visual representation of how it will look in the future. Include a written description of how this technology would change lives in the future.
- Have students work in pairs or small groups to model a simple invention that would make life easier. Have each group present their invention to the class.

#### *Informal/Formal Observation*

- During class discussion, observe students’ understanding of how technology has changed over time to meet the needs, wants, and interests of people.

#### *Journal*

- Through a journal response, have students explore what their lifestyle would be like if their family moved to a futuristic community in space or under the ocean. Focus on how they would meet their needs, wants, and interests. Ask children questions such as “What technologies/inventions would you need to survive?” and “What might the negative/positive results be?”

### Resources/Notes

#### Discovery Links

(Authorized Resource)

#### Big Book

- *Changes, Changes*  
“Making Decisions”  
“How Will We Go?”

#### Little Book

- *Things Have Changed*

#### Poster

- *Technology in the Past*

#### Photo Cards

- *Milestones of Technology*

#### Cross Curricular Links

#### Science

- Liquids and Solids  
Outcomes 100-17, 100-18,  
100-20, 203-1

#### Technology

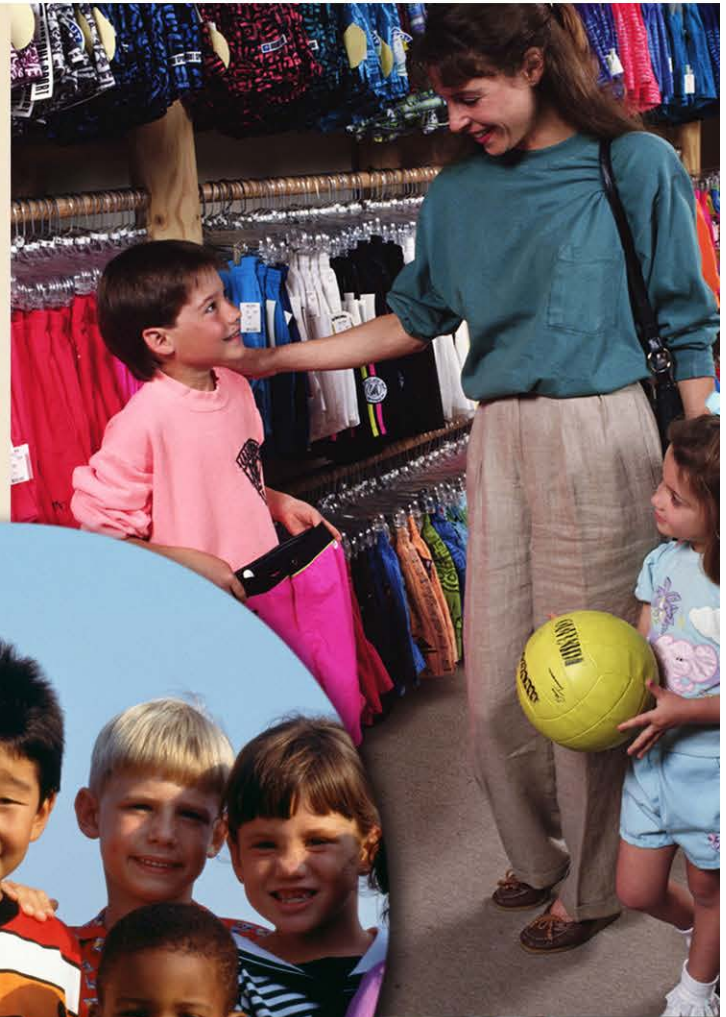
- Computer Systems  
Outcome C-1.1
- Multimedia  
Outcome B-8.1

#### Butter Recipe

- heavy whipping cream
- shake about once per second
- a marble may be added to speed the process
- process takes 5-30 minutes depending on shaking







# Unit Three Economics





# Unit 3: Economics

## Overview

This unit provides students with opportunities to explore the changing world of economics. They will examine how they and their families make economic decisions as consumers. Students will be introduced to the concept of supply and demand and examine how it affects price. They will also investigate how the nature of work has changed over time.

## Outcomes

Students will be expected to

- 2.3.1 give examples of how children and their families use economic decision making as consumers
- 2.3.2 explain how supply and demand affect price
- 2.3.3 demonstrate an understanding of the changing nature of work over time

## Anticipated Time for Completion

It is suggested that this unit be completed during the months of May and June.

## Opportunities for Integration

Please note that in this unit opportunities for connections with health, science, mathematics, and technology outcomes are referenced in column 4.

Unit 3: Economics

**Outcomes**

*Students will be expected to*

2.3.1 give examples of how children and their families use economic decision making as consumers

**Elaborations - Strategies for Learning and Teaching**

**Teacher Talk**

In this outcome, students will have the opportunity to explore the role of economic decision making in their lives. Students will give examples of how money is earned by themselves and adults to obtain goods and services. (Note: Students were introduced to the concepts of goods and services in grade 1—see Glossary in Appendix D.) Students could read, discuss, and engage in activities in order to give examples of how they and their families make economic decisions. ♥ **Teachers need to be sensitive in their discussion about how students and their families use economic decision making as consumers.**

- Have students engage with an appropriate book as a read aloud. The selected book should deal with the importance of money as a means to obtain something. Engage the class in a discussion of what role money plays in their lives as consumers of goods and services. How do they acquire money, and how does this compare to how their parents acquire it?
- Have students, in collaboration with the music teacher, learn songs introducing the concept of earning and spending money. Challenge students to write a new verse for a song (see Appendix E).
- Engage students in a discussion around the cost and care of a pet. Have students brainstorm a list of pets. Select one pet and have students brainstorm important points to consider in getting a pet. Some points to include are cost of pet; food; shelter; health care; exercise and grooming; and emotional and physical needs of pet. Invite students to examine and make a decision about getting this pet by completing a chart with two columns. At the top of the left column, write “Why I can have this pet...” At the top of the right column, write “Why I can not have this pet...” Have students present their decisions to the class.

## Unit 3: Economics

### Tasks for Instruction and/or Assessment

#### *Paper and Pencil*

- Have students look through store flyers and select an item they would like to purchase. Have students create an economic decision-making plan using the following questions:
  - Why do I need this item?
  - Why can I have this item?
  - Why can I not have this item?
  - How will I pay for this item?
  
- Invite students to create a list of what they would like to purchase with an assigned amount of money. Using flyers and/or catalogue pictures with age appropriate prices, have students select and keep a record of their purchases. Have students present their decisions and discuss reasons for their decisions.

#### *Interview*

- Interview a parent or older member of the family on strategies they use in making good economic decisions. Have students report their findings to the class.

#### *Journal*

- Invite students to write about their choice for a pet, and why it is an appropriate choice for them. Encourage students to include reasoning around the cost of the pet, along with housing and other needs.

### Resources/Notes

#### Discovery Links

(Authorized Resource)

#### Little Books

- *Kate's Money*
- *Let's Go Shopping*

#### Poster

- *At the Grocery Store*

### Cross Curricular Links

#### Health

- Life Learning Choices  
Outcome L-2.3

#### Science Literature Support

- *The Great Pet Sale* by Mick Inkpen

Unit 3: Economics

**Outcomes**

*Students will be expected to*

2.3.2 explain how supply and demand affect price

**Elaborations - Strategies for Learning and Teaching**

**Teacher Talk**

This outcome expands upon earlier concepts involving needs and wants. Students will have the opportunity to explore the idea of supply and demand, and how supply and demand relate to changes in price. For this outcome, supply is the quantity of a product that is available for purchase. Demand is the quantity of a product that consumers want.

- Invite students to create a pretend classroom store. Students may use classroom items or items brought to the class for the store. Divide the class into two groups — those who will be selling the goods and those who will purchase goods (consumers). Have the sellers decide on a price for the store items. (Note: It is acceptable for students to have unrealistic prices to provide discussion on the effect prices have on consumers.) Have sellers list the items for sale, and prepare signs showing prices. Have the buyers make a sheet to keep track of their purchases, and to record how much of a predetermined amount of money they have spent on each. Open the store and allow time for purchases and recording of information. (Teachers may wish to include graphing in this activity.) Debrief the activity with a discussion involving questions such as the following:
  - What has to happen for a store to work?
  - Should prices for some items be more or less? Reasons?
  - What would happen if fewer items were for sale?
  - What would make you want to buy something you didn't choose today?
  - What would make you want to pay a higher price for something?
  - If you went to the store again, would you buy the same items? Why or why not?
  - What prices would you change, and why?

Encourage the students to think about how the supply, demand, and price of an item guided their decision to buy the item.
- Have students develop 'powerful questions' on supply, demand, and price to ask a guest speaker. The speaker may be a member of the business community, a grocery store manager, or a local farmer or fisher.
- Assist students in conducting a mock auction with a small number of items (e.g., six sparkling pencils). Provide a predetermined amount of money for each student. After the auction discuss with students the concepts of supply, demand, and price.

## Unit 3: Economics

### Tasks for Instruction and/or Assessment

#### *Paper and Pencil*

- Gather and collect various store flyers. Have students select a product, then compare the regular price of the product with the flyer price. Students will record their findings and write a short paragraph giving their opinion for the price changes.

#### *Performance*

- Invite students to individually or in small groups conduct a survey of businesses in their community to determine how owners decide which products to put on sale.

#### *Presentation*

- Have students create an ad to sell a product or service. Students will present their ads to the class. After the presentations, have students select which product they would most want to buy, and give a reason for their choice.
- Invite students to draw a picture of a market or grocery store showing what happens when prices are raised or lowered. Have each student write a sentence about his/her picture.

#### *Informal/Formal Observation*

- Observe students during the store activity and discussion to determine their level of understanding of the concepts of supply and demand.

### Resources/Notes

#### Discovery Links

(Authorized Resource)

#### Big Book

- *Changes, Changes*  
“What Do You Want?”  
“How Do You Get It?”

#### Little Book

- *Lemonade for Sale*

#### Cross Curricular Links

#### Science Literature Support

*The Great Pet Sale* by Mick Inkpen

#### Mathematics

- Addition and Subtraction  
Outcomes B9, B10 and B11
- Data Management  
Outcome F2

#### Technology

- Word Processing  
Outcome A-7.2

## Unit 3: Economics

**Outcomes**

*Students will be expected to*

2.3.3 demonstrate an understanding of the changing nature of work over time

**Elaborations - Strategies for Learning and Teaching****Teacher Talk**

Students will explore how occupations have changed over time, including work that involves children. They will become aware of the different types of work — paid, unpaid, and volunteer (see Glossary in Appendix D). Students will predict how the nature of work may continue to change in the future.

- Have students engage with an appropriate book as a read aloud. The selected book should describe work often performed by children in the past. Brainstorm to identify other jobs that children often perform or have performed. Using a Venn diagram, compare past and present jobs of children. (Note: Hula hoops may be used for Venn diagrams. Students may use brainstorming ideas cut out from chart to place in hoops.) Have students offer opinions on why these changes have occurred.
- Challenge students to use a chart to investigate the concepts of paid, unpaid, and volunteer work. Have small groups of students use a think, pair, share method to place a list of different jobs under the correct headings. Complete a class chart to clarify which heading the jobs would fit under.
- Have students consider the role of work in an occupation such as farming, fishing, or policing. Have students examine how the nature of this work has changed over time, and predict how it may look in the future. This activity may also be used to challenge students on their ideas of the roles of men and women in the world of work, and their changing roles over time.
- Have students prepare ‘powerful questions’ for an invited guest speaker on how the role of his/her work has changed over time. The guest speaker may be a female police officer or male nurse. Ask children to make a drawing to represent what they learned, and write a thank-you note to the guest speaker.
- Invite students to create a weekly/monthly volunteer award from their class for a school volunteer. Discuss with students possible volunteer activities in which they could participate.

## Unit 3: Economics

### Tasks for Instruction and/or Assessment

#### *Presentation*

- Challenge students to make a list of occupations that may develop in the future using scenarios such as people living in outer space or under the sea. Through a journal response or drawing, have students describe what kind of work people would do in this new world. Share responses with the class.
- Have students create a collage or place mat organizer to demonstrate how work in an occupation has changed (doctor, pilot, mechanic, etc...) from the past to the present. Invite students to predict how this work will change in the future.

#### *Paper and Pencil*

- Ask students to write a response to prompts such as the following:  
In the past, I would have liked to work as a \_\_\_\_\_ because \_\_\_\_\_ .  
  
In the future I would like to work as a \_\_\_\_\_ because \_\_\_\_\_ .
- Have students, through labelled drawings, identify two examples of paid work, unpaid work, and volunteer work.
- Invite students to create a newspaper article (possibly for the school newsletter) highlighting the work of a school volunteer.

#### *Interview*

- Have students interview an adult who volunteers in the school or community to find out why he or she volunteers, and why it is important. Have them present their findings to the class.
- Invite students to interview an older adult in their family to discover how the nature of his or her work has changed over time. Ask them to present their findings to the class.

### Resources/Notes

#### Discovery Links

(Authorized Resource)

#### Big Book

- *Changes, Changes*  
“Work Over Time”  
“The Work We Do”

#### Little Book

- *Work Has Changed*

#### Photo Cards

- *Working in the Past*

#### *The Nystrom Jumbo Atlas*

(Authorized Resource)

“Who keeps people safe?” (p.11)

“What do these people do?” (p.12)

#### Cross Curricular Links

#### Health

- Life Learning Choices  
Outcomes L-2.7, L-2.8







# Unit Four Environment





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# Unit 4: Environment

## Overview

In this unit, students will further develop geography concepts and skills. They will explore how and why physical environments change over time and how people's interactions with their environment have changed. Students will extend their understanding of sustainable development and its importance to their future.

## Outcomes

Students will be expected to

- 2.4.1 explain how and why physical environments change over time
- 2.4.2 describe how people's interactions with their environment have changed over time
- 2.4.3 demonstrate an understanding of sustainable development and its importance to our future

## Anticipated Time for Completion

It is suggested that this unit be completed during the months of March and April. This would allow for a connection with Earth Day.

## Opportunities for Integration

Please note that in this unit opportunities for connections with science, music, health, and technology outcomes are referenced in column 4.

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**Outcomes**

*Students will be expected to*

2.4.1 explain how and why physical environments change over time

**Elaborations - Strategies for Learning and Teaching**

**Teacher Talk**

In grade 1 children would have gained an awareness of their physical environment (Outcome 1.2.1) when they learned to recognize and describe some natural and constructed features. This grade 2 outcome focuses on physical changes that occur naturally in the environment, as well as changes that are brought about when people modify their environment to better suit their needs and wants.

- Invite students to identify examples of environmental changes that they see occurring around them, giving prompts such as wind and water erosion. For example, teachers might ask, “Have you ever built a sand castle at the beach and rushed to complete it before the tide washed it away?” Have students use a journal response to describe what they saw. Similarly, an experiment using a mound of sand and a spray water bottle could be used, having students observe and describe through pictures and words what they see happening with the sand as the water is sprayed on it.
- Encourage students to bring in pictures demonstrating how the physical environment around their homes or community has changed over time. Discuss the type of change that occurred (natural/constructed), and reasons for the change.
- Have students explore environmental changes that have taken place over time, either locally or in other communities, by using photos of *before* and *after*. Some examples to consider include changes in their yards or a playground; a new house; a forest before and after it was clear-cut; a block of land before it was made into a housing subdivision; or major construction.

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### Tasks for Instruction and/or Assessment

#### *Performance*

- Have students place in sequence photographs/pictures of changes over time in their community. Teachers may wish to access photographs/pictures from a local museum. Have students identify whether the changes are natural or constructed changes.
- Ask students to identify one physical change they would like to see in their neighbourhood/community. This may be a natural or constructed change. Have students create a picture, poster, or model of the area *before* and *after* the change. Have students write a short explanation for why the change would be a positive idea, and then present their work to the class.

#### *Informal/Formal Observation*

- Observe and note the vocabulary used, questions asked, and responses/opinions given as students discuss physical changes and their relationship with the environment.

### Resources/Notes

#### Discovery Links

(Authorized Resource)

#### Big Book

- *Changes, Changes*  
“Changes Made by Nature”  
“Changes Made by People”

#### Little Book

- *Our Schoolyard Changes*

#### Photo Cards

- *Nature Takes Over*

### Cross Curricular Links

#### Science

- Air and Water in the Environment  
Outcome 103-7



## Unit 4: Environment

## Outcomes

*Students will be expected to*

2.4.2 describe how people's interactions with their environment have changed over time

## Elaborations - Strategies for Learning and Teaching

## Teacher Talk

In grade 1 (Outcome 1.3.3) students explored the close relationship that Aboriginal peoples have had with their natural environment. In this grade 2 outcome, the concept of changing the environment over time is explored. Students will explore how various groups of people interacted with their environment in order to survive and build communities. Students will be expected to describe how people have changed their environment to meet their needs and wants, and the effects of that change on the local environment.

- Invite students to interact with an appropriate book as a read aloud. The selected book should focus on how Aboriginal peoples traditionally interacted with the environment. Have the students sit in a circle and through the use of a talking stick, students will have the opportunity to share their understanding of, and ask questions on, the interactions Aboriginal peoples had with their environment.
- Have students prepare 'powerful questions' for a guest speaker from an Aboriginal community. Questions should focus on how Aboriginal peoples interacted with their environment and how this interaction has changed from the past to the present. Topics could include transportation, food gathering, shelter, and recreation.
- Have students use a number of resources (books, pictures, videos/DVDs) to compare the traditional Aboriginal way of life and their interaction with the environment to the present and the students' interaction with the environment. Use a class Venn diagram to record results. Encourage students to provide explanations for why such changes have occurred.
- Have students engage with an appropriate book as a read aloud. The selected book should address changes in a local environment.
- Have students invite a community member to take them on a walking tour of their community. Ask the guest to discuss with students how the local area has changed over time. After completion of the walk, have students complete a chart comparing their community *then* and *now*.

## Unit 4: Environment

### Tasks for Instruction and/or Assessment

#### *Paper and Pencil*

- Invite students to write a thank-you letter to the guest speaker indicating what they learned from the presentation. Alternatively, students may draw a picture to represent what they learned from the presentation.

#### *Journal*

- Have students write a journal response about how their lives today are different from Aboriginal life in the past. Encourage students to focus on how the interactions with the environment have changed.

#### *Presentation*

- Have students use photos and pictures of local occupations over time, such as farming, fishing, or forestry, to create a time line of one of the occupations. Discuss with students the resulting changes that have been made to the physical environment.
- Invite students to create a brochure about their community using pictures to depict how the community has changed over time. Include a brief explanation for why the changes happened and how they affected (positively or negatively) the community .
- Have students complete a picture, poster, or model to demonstrate their community *then* and *now*. Have students present their work to the class, telling why the changes happened and describing the effects on the community.

### Resources/Notes

#### Discovery Links

(Authorized Resource)

#### Big Book

- *Changes, Changes*  
“A Trip to King’s Landing”

#### Little Books

- *The Talking Stick*
- *A Visit to Ross Farm*

#### Poster

- *Meeting Needs*

#### Photo Cards

- *Meeting Needs*

#### Cross Curricular Links

#### Technology

- Multimedia  
Outcome B-8.1

Unit 4: Environment

**Outcomes**

*Students will be expected to*

2.4.3 demonstrate an understanding of sustainable development and its importance to our future

**Elaborations - Strategies for Learning and Teaching**

**Teacher Talk**

Students will apply their understanding of change in the environment, and the effects of change, by identifying a variety of environments and natural resources on a local, national, and global level. They will explore issues of sustainability in relation to the environment. (Note: Sustainability refers to using the world’s resources in ways that do not deplete the sources, so as to ensure that there will be enough for future generations.) Students will have the opportunity to engage in sustainability practices (e.g., clean up playground, use proper waste sorting practices, plant trees with community groups).

- Have students use atlases or other appropriate books to identify various natural environments found in the world. The selected resources should illustrate examples such as deserts, forests, grasslands, mountains, oceans, and polar regions. Locate examples on a map. Discuss and complete a class web on each environment and its natural resources. Then have students make a poster or picture illustrating the various natural environments found in their local area, and showing how they provide natural resources.
- Have students explore with a guest speaker the concept of sustainability. The guest speaker should be connected with sustainability efforts taking place in their province (waste watch, wind turbine sites, use of hybrid cars). After the presentation, have students brainstorm age-appropriate sustainability practices. Have each student choose one practice they will follow for a specified period of time.
- Have students engage with an appropriate book as a read aloud, or a video/DVD. The selected book or video/DVD should focus on the importance of contributions children and young people make in environmental issues. Invite students to brainstorm various ways that they can protect and sustain their environment (e.g., using both sides of the paper; using soap, water, and paper towel sparingly).
- Engage students in preparing a school assembly on the importance of caring for our environment. This may take place as part of Earth Day celebrations and include student work (posters, poems, songs, role-plays).



## Unit 4: Environment

### Tasks for Instruction and/or Assessment

#### *Performance*

- Have students set a personal goal (e.g., sorting waste, compost, recyclables) to practise sustainability practices. For example, have them choose an objective and write it on a chart. Every Friday have the child assess his/her progress with the use of a happy face, neutral face, or sad face to indicate progress in meeting the objective.

#### *Paper and Pencil*

- Invite students to thank the guest speaker by writing a letter or creating a drawing indicating what they learned from the presentation.

#### *Presentation*

- Have students create a picture book, write a poem, or compose a song to illustrate their understanding of positive sustainability practices and how they sustain natural resources.
- Invite students to create a *Help Wanted Poster* encouraging others to participate in positive sustainability practices.

#### *Paper and Pencil*

- Have students reflect on the importance of sustaining the environment by creating a poster, picture, or letter to demonstrate what the world would be like with and without sustainability practices (e.g., planting trees, picking up garbage, using reusable containers).

### Resources/Notes

#### Discovery Links

##### (Authorized Resource)

##### Big Book

- *Changes, Changes*  
“Our Environment”  
“A Letter to All People”  
“In the News”  
“What Can I Do for the World Today?”

##### Little Book

- *Protect Our World*

##### Poster

- *Caring for Our Future*

##### *The Nystrom Jumbo Atlas*

##### (Authorized Resource)

“Where are we in Canada?” (p.21)

“Where are we in the world?” (p.24)

#### Cross Curricular Links

##### Science

- Air and Water in the Environment  
Outcomes 103-8, 102-8

##### Music

##### Share the Music Grade 2

- *On the Sand, in the Sun, by the Sea* (p. 52)
- *Sing a Rainbow* (p.158)
- *Where Does the Wind Go?* (p. 375)

##### Musicanada Grade 2

- *Listen to the Water* (p. 9)
- *The Tree in the Wood* (p.106)

##### Share the Music Grade 1

- *One Light, One Sun* (p.86)

##### Share the Music Grade 4

- *All Living Things* (p.348)
- *This Pretty Planet* (p. 257)

#### Health Literature Support

*Friends of the Earth* by Amy Rolf von den Bowman

#### Technology

- Multimedia Outcome B-8.1

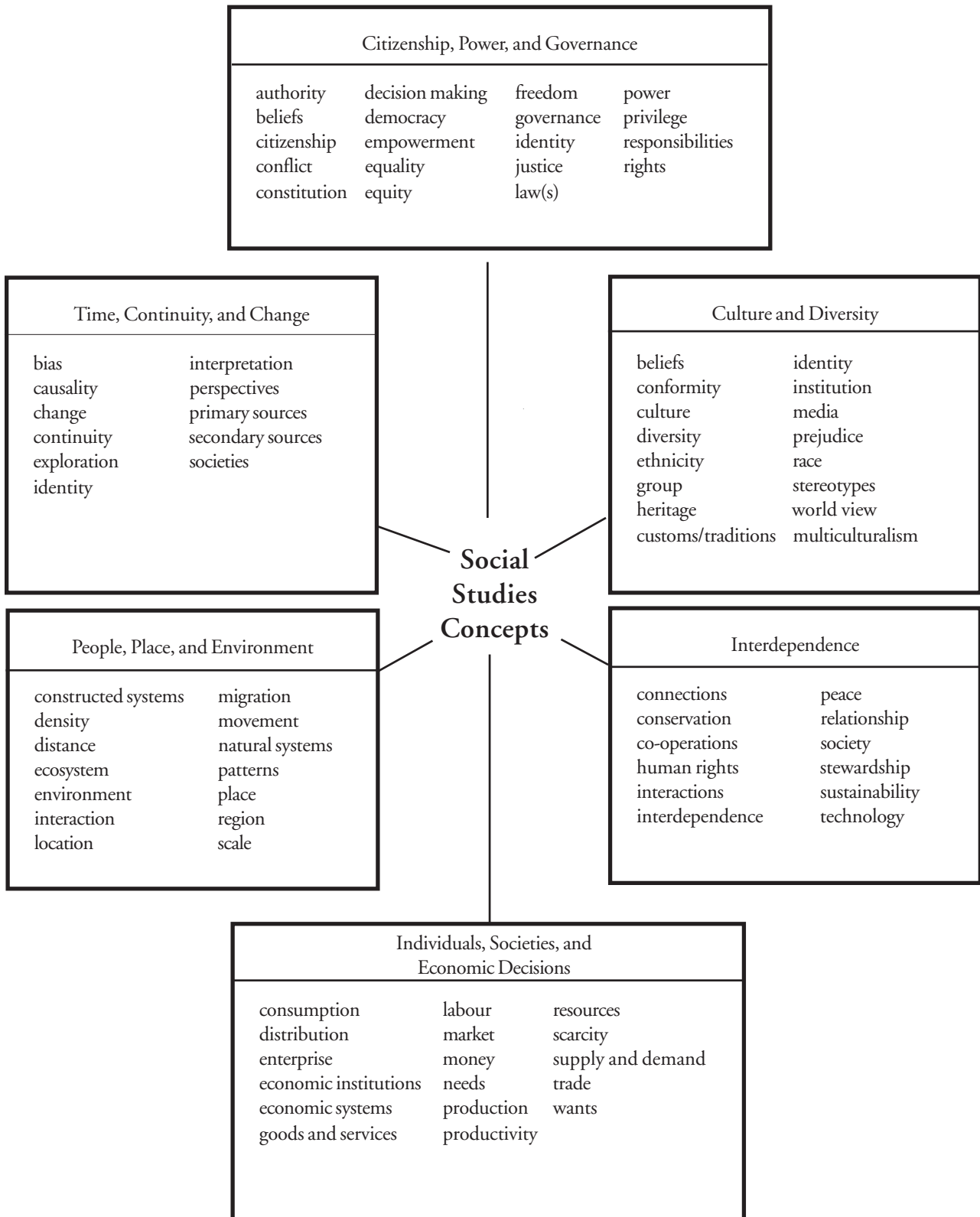


# Appendices



# Appendix A:

## Concepts in Entry-Grade 9 Social Studies





## Appendix B: Process-Skills Matrix

The social studies curriculum consists of three major process areas: communication, inquiry, and participation. Communication requires that students listen, read, interpret, translate, and express ideas. Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the sample suggestions for learning and teaching and in the strategies for assessment that are elaborated in the curriculum guide. These processes constitute a number of skills, some of which are responsibilities shared across curriculum areas and some of which are critical to social studies.

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read critically	<ul style="list-style-type: none"> <li>• detect bias in historical accounts</li> <li>• distinguish fact from fiction</li> <li>• detect cause-and-effect relationships</li> <li>• detect bias in visual material</li> </ul>	<ul style="list-style-type: none"> <li>• use picture clues and picture captions to aid comprehension</li> <li>• differentiate between main and subordinate ideas</li> <li>• use literature to enrich meaning</li> </ul>
Communicate ideas and information to a specific audience	<ul style="list-style-type: none"> <li>• argue a case clearly, logically, and convincingly</li> </ul>	<ul style="list-style-type: none"> <li>• write reports and research papers</li> </ul>
Employ active listening techniques	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• listen critically to others' ideas or opinions and points of view</li> <li>• participate in conversation, small groups, and whole group discussion</li> </ul>
Develop map skills	<ul style="list-style-type: none"> <li>• use a variety of maps for a variety of purposes</li> <li>• use cardinal and intermediate directions to locate and describe places on maps and globes</li> <li>• construct and interpret maps that include a title, a legend, a compass rose, and scale</li> <li>• express relative and absolute location</li> <li>• use a variety of information sources and technologies in preparing maps</li> <li>• express orientation by observing landscape, by using traditional knowledge, or by using a compass or other technology</li> </ul>	

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Express and support a point of view	<ul style="list-style-type: none"> <li>• form opinions based on critical examination of relevant material</li> <li>• restate major ideas on a complex topic in a concise form</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between main and subordinate ideas</li> <li>• respond critically to texts</li> </ul>
Select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• demonstrate an awareness of purpose and audience</li> </ul>
Use a range of media and styles to present information, arguments, and conclusions	<ul style="list-style-type: none"> <li>• use maps, globes, and geotechnologies</li> <li>• produce and display models, murals, collages, dioramas, artwork, cartoons, and multimedia to present</li> <li>• interpret and use graphs and other visuals</li> </ul>	<ul style="list-style-type: none"> <li>• present information and ideas using visual material, print, or electronic media</li> </ul>
Present a summary report or argument	<ul style="list-style-type: none"> <li>• use appropriate maps, globes, and graphics</li> </ul>	<ul style="list-style-type: none"> <li>• create outline of topic</li> <li>• prepare summaries</li> <li>• take notes</li> <li>• prepare a bibliography</li> </ul>
Use various forms of group and interpersonal communications such as debating, negotiating, establishing a consensus, classifying, and mediating conflict	<ul style="list-style-type: none"> <li>• participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences</li> </ul>	<ul style="list-style-type: none"> <li>• participate in delegating duties, organizing, planning, making decisions, and taking action in group settings</li> <li>• contribute to developing a supportive climate in groups</li> </ul>



## Process Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypotheses that give clear focus to an inquiry	<ul style="list-style-type: none"> <li>• identify relevant primary and secondary sources</li> <li>• identify relationships between items of historical, geographic, and economic information</li> <li>• combine critical social studies concepts into statements of conclusion based on information</li> </ul>	<ul style="list-style-type: none"> <li>• identify relevant factual material</li> <li>• identify relationship between items of factual information</li> <li>• group data in categories according to appropriate criteria</li> <li>• combine critical concepts into statement of conclusions based on information</li> <li>• restate major ideas in concise form</li> <li>• form opinion based on critical examination of relevant information</li> <li>• state hypothesis for further study</li> </ul>
Solve problems creatively and critically	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• identify a situation in which a decision is required</li> <li>• secure factual information needed to make the decision</li> <li>• recognize the values implicit in the situation, and the issues that flow from them</li> <li>• identify alternative courses of action and predict likely consequences of each</li> <li>• make decision based on data obtained</li> <li>• select an appropriate strategy to solve a problem</li> <li>• self-monitor decision-making process</li> </ul>
Apply a variety of thinking skills and strategies	<ul style="list-style-type: none"> <li>• determine the accuracy and reliability of primary and secondary sources of geographic data</li> <li>• make inferences from primary and secondary materials</li> <li>• arrange related events and ideas in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• determine the accuracy and reliability of data</li> <li>• make inferences from factual material</li> <li>• recognize inconsistencies in a line of argument</li> <li>• determine whether the information is pertinent to the subject</li> </ul>

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Recognize significant issues and perspectives in an area of inquiry	<ul style="list-style-type: none"> <li>research to determine the multiple perspectives on an issue</li> </ul>	<ul style="list-style-type: none"> <li>review an interpretation from various perspectives</li> <li>examine critically relationships among elements of an issue/topic</li> <li>examine and assess a variety of viewpoints on issues before forming an opinion</li> </ul>
Identify sources of information relevant to the inquiry	<ul style="list-style-type: none"> <li>identify an inclusive range of sources</li> </ul>	<ul style="list-style-type: none"> <li>identify and evaluate sources of print</li> <li>use library catalogue to locate sources</li> <li>use search engine to locate sources on World Wide Web</li> <li>use periodical index</li> </ul>
Gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> <li>interpret history through artifacts</li> <li>use sources of information in the community</li> <li>access oral history including interviews</li> <li>use map and globe reading skills</li> <li>interpret pictures, charts, graphs, photographs, tables, and other visuals</li> <li>organize and record information using time lines</li> <li>distinguish between primary and secondary sources</li> <li>identify the limitations of primary and secondary sources</li> <li>detect bias in primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>use a variety of information sources</li> <li>conduct interviews with individuals</li> <li>analyse evidence by selecting, comparing, and categorizing information</li> </ul>
Interpret meaning and the significance of information and arguments	<ul style="list-style-type: none"> <li>interpret the socio-economic and political messages of cartoons and other visuals</li> <li>interpret the socio-economic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays)</li> </ul>	<ul style="list-style-type: none"> <li>identify ambiguities and inconsistencies in an argument</li> <li>identify stated and unstated assumptions</li> </ul>
Analyse and evaluate information for logic and bias	<ul style="list-style-type: none"> <li>distinguish among hypotheses, evidence, and generalizations</li> <li>distinguish between fact and fiction, and fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>estimate the adequacy of information</li> <li>distinguish between relevant and irrelevant information</li> </ul>

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Test data, interpretations, conclusions, and arguments for accuracy and validity	<ul style="list-style-type: none"> <li>• compare and contrast credibility of differing accounts of same event</li> <li>• recognize the value and significance of interpreting factual material</li> <li>• recognize changing societal values' effects on the interpretation of historical events</li> </ul>	<ul style="list-style-type: none"> <li>• test the validity of information using such criteria as source, objectivity, technical correctness, currency</li> <li>• apply appropriate models such as diagrams, webs, concept maps, and flow charts to analyse data</li> <li>• state relationships among categories of information</li> </ul>
Draw conclusions that are supported by the evidence	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• recognize the tentative nature of conclusions</li> <li>• recognize that values may influence conclusions or interpretations</li> </ul>
Make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none"> <li>• access, gather, synthesize, and provide relevant information and ideas about economic issues</li> <li>• generate new ideas, approaches, and possibilities in making economic decisions</li> <li>• identify what they gain and what they give up when they make economic choices</li> <li>• use economic data to make predictions about the future</li> </ul>	

## Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibility)	<ul style="list-style-type: none"> <li>• express personal convictions</li> <li>• communicate own beliefs, feelings, and convictions</li> <li>• adjust own behaviour to fit the dynamics of various groups and situations</li> <li>• recognize human beings' mutual relationship in satisfying one another's needs</li> <li>• reflect upon, assess, and enrich their learning process</li> </ul>

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Function in a variety of groupings, using collaborative and co-operative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• contribute to development of a supportive climate in groups</li> <li>• serve as a leader or follower</li> <li>• assist in setting goals for the group</li> <li>• participate in making rules and guidelines for group life</li> <li>• participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings</li> <li>• participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences</li> <li>• use appropriate conflict resolution and mediation skills</li> <li>• relate to others in peaceful, respectful, and non-discriminatory ways</li> </ul>
Respond to class, school, community, or national public issues	<ul style="list-style-type: none"> <li>• keep informed on issues that affect society</li> <li>• identify situations in which social action is required</li> <li>• work individually or with others to decide on an appropriate course of action</li> <li>• accept and fulfil responsibilities associated with citizenship</li> <li>• articulate personal beliefs, values, and world views with respect to given issues</li> <li>• debate differing points of view regarding an issue</li> <li>• clarify preferred futures as a guide to present actions</li> </ul>	
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	<ul style="list-style-type: none"> <li>• recognize the economic factors associated with sustainability (see shared responsibilities)</li> <li>• identify ways in which governments can affect sustainability practices</li> </ul>	<ul style="list-style-type: none"> <li>• develop the personal commitment necessary for responsible community involvement</li> <li>• employ decision-making skills</li> <li>• contribute to community service or environmental projects in schools and communities, or both</li> <li>• promote sustainable practices in families, schools, and communities</li> <li>• self-monitor contributions</li> </ul>

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## Appendix C: Disciplines of Social Studies

The social studies program draws from many disciplines to achieve its goals. Social studies is firmly grounded in history, geography, and economics. While these disciplines are the mainstay, there has been extensive borrowing of ideas, materials, and techniques from other fields. Knowledge from other disciplines within the social sciences (political science or government, sociology, anthropology, and social psychology) and from the humanities (literature, the arts, religion, and law) are viewed as equally capable of contributing to the solution of human and societal problems and thus are seen as vital elements of the entire social studies curriculum. This curriculum guide promotes history, geography, and economics as the three major disciplines in social studies since they directly promote the development of temporal and spatial competencies, and sustainable living.

History brings to the field a framework and mind-set drawn largely from literary and humanistic traditions that encourage analysis and discussion of story lines, characters, and context in a fashion specific to time and place that may or may not promote generalizing. Most historians seek to develop carefully drawn descriptions of a time period, event, or personality based primarily on contemporary accounts, statistics, and/or artifacts. History provides social studies with the key concepts of chronology, continuity, change, cause and effect, bias, exploration, colonization, and civilization.

The fundamental themes of geography include location, place, relationships within places, movement, and regions. Geography examines the interaction of humans within their spatial environments, and the effects on the location and development of place and region. The study of geography is focussed on answering four primary questions: Where is it? Why is it there? How is it organized? Why is that significant? The key concepts of geography promoted in the social studies curriculum include landforms, urbanization, habitat, spatial interaction, region, location, diffusion, population density, ecosystem, climate, demographics, migration, resources, and sustainable economic development.

Economics is the study of how we use resources to satisfy needs and wants. Economics provides the knowledge and skills necessary to make personal economic decisions and to participate in the process of societal economic decision making. The study of economic concepts, principles, and systems develops the understanding of how economic decisions affect individuals and societies. Economics supports such key concepts as scarcity, production, distribution, consumption, opportunity, cost, price, supply, demand, needs and wants, productivity, goods and services, money, economic institutions, and enterprise. Economics contributes to other fields of study, such as political science, anthropology, sociology, and social psychology, which are essential to the understandings and competencies of social studies.

Political science is the study of how we attempt to establish and maintain order in society by investigating relationships between power and those subjected to it. It contributes such key concepts as government, federalism, nation, province, parliament, legislative assembly, senate, monarchy, bureaucracy, republic, citizenship, judiciary, rule of law, and due process.

Anthropology is the study of culture, how it is established and how it functions. Anthropological concepts of importance to social studies include culture, archaeology, cultural diffusion, language, ethnology, acculturation, ritual, tradition, customs, innovation, and artifacts.

Sociology is the study of groups and how they function. Sociology contributes such key concepts as groups, socialization, society, social status, social class, social roles, social mobility, segregation, role expectations, stratification, family, norms, and power.

Social psychology is the study of group behaviour. Social psychology exposes the learner to such concepts as learning, achievement, self-concept, behaviour, attitudes, personality, perception, motives, aggression, habits, traits, instinct, conditioning, reinforcement, and punishment.

The humanities reflect our increasing effort to make moral, philosophical, and ethical sense of the world. A society without ethical standards seriously undermines the values widely regarded as providing the optimum social framework. History, literature, drama, art, philosophy, and music (the traditional humanities) express and preserve the wisdom of courageous men and women. For writers, artists, and spiritual leaders, the humanities represent a landscape in which human potential can be explored. For scientists and social scientists, the humanities provide a structure of accountability for the consequences of the knowledge they create. At this stage of human development, when a lack of moral judgment can lead to global destruction, it is imperative that society use ethical standards to guide the use of scientific advances so that knowledge may be used for human betterment and not for destruction.

The utilization of these disciplines provides educators with a great deal of flexibility in selecting content (based on the needs of the learner and the nature of society) and in promoting different methods of learning. The guide neither espouses nor anticipates a discipline-by-discipline approach to the social studies, but rather envisions and advocates their integration in an interdisciplinary approach. The courses at each grade level are designed to reflect a careful, judicious, rich blending of the various disciplines of the social studies program so that students may benefit from the rich and diverse sources of knowledge that are available.

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# Appendix D: Glossary of Terminology and Teaching Structures

## Mapping Terms

Scale - language used to describe the representative size/distance of objects relative to the real objects (e.g., a small toy bus used to represent a real bus in a model/drawing).

Compass Rose - the symbol on a map that shows the directions north, south, east, and west.

Pictorial Map - a map that portrays its features as drawings and pictures.

Positional Language - language used to describe the location of an object.

## Economic Terms

Consumer - a person who obtains goods and services to fulfil needs, wants, and interests.

Producer - someone who provides goods or services.

Supply - the quantity of a product that is available for purchase at a particular price.

Demand - the quantity of any products or services that people will buy.

Goods - economic term used to describe products that satisfy a market need or are involved in trade (items that people buy or trade).

Services - economic term used to describe work done for others (work other people are paid to do for you).

Need - something that is necessary for survival, such as food, clothing, shelter, love, and belonging.

Want - something that a person desires/wishes, such as a toy or trip, but is not necessary for survival

Sustainable Development - development that is carried out in a way that ensures that natural resources will not be depleted but will remain available for succeeding generations.

Paid - working for pay.

Unpaid - working without pay.

Volunteer - person who works willingly without pay.

## Environmental Terms

Natural Change - changes to the physical environment brought about by nature, such as erosion (caused by wind storms, and floods) or vegetation growth.

Constructed Change - changes to the physical environment brought about by construction, and sometimes destruction, of roads, dams, buildings, highways, etc.

## Writing Genres

Acrostic Poetry - poetry in which the first letter of each line forms a word or phrase which is the subject of the poem (may or may not rhyme).

Two-Sided Journal - one in which the page is divided into two sections — the left hand side recording part of a text which struck the writer strongly, and the right side recording a comment on the text.

## Co-operative Learning Structures

Think, Pair, Share - activity in which students think on their own for a few minutes, discuss their thoughts with their partners, and then share ideas with a larger group/class.

## Other Terms

Time line - visual used to show how related events are arranged in chronological order.

PMI Chart (Plus, Minus, Interesting) - a chart or type of graphic organizer that looks at the positive, negative, and interesting aspects of a concept.



# Appendix E: The Money Song

## THE MONEY SONG

(To the tune of "Oh My Darling Clementine")

I was looking to earn some money,  
Have to make dollars and sense,  
And a job is what I'm needing  
I want to work and make some "cents".

I'll walk the dog, I'll clean my room,  
I'll take the compost to the street,  
I'll do the dishes, whenever you ask me  
So my Mom feels I'm a treat!

I helped the neighbour cut the grass,  
Hoed the garden, washed the cars,  
Sang a song to baby sister,  
Then my Mom gave me rewards.

I saved my loonies, saved my toonies,  
Saved my birthday money too,  
Then I was ready to do some shopping,  
And pay my way into the zoo.

Bought some candy, bought a Webkins,  
Bought some Exos and some toys,  
Then my Mother told me "Honey,  
You're a spendin' kind of boy".

Bought a ball cap, bought a Game Boy,  
Bought pizza for my snack.  
Then I looked inside my pocket  
Felt it empty all the way back.

Spent my money on some great stuff,  
Even shared some with my friends,  
Money doesn't last forever,  
If you spend it, then it ends!

Lyrics permission of Heather Coulson

