SOCIAL STUDIES GRADE 2



Communities in Canada



A CURRICULUM AND GUIDE TO IMPLEMENTATION

2009

Northwest Territories Education, Culture and Employment

Cover Photos:

File: The Earth seen from Apollo 17.jpg. "The Blue Marble" is a famous photograph of the Earth taken on December 7, 1972 by the crew of the Apollo 17 spacecraft en route to the Moon at a distance of about 29,000 kilometers (18,000 statute miles). It shows Africa, Antarctica, and the Arabian Peninsula. Photo taken by either Harrison Schmitt or Ron Evans (of the Apollo 17 crew). This file is in the public domain because it was created by NASA.

File: Town of Lunenburg, Nova Scotia, looking north from the Bluenose Golf Course in August 2008. Agriculture often takes place on the cleared drumlins like the one on which this golf course is built. Recreational sailboats and fishing vessels both use the harbour in this picture. A fish processing plant is nearby to the right (not in the picture) Photo credit Blake Wile.

COMMUNITIES IN CANADA

NT-Gr. 2

CLUSTER

1. Our Local Community

LEARNING EXPERIENCES (TITLES)

- 2.1.1 Characteristics of Communities
- 2.1.2 Natural Resources
- 2.1.3 Stories of the Past
- 2.1.4 Culture and Heritage
- 2.1.5 Personal Identity
- 2.1.6 Contributing to Our Communities
- 2.1.7 Leadership
- 2.1.8 Remembrance Day

32--SLO's

CLUSTER

2. Communities in Canada

LEARNING EXPERIENCES (TITLES)

- 2.2.1 Diverse Peoples
- 2.2.2 Features of Canadian Communities
- 2.2.3 Natural Resources
- 2.2.4 Work: Goods and Products, and Services
- 2.2.5 Diversity and Change

16--SLO's

CLUSTER

3. The Canadian Community

LEARNING EXPERIENCES (TITLES)

- 2.3.1 Canadian Symbols
- 2.3.2 Historical Influences
- 2.3.3 Cultural Communities
- 2.3.4 Canadian Diversity
- 2.3.5 Canadian Needs, Choices, and Decisions
- 2.3.6 Global Connections

17--SLO's

19 LEARNING EXPERIENCES

Total = 65--**SLOs**

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Cover Photo: low tide at Delhaven, Nova Scotia, August 2006. Courtesy Blake Wile.

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SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY



Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

Background

This document was produced originally by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. The document was well-suited for a base of Social Studies learning in the Northwest Territories. The document has been adapted for use in the Northwest Territories after a lengthy input, advisory and consultation process between Northern educators, administrators, and stakeholders and Early Childhood & School Services. The nature and quantity of the adaptation has been collaboratively determined by Northwest Territorial Advisory Committees and Departmental staff.

This document includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in the Northwest Territories.



A Brief History of the Social Studies Curriculum

In 1997, the NWT joined the Western and Northern Canadian Protocol (WNCP)[1] Common Curriculum Framework for Social Studies K-9 project. This was the first multi-jurisdictional curriculum project to include Aboriginal and francophone representatives as full and equal partners in a curriculum project designed for all students.

[1] In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

Introduction

The NWT became the lead jurisdiction responsible for infusing Aboriginal perspectives within the Framework of learner outcomes. Consultations were undertaken in all parts of the NWT, and widely in all WNCP jurisdictions, with educators, cultural advisors, Elders and curriculum writers. The final WNCP Framework was published in 2002. Teacher advisory groups in the NWT recommended the Manitoba Foundations for Implementation documents as having the best fit for the NWT. An agreement was reached between the Department of Education, Culture and Employment and the Department of Education, Citizenship and Youth in Manitoba to adapt these documents in order to provide curriculum support documents that would be helpful to northern educators in their actual teaching of the learning outcomes that had been agreed to in the WNCP project.

Adaptation of the Manitoba documents began in 2006, with experienced educators from across the NWT. Ongoing consultation with a variety of stakeholders, including particularly those concerned with the infusion of Dene Kede and Inuuqatigiit has been undertaken as these documents have been adapted for use in the NWT.

Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **NWT Document Adaptations**: Culture-Based Education (CBE); Career Development (CD); Information and Communication Technology (ICT)
- **Social Studies in NWT- A Kindergarten to grade 4 Overview:** This section presents an overview of the kindergarten to grade 4 social studies program in the NWT.
- **Document Components and Structure:** This section presents the components of the Northwest Territories social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 2: *Communities in Canada*:** This section contains the grade and cluster overviews, with Aboriginal perspectives; skills, knowledge and values learning outcomes; CBE and CD correlation charts; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This section contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Kindergarten to Grade 4 Cumulative Skills Chart; F: Recommended Learning Resources; ;G: Resources Organized by Learning Experiences; H: Recommended Learning Resources Short List; I: Long Range Planning; J: Learning Experience Poster Series

Document Adaptations

The *Grade 2 Social Studies* ***Communities in Canada***: *A Curriculum and Guide to Implementation* has been adapted from Manitoba for use in the Northwest Territories. Although this document was chosen in part for the many similarities between the NWT and Manitoba, significant adaptations have been made to the document in order for it to meet the needs and reflect the realities of our territory. These adaptations embody pedagogical, philosophical and practical orientations that exist in the NWT. There are four main areas of adaptation that are reflected in this NWT document:

- English Language Arts (ELA)
- Culture-Based Education (CBE)
- Career Development (CD)
- Information and Communication Technology (ICT)

English Language Arts (ELA)

Many of the skills and processes employed in the NWT ELA curriculum parallel the skills described in social studies, often with a great degree of detail and direction to the student and teacher. These skills are primarily related to communication in its many forms. The NWT ELA curriculum describes this in the following way:

> Language is the basis of all communication and the primary instrument of thought…. As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action, and contributing to a democratic society.

Social Studies has very similar goals for itself, and the relationship between these two subject areas can provide rich opportunities for integration which foster student learning in ways that each subject area cannot achieve alone. As teachers become familiar with the connections between many ELA and social studies outcomes, it is anticipated that student learning will be more cohesive, and the overall class time needed to explore these outcomes will be significantly reduced as they are addressed in an integrated way instead of separately.

Appendix A and C in this document list the correlations of these ELA outcomes with those of social studies. In Appendix A of this document, the English Language Arts outcomes are listed below a type of social studies learning activity such as brainstorming or persuasive writing or making a presentation. In Appendix C, the English Language Arts outcomes appear within a skills checklist. In both instances, the outcomes are signaled by the "ELA" acronym. The ELA outcomes in the Appendices illustrate how and where relevant ELA outcomes can be most usefully integrated into social studies learning activities.

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Culture-Based Education (CBE)

Culture-Based Education reflects the understanding that all education exists within a cultural context, and that student learning occurs most powerfully when this context is recognized and integrated in curriculum and teaching resources used in schools. In the NWT, CBE is particularly mandated to reflect our territory's Aboriginal perspectives. You will find overarching descriptions of these perspectives in the pages immediately below. There are also brief orienting statements from both Dene and Inuvialuit perspectives relating to social studies in the Northwest Territories on the 'Grade Overview' page. These statements are similar in intent but unique in format.

These perspectives are invitations to move toward whole experiences that make relationships with the land and people possible and meaningful in our northern context.

At the beginning of each cluster in this document, the Culture-Based Education outcomes are listed on a correlation table in columns to the right of the most appropriate social studies learning experience under the titles "Dene Kede" and "Inuuqatigiit". The purpose of including these Culture-Based Education outcomes on a correlation page is to illustrate how and where relevant CBE outcomes can be most usefully brought into social studies learning activities.

Career Development (CD)

A correlation has been made between social studies outcomes and Career Development outcomes as articulated by NWT's adopted Career Development (CD) Curriculum, the Blueprint of Life/Work Designs. The intent of this 'matching' is that educators will be able to address CD outcomes that are well aligned with social studies in the same lessons. Some competencies from the three main areas of Career Development (Personal Management, Learning and Work Exploration and Life/ Work Building) are well aligned with social studies outcomes. This is particularly true for outcomes that relate to identity building, assessing the impact of change, decision-making, and understanding informal and formal 'economies'. Addressing CD outcomes within SS will support student learning and capacity to negotiate the pathway toward his/her 'preferred future'.

At the beginning of each cluster in this document, the Career Development outcomes are listed on a correlation table in column to the right of the most appropriate social studies learning experience under the title "Careers". The purpose of including these CD outcomes on a correlation page is to illustrate how and where relevant CD outcomes can be most usefully brought into social studies learning activities.

Information Communication Technology (ICT)

We live in an increasingly information-rich environment. Learners in the NWT need to be familiar with the processes, tools and techniques necessary to navigate in this environment. Information Communication Technology (ICT) provides a vehicle for communication, representing, inquiring, making decisions and solving problems.

Curriculum documents in the NWT reflect an alignment with the ICT outcomes contained in Alberta's ICT Framework. These outcomes are meant to be infused through the core curriculum subject areas in the NWT, including social studies. Manitoba's social studies curriculum documents contain ICT outcomes similar to Alberta's, but often use different language and examples to express the outcomes. The writers of this NWT social studies document have made every effort to bring into harmony these different approaches and to make them coherent within this curriculum document and to NWT teachers.

In Appendix A and C of this document, the Alberta ICT outcomes are indicated by the "➢" icon and are placed with the most appropriate NWT skill outcome. The purpose of including these ICT outcomes in these appendices is to illustrate how and where relevant ICT outcomes can be most usefully brought into social studies learning activities.

The Dene Perspective

Social Studies is the study of people in relation to each other and to their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world. [1]

We the Dene believe:

- that education is holistic and must be founded upon the Dene worldview;
- that children are born with integrity, holding the land, and must be valued and respected for their worth in order to become the unique people they are meant to be;
- that the drum is to be the center of Dene existence; representing the self, in unity with the people, the land and the spirit. For one to grasp the drum is to be in tune with one's self, neighbors and the land as a means to keep the people together. The voice of the drum is used with integrity to speak the language of our Ancestors as we reinforce our way of life;
- that the drum dance is a powerful spiritual expression of self knowledge, interdependence and survival as a group;
- that the tipi is the representation of the holistic education of children on their journey to becoming capable adults. This is achieved through spiral learning where children are repeatedly exposed to the Dene teachings through the guidance of the Elders and the support of the community;
- and that in order to survive, humankind must maintain a respectful and harmonious relationship with one's self, others, the spiritual world and the land.

Dene Kede and the Social Studies curriculum focus on people in relation to each and the their world. The history of the Northwest Territories necessitates that Dene Kede is the foundation for teaching and learning Social Studies. This is best done through the guidance of elders and the support of the community.

[1] Adapted from Western and Northern Canadian Protocol, 2002.

The Inuvialuit and Inuinnait Perspective

Social Studies is the study of people in relation to each other and their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world. [2]

Changes to the lifestyles of the Inuvialuit and Inuinnait have occurred quickly since schooling began in the Northwest Territories. Since the school system has played a role in making some of these changes, Inuvialuit and Inuinnait have an expectation that the school system today will provide support for their cultural and linguistic priorities. Social Studies is one of the subject areas that can.

The Inuvialuit and Inuinnait's worldview and perspectives are supported through *Inuuqatigiit*. The front matter and the Relationship to People sections of *Inuuqatigiit* provide a unique and enriching study for Inuvialuit and Inuinnait students in Social Studies. It can also capitalize on the Relationship to the Environment section to enhance Social Studies topics as they relate to the environment.

Inuuqatigiit has articulated what is important to Inuvialuit and Inuinnait to study, enhance, enrich and preserve. Some of the key elements from *Inuuqatigiit* that Social Studies can support are:

- Local histories of the Inuvialuit and Inuinnait;
- Traditional knowledge;
- Inuvialuit and Inuinnait values and beliefs from their worldview;
- Stories and ways of storytelling;
- Sewing and hunting techniques;
- Land activities and knowledge of the environment;
- Childrearing;
- Names and naming;
- Elders;
- Family relationships;
- Kinship;
- Leadership;
- Relationship with people and the land.

[2] Adapted from Western and Northern Canadian Protocol, 2002

SOCIAL STUDIES IN THE NORTHWEST TERRITORIES--A KINDERGARTEN TO GRADE 4 OVERVIEW



Definition

Social studies is the study of people in relation to each other and their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science and other disciplines. Social studies focuses on peoples' relationships with their social, physical, spiritual, cultural, economic, political, and technological environments. Social studies helps students become active and responsible citizens within their communities locally, nationally, and globally, in a complex and changing world. Social studies in the NWT is particularly informed by the foundational documents Dene Kede and Inuuqatigiit.



Vision

Social studies in the NWT is part of an overall educational program intended to meet the needs and reflect the nature of 21st century learners and has at its heart the concepts of citizenship and identity in the Canadian and global contexts. It is reflective of the diverse cultural perspectives, including Aboriginal and francophone, that contribute to the evolving realities in Canada. Social studies will ultimately contribute to a Canadian spirit—a spirit that will be fundamental in creating a sense of belonging for each one of our students as she or he engages in active and responsible citizenship locally, nationally, and globally, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic country.

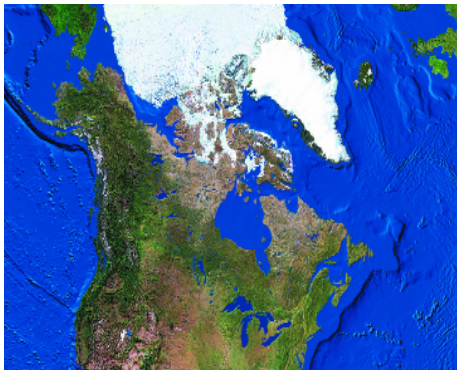
Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 4, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies

Overview



With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present



With respect to the **world**, social studies enables students to

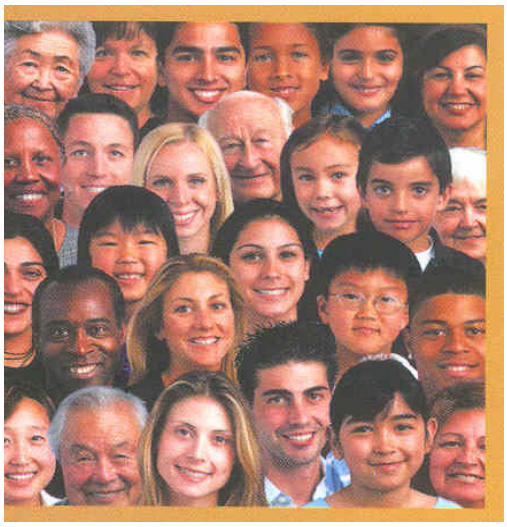
- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as whole



With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability

Overview



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience



With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES



Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate. Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs



- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy.

The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

IDENTITY AS A CORE CONCEPT IN SOCIAL STUDIES

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors, including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.



Photo courtesy of Anne Meaney, Fort Good Hope

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem. The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.

(See previous "Culture-Based Education" statement in Document Adaptation section, and sections Dene Perspective and Inuvialuit / Inuinnait Perspective. Note the forthcoming sections, Grade Overview and Cluster Descriptions.)

DIVERSE PERSPECTIVES AS A CORE CONCEPT IN SOCIAL STUDIES

Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout the social studies curriculum and enable students to develop an awareness of differing interpretations and worldviews. As they critically consider contemporary and historical ideas, events, and issues from diverse perspectives, students will gain a richer understanding of the complexity of cultures, communities, and societies. This understanding will allow them to interact with others with sensitivity and open-mindedness, and to respect their own and others' ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society.

GENERAL LEARNING OUTCOMES

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 6 They are the basis for the specific learning outcomes for each grade.



Photo courtesy of Lea Lamoureux, Fort Simpson

Culture and Community

Students will explore the influences of culture and community on individuals and societies.

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others' cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity.


Photo courtesy of Magalhaes, Wikipedia article "Philippines"

The Land: Places and People

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

People exist in dynamic relationships with the land. An exploration of people's relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.



Photo credit: Busse/NWT Archives/N-1979-052-1753

Time, Continuity, and Change

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

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspective, parallel accounts, oral and social histories and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on historical thinking and will include concepts such as progress, decline, continuity, causality and change.



An eye clinic in Talek, Masai Mara, Kenya. Photo courtesy of Blake Wile.

Global Interdependence

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

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence will enhance students' global consciousness and encourage them to develop empathy with respect to the human condition. Students will critically consider diverse perspectives and the connections that link local, national, and global issues. This exploration of global connections will enable students to enrich their identities and to engage in active and responsible citizenship. Learning outcomes will focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Overview



Photo courtesy of Dogrib Treaty 11 Council

Power and Authority

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

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens. The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.



Photo courtesy of Doug Ashbury, Diavik Diamond Mines

Economics and Resources

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

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

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

SOCIAL STUDIES SKILLS

Social studies skills are grouped into four categories:

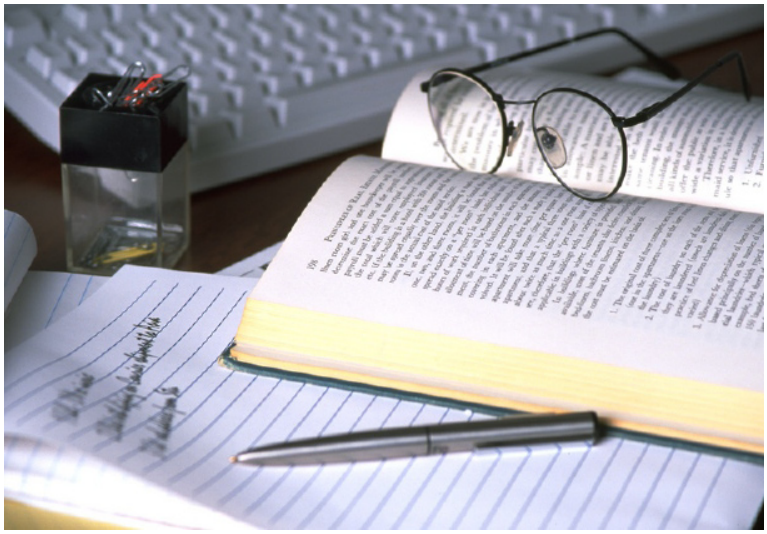
- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills



Photo credit: PW&S/NWT Archives/G-1995-001-0338

Skills for Active Democratic Citizenship

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



Skills for Managing Information and Ideas

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



Critical and Creative Thinking Skills

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



Communication Skills

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

GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

Strategies to support student inquiry and interaction:

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

Active learning includes
- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Activities that engage students in democratic processes:
- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

Resource-based learning
- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well-suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a plethora of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is essential that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single "right answer" to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY



Photo credit: PW&S/NWT Archives/G-1995-001-8589

Inclusive Social Studies Classrooms

The NWT social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

Inclusive classrooms that are focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With the increasingly diverse population in our territory and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the "hard stuff" of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories

of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

2. Grounded in the lives of students

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students in the NWT also need opportunities to consider and inquire how their lives connect to people, places and events beyond their community.

3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers "don't know it all." In the NWT many classroom teachers have come to this territory from another part of Canada or the world. Life in the classroom and the community they are now part of presents opportunities for teachers to learn from students and community members, and requires teachers to be good researchers and listeners. Teachers may need to call upon their colleagues, parents and others, including Elders, in order to understand the needs of their students and the communities they seek to serve.

4. Critical

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onwards, students need to develop skills and insights that allow them to pose essential questions. Who makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

5. Participatory and experiential

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

6. Hopeful, joyful, caring, and visionary

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

7. Academically rigorous

An inclusive classroom focused on social justice equips students with the skills they need to navigate in the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms. [3]

Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity, and racism. This approach requires a clear and well-developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

"It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada." (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)

[3]Adapted from "Rethinking Our Classrooms: Teaching for Equity and Justice" from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <www.rethinkingschools.org>. All rights reserved.

The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

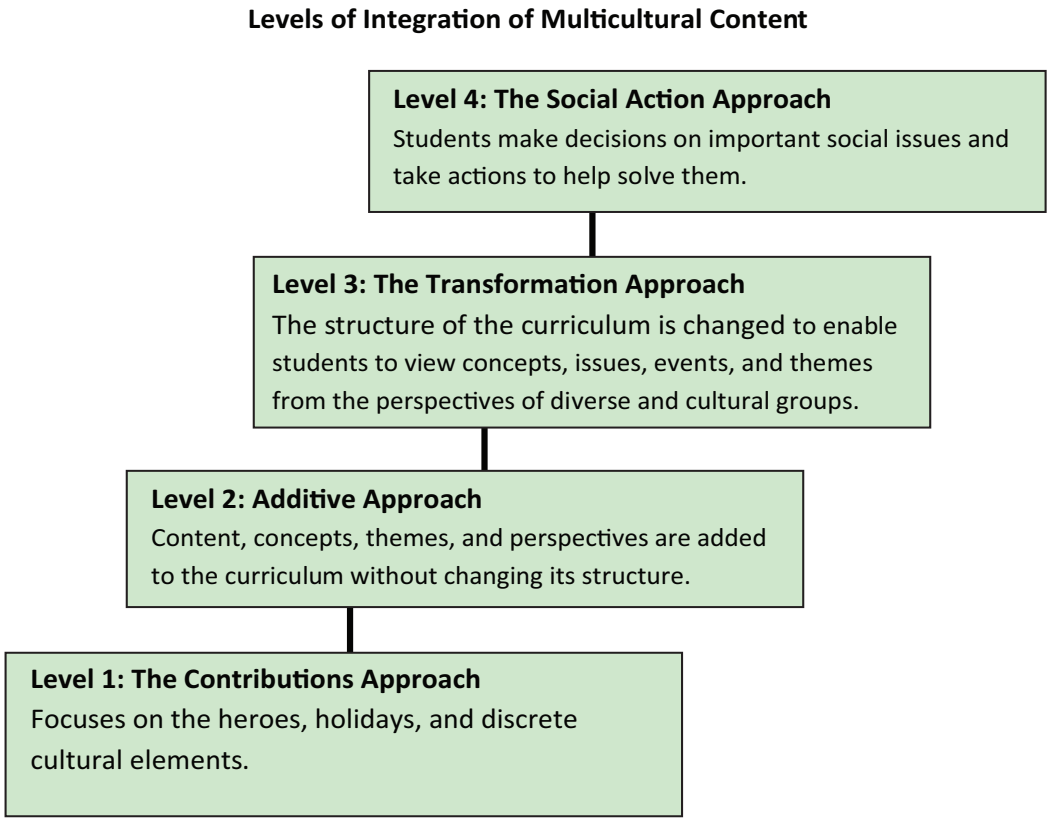


Figure 1: From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.



The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

•An individual's identity is complex and composed of various dimensions.

•Every individual has multiple identities, with ethnicity, class, gender, language, religion, racial origins, political beliefs, and other factors defining who we are.

- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity (see below).

Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable, static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness (Derman-Sparks *et al.*, 1997).



Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African American experience, but is relevant in a Canadian and NWT context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

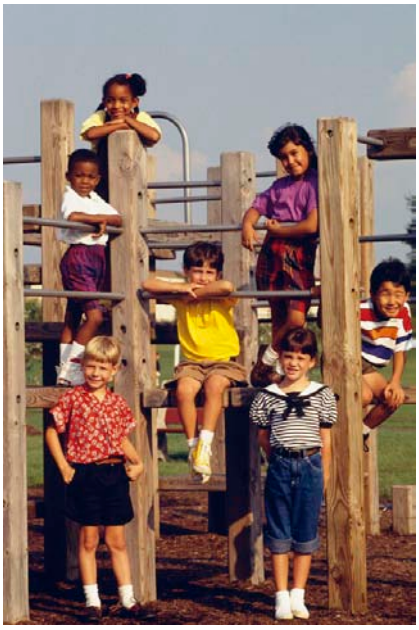
In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.

Applying Racial Identity Development Concepts in the Classroom



There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/ anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?

Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.

- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.

- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.

- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.

- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.

- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.

Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
- Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
- Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
- Pay attention to feelings.
- Provide truthful information appropriate to students' level of understanding.
- Help students recognize racial, cultural, social, and other stereotypes.
- Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
- Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
- Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**

   - How does the resource fit into the yearly plan or the curriculum?
   - Is the school environment positive and open to diversity?
   - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?
   - Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
   - What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
   - Is multicultural literature frequently used in the school and throughout various subject areas?

2. **What was the rationale for choosing the resources to be used?**

   - Were parents or community group members involved in the selection of the resources?
   - Has the impact of the resource on readers of different experiences and perspectives been considered?
   - Have questions of voice and authenticity been considered?
   - Have supplementary or complementary materials been considered?

3. **Has the stage been set for the introduction of the resource, including its content and major themes?**

   - Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
   - Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
   - Have students explored issues related to the use of problematic terms and references made in the resource?
   - Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. **Does the classroom experience lend itself to anti-bias/anti-racist learning?**

   - Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
   - Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
   - Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
   - Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
   - Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource?

- Do students have a voice in the classroom?Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
- Has the use of additional resources that give a more complete picture been considered?

5. How does the resource or issue studied relate to other aspects of the curriculum and school experience?

- Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
- Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
- Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
- Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT



Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves its own purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*for* or *of*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

Activating: How will students be prepared for learning?

Acquiring: What strategies facilitate learning for groups and individuals?

Applying: How will students demonstrate their understanding?

Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each stage of learning, including activating, acquiring, and applying. Assessment at each stage benefits both students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

Assessment at Different Stages of Learning		
	Students	**Teachers**
Activating Stage	Assessment in the activation stage helps **students** • "set the stage" and to mentally plan and prepare for new learning • identify the focus of new learning • identify what they already know about a topic • gain interest in a new topic	Assessment in the activation stage helps **teachers** • identify gaps, strengths, misconceptions, and faulty information in student prior knowledge • identify student interests • provide a focus for planning instructional strategies and the selection of student learning resources • determine which instructional approaches or resources need to be implemented or adapted
Acquiring Stage	Assessment during the acquiring stage helps **students** • become aware of the progress and the degree of understanding they are achieving • experience and adapt different approaches and strategies that facilitate their learning • identify what further learning they need to undertake • improve as they practise	Assessment during the acquiring stage helps **teachers** • revise learning strategies to meet evolving student needs • monitor student growth and progress, and determine whether students are achieving/have achieved specific learning outcomes • determine if individual students need additional support or further learning opportunities • identify which learning outcomes need to be the focus of subsequent instruction and assessment
Applying Stage	Assessment during the applying stage helps **students** • become aware of their growth and achievement, and celebrate their successes • identify their strengths, as well as areas needing further growth • deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways	Assessment during the applying stage helps **teachers** • be fully aware of student understanding and achievement of learning outcomes • identify student strengths and areas needing further learning • provide evidence of student growth and achievement for reporting to parents and administrators • reflect on their teaching practices in order to identify changes and revisions to learning strategies

Figure 2: Assessment at Different Stages of Learning



Citizenship celebration. Whati, NWT. Photo courtesy of Laura Smith.

Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through moment-by-moment observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all of the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes, the structure of the learning activity (e.g., individual, small group, whole class), the time of year, and the stage of student development. Teachers may choose to focus assessment observation on one or two students or a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, an assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to pre-determined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals.

Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

• ***Assessing Knowledge:*** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.

• ***Assessing Skills:*** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

• ***Assessing Values:*** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including student's interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self-and peer assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment.

Assessment tools and strategies:
- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.



When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

Student portfolios are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Language to encourage self-assessment

Students
- I think I need to…
- I also want to…
- I was thinking that…
- I wonder…
- Next time I would…

Teachers
- Why did you choose to…?
- What options did you consider…?
- What changed in your thinking?

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year's end, and "summative" assessments that were made earlier may need to be revised.

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical

Student autonomy and responsibility is enhanced when students

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks, and to not be afraid of making mistakes.

Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the summative assessment stage.

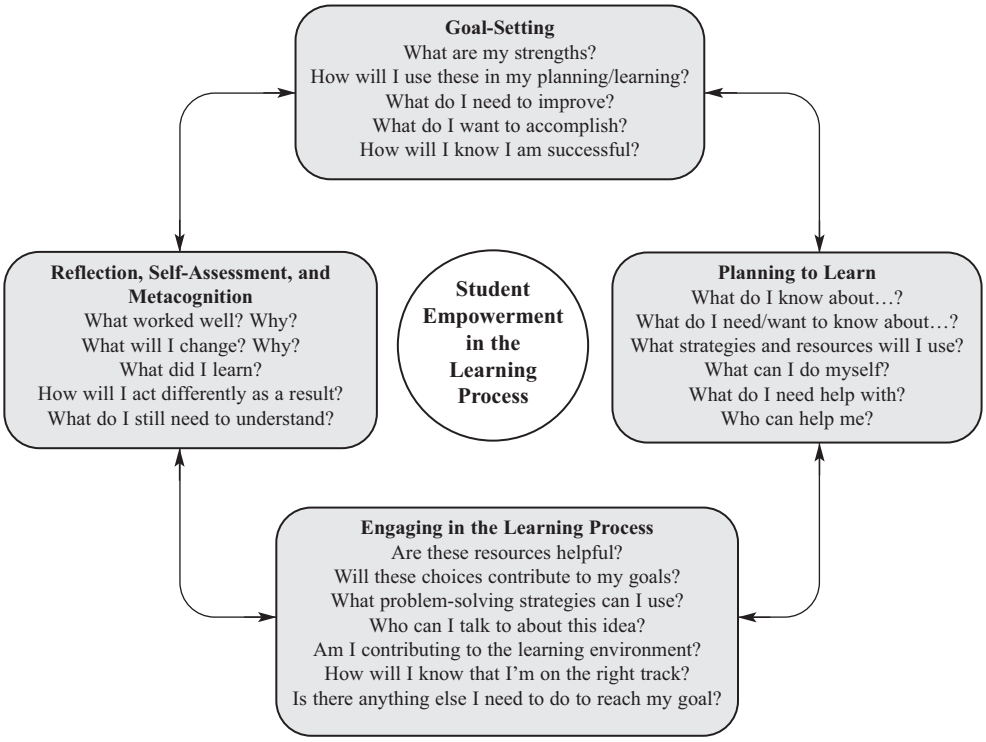


Figure 3: Student Empowerment in the Learning Process

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 3: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

Teacher Reflection

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before*, *during*, and *after* learning.

Before learning begins, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

Teacher as reflective practitioner

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Once learning is underway, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

Finally*, when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.

In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster

Overview

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendix C.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student or classwide progress related to skills in each cluster and throughout the grade (Appendix C).

- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster (Appendix C).

- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience:**



Skills Set: This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.



Suggested Portfolio Selections: Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

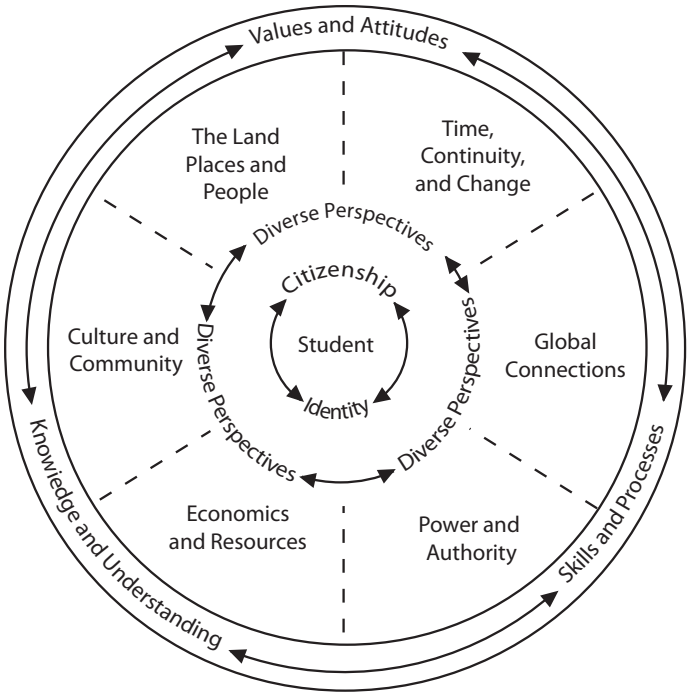
The following assessment tool appears at the end of every cluster:

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

DOCUMENT COMPONENTS AND STRUCTURE

Conceptual Map

The student learning outcomes presented in this document address the foundation skill areas and essential elements common to all NWT social studies curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the NWT social studies curriculum is based.



Essential Elements to Be Integrated into NWT Curricula

- Resource-Based Learning
- Differentiated Instruction
- Anti-Racist/Anti-Bias Education
- Information Communication Technology
- Career Development
- Culture-Based Education
- English Language Arts

General Learning Outcomes

Specific Learning Outcomes

Skills	Knowledge and Values
• Skills for Active Democratic Citizenship • Skills for Managing Ideas and Information • Critical and Creative Thinking Skills • Communication Skills	(Organized into Clusters)

Figure 4: Conceptual Map

DOCUMENT COMPONENTS

Core Concepts

As illustrated in the preceding Conceptual Map, the core concepts of citizenship and identity provide a focus for social studies learning at all grades. Citizenship and identity knowledge, values, and skills learning outcomes are included in each grade.

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge**, and **values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes, which are the basis for the specific learning outcomes in each grade, are:

- **Culture and Community:** Students will explore the influences of culture and community on individuals and societies.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Time, Continuity, and Change:** Students will explore how people, relationships, events, and ideas of the past shape the present and influence.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Kindergarten to Grade 4 is found in Appendix E.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.

- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

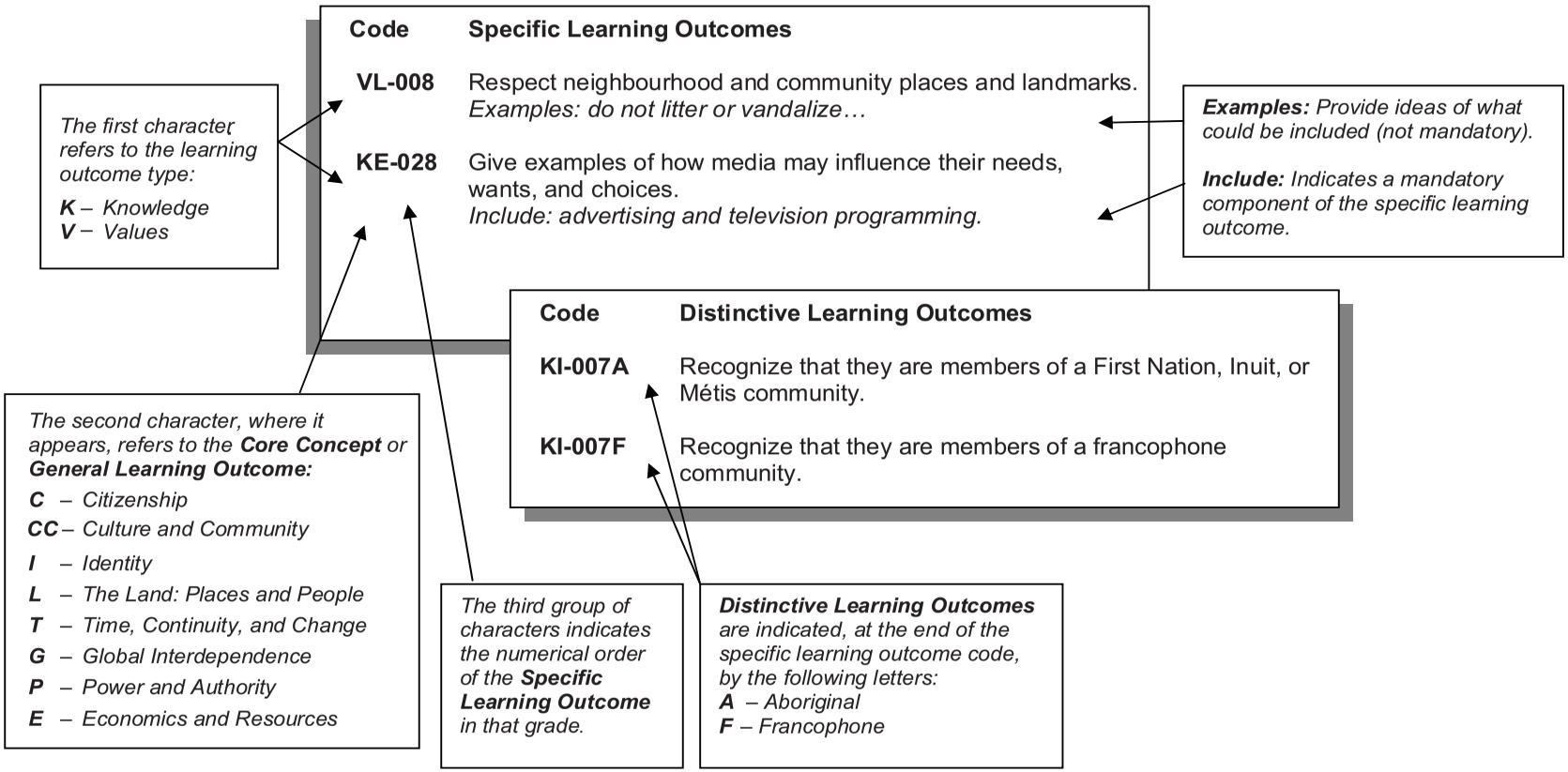
DOCUMENT STRUCTURE

This document contains the following components:

- **Grade Overview:** A brief description of the content and focus of a given grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:
  - — **Skills:** The skills learning outcomes are organized in four categories, and intended to be integrated through each cluster.
  - — **Knowledge and Values:** The knowledge and values specific learning outcomes are presented under the Core Concept: Citizenship, and under each of the six general learning outcomes.
  - — **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.
- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:
  - — **Skills Progress Chart** (teacher tracking tool)
  - — **Student Portfolio Tracking Chart** (student tool)
  - — **Engaging Students in the Cluster** (strategies to activate the cluster)
  - — **Skills Set** (an icon indicating the skills targeted in the learning activity)
  - — **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)
  - — **Knowledge and Values Learning Outcomes** (targeted outcomes)
  - — **Description of the Learning Experience**
  - — **Vocabulary List**
  - — **Connecting and Reflecting** (end-of-cluster summative assessment activity)

Kindergarten to Grade 4 Social Studies: Skill Categories and Cluster Tiles					
Grade	**Kindergarten** *Being Together*	**Grade 1** *Connecting and Belonging*	**Grade 2** *Communities in Canada*	**Grade 3** *Communities in the World*	**Grade 4** *The NWT: Our Places, Stories and Traditions*
Skill Categories	Active Democratic Citizenship Critical and Creative Thinking Managing Information and Ideas Communication				
Knowledge and Value Outcomes	Organized by Clusters Include the Core Concept of Citizenship				
Cluster 1	Me	I Belong	Our Local Community	Connecting with Canadians	Canada and the NWT – The Land and People
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Beginnings and Traditions
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Continuity and Change in the NWT
Cluster 4				Exploring an Ancient Society	Living in the NWT

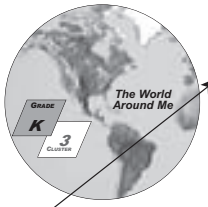
Guide to Reading the Learning Outcome Code



Overview

Guide to Reading a Learning Experience

Learning Experience: K.3.5 Basic Needs in Other Places



KG-020 Recognize that people all over the world have the same basic needs.
Examples: food, clothing, shelter...

KG-021 Recognize that they may have different ways of meeting their basic needs th
people in other parts of the world.

A description of the focus of the learning experience

Title of the learning experience

Description of the Learning Experience

People everywhere have the same needs, although they may have different ways of meeting them. Students review the concept of needs and explore how people meet their needs in other places.

Note: Students focussed on basic needs in K.1.2, Cluster 1, Learning Experience 2. (See page 62.).

Targeted specific learning outcomes

Note: Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

Vocabulary: need, want, world, shelter (See Appendix D for Vocabulary Strategies.)

Suggested vocabulary

K.3.5 Basic Needs in Other Places

Assessment	Outcomes	Strategies

Suggested student portfolio selection

Indicates stage of learning

Activate



KG-020
KG-021

Students review the concept of needs. They discuss the difference between the term need and want, and sort pictures to distinguish needs and wants.

Tip: Students learn about needs and wants in Cluster 1.

Blackline masters (Appendix B)

K.3.5 a BLM: Basic Needs in Other Places—Picture Sort

or



Skills set and classroom-based assessment (Appendix A)

KG-020
KG-021

Students browse a variety of pictures of people in other places. They each select one picture to share with peers and identify the basic need being met in the picture. Using clues in the picture, students brainstorm where in the world the picture may have been taken.

Tip: Select a variety of "people in other places" pictures that show people meeting their needs (e.g., carrying water, shopping in an outdoor market, harvesting food by hand…) and if possible, featuring identifiable geographic features and landmarks, as well as cultural images and icons.

(*continued*)

Teacher Reflections



KC-006 Students plan a class Remembrance Day ceremony and invite parents, community members, and school staff to attend. Activities might include the display of student work from this learning experience in a Gallery Walk, opportunities for students to publicly share their thoughts on Remembrance Day, performance of the "Peace March" or other dramatizations, etc.

Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>

Supporting websites

COMMUNITIES IN CANADA

GRADE 2

Grade Overview
Specific Learning Outcomes
Learning Experiences

Grade Overview

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

The Drum

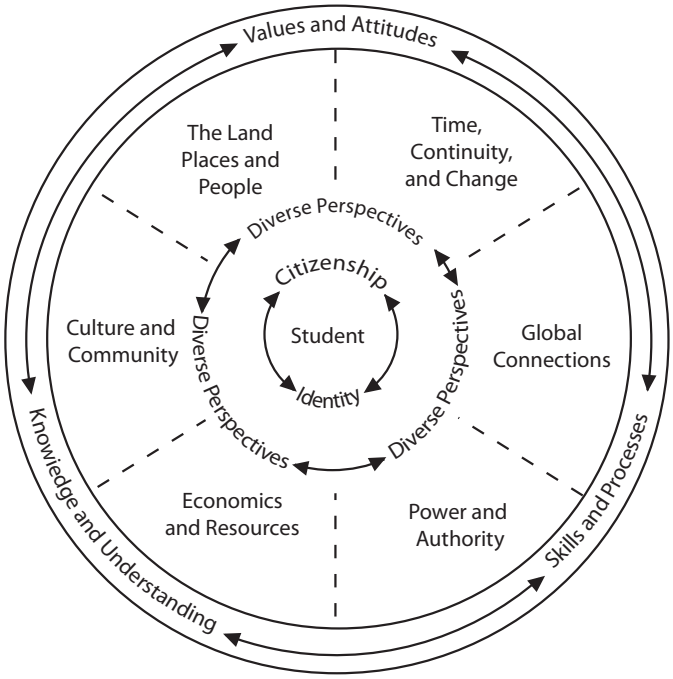
It is said that the drum is the Dene culture.

The drum represents unity of self, others, the spiritual world and land.

The Dene must grasp the drum and be in respectful relationship with themselves, with others and with Mother Earth…

P.p xvii of Dene Kede

In our **Aboriginal** worldview the "drum" in its circular shape best symbolizes our connectedness to all existence of Mother Earth. The two strings running across the drum, side by side, symbolizes working as one yet side by side with another; working as a community, yet as a nation; as well as reciprocity between the young and the old. A young child must not only begin learning about the harmony within oneself but also to begin to learn to know and feel the gratitude of belonging. It prepares a child to respect all creatures and the natural laws that Mother Earth offers across our vast land from sunrise to sunset.



Inuvialuit and Inuinnait Grade 2 students explore people and how they live in Canada. They may decide to connect with a cultural group in Canada to better understand how they live. Throughout this exploration, students should be encouraged to identify similarities and differences within these groups, but not necessarily focus from a comparative perspective. Rather, students understand they have a way of life that may differ from others depending on the cultural group/s, population, accessibility, weather, and land formation. This provides an opportunity for the students to better understand how those communities/cities interact with their environment and begin understanding that there are many types of communities in Canada.

Cluster Descriptions

Cluster 1: Our Local Community

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

Inuvialuit and Inuinnait Students

Students focus on how they describe their community. They learn to place their community on a map. They learn how their community functions and who are considered leaders in their community. They understand there may be different cultural groups within their community. Students dialogue to understand that people have similarities in all cultural groups and focus on relating to and respecting these cultural groups. Students discuss what people do in times of crisis in their community. They learn safety measures for these times. They discuss how their activities are influenced by the seasons, the weather, the land and the water. Through stories and information, students enhance their identity, culture, values and beliefs to where they belong. By learning about their whole community, students will understand that personal contributions to the community will enrich leadership skills and provide opportunities for problem solving and conflict resolutions.

Cluster 2: Communities in Canada

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

Inuvialuit and Inuinnait Students

Students learn about other communities that interest them in Canada. They choose a First Nations, Métis or Inuit community and another Canadian community to study. They learn about people that are important to these communities and learn about leaders from these communities. They understand the cultural group/s that live in these communities may have many generations of traditions. They learn the similarities and differences of land and water formation around these communities and how their lives are influenced by them. They study the natural resources around these communities, research the work people do, and study the cultural arts of the community. By studying these factors, they understand how their community and other communities change over time

Cluster 3: The Canadian Community

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

Inuvialuit and Inuinnait Students

(same as general description above)

Grade 2 Skills

Active Democratic Citizenship

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

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

Managing Information and Ideas

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

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

Grade 2 Skills

Critical and Creative Thinking

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

Grade 2 students will...

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

Communication

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

Grade 2 students will...

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

Core Concept: Citizenship

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

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

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

Grade 2 students will...

KC-001	Recognize that all members of communities have responsibilities and rights.
KC-001A	Recognize that all members of communities have a contribution to make.
KC-002	Identify significant Canadian, and Northwest Territorial symbols, places and monuments. *Examples: Canadian flag, NWT flag and floral emblem, Maple Leaf, caribou, polar bear, beaver, buffalo, NWT Legislative Assembly building, National War Memorial, drums, inuksuit, igloo, tipi ...*
KC-003	Describe Remembrance Day as a time to think about peace and war.

VC-001	Value the contributions of individuals to their communities.
VC-002	Be willing to contribute to their groups and communities.
VC-003	Value being a member of the Canadian community.

Core Concept: Identity

The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors, including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem.

Grade 2 students will...

KI-007	Give examples of factors that shape who they are. *Examples: language, family, community, traditions, gender, where they live... .*
KI-008	Recognize that stories of their seniors, groups, and communities help define who they are.
KI-008A	Recognize that their Aboriginal ancestors, Elders, and communities connect them to the past, present, and future.
KI-010	Identify their heritage and culture.
KI-010A	Identify their Aboriginal heritage and cultures.
KI-010F	Identify their francophone heritage and cultures.

VI-005	Value their groups and communities.

General Learning Outcomes

Culture and Community

Students will explore the influences of culture and community on individuals and societies.

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others' cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity.

Grade 2 students will...

KCC-004	Identify the defining characteristics of communities.
KCC-005	Describe characteristics of their local communities. *Examples: transportation, services, schools...*
KCC-006	Identify cultural and language groups in their local communities.
KCC-009	Describe groups with which they identify. *Examples: cultural, linguistic, community, ...*
KCC-009A	Describe groups with which they identify *Examples: cultural, linguistic, community, First Nation, ...*
KCC-011	Recognize the diversity that characterizes Canada. *Examples: cultural, linguistic, geographic, artistic...*
KCC-012	Identify common features of Canadian communities. *Examples: transportation, services, schools...*
KCC-013	Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.
KCC-014	Identify English and French as the two official languages of Canada.
KCC-015	Recognize that a variety of languages are spoken in Canada (with nine official Aboriginal languages in the NWT alone).
VCC-004	Be willing to consider diverse points of view.
VCC-006	Appreciate the diversity of ways of life in Canadian communities.
VCC-006A	Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.
VCC-006F	Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada.

General Learning Outcomes

The Land: Places and People

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

People exist in dynamic relationships with the land. An exploration of people's relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.

Grade 2 students will...

KL-016	Name natural resources in their local community.
KL-017	Give examples of ways in which the natural environment influences their communities.
KL-018	Locate their local community on a map of Canada.
KL-019	Describe natural and constructed features of communities studied. *Examples: landforms, climate, waterways; buildings, bridges...*
KL-020	Give examples of natural resources in communities studied.
KL-021	Give examples of ways in which the natural environment defines daily life in communities studied.
KL-022	Explain the importance of conserving or restoring natural resources.
KL-023	Locate communities studied on a map of Canada.
KL-024	Locate Canada on a world map or globe.

VL-007	Appreciate diverse artistic representations of the land. *Examples: poetry, painting, music...*

General Learning Outcomes

Time, Continuity, and Change

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

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspective, parallel accounts, oral and social histories and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on historical thinking and will include concepts such as progress, decline, continuity, causality and change.

Grade 2 students will...

KT-025	Relate stories of significant events and people in their local community's past.
KT-025A	Relate stories of significant events and people in their local Aboriginal community.
KT-025F	Relate stories of significant events and people in their local francophone community.
KT-026	Identify ways in which life in Canadian communities has changed over time.
KT-027	Recognize that First Nations and Inuit people are Canada's original peoples.
KT-028	Recognize that many people came to Canada from other parts of the world to establish communities.
KT-029	Describe the origins of a variety of place names in Canada.
KT-030	Give examples of the historical francophone influence and Aboriginal influence on the Canadian community. *Examples: place names, stories of historical figures, celebrations...*

VT-008	Value personal connections to stories of their community's past.
VT-008A	Value personal connections to stories of their Aboriginal community's past.
VT-008F	Value personal connections to stories of their francophone community's past.
VT-009	Value oral history as a way to learn about a relationship with the land.

General Learning Outcomes

Global Interdependence

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

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

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

Grade 2 students will...

KG-031	Identify Canada as one of many countries in the world.
KG-032	Give examples of connections linking Canada to other countries. *Examples: food, immigration, media...*

VG-010	Value Canada's global connections.

General Learning Outcomes

Power and Authority

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

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

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

Grade 2 students will...

KP-033	Identify leaders in their communities. *Examples: mayor, reeve, chief, Elders, community volunteers...*
KP-034	Give examples of ways in which they may demonstrate leadership.
KP-035	Identify possible sources of conflict in groups and communities.

VP-011	Be sensitive to others when taking on leadership roles.
VP-011A	Recognize that leadership is serving others.
VP-012	Value peaceful, non-violent ways of resolving conflicts.

General Learning Outcomes

Economics and Resources

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

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

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

Grade 2 students will...

KE-036	Give examples of goods produced in Canadian communities.
KE-037	Describe different types of work in Canadian communities studied.
KE-038	Give examples of needs common to all Canadians.
KE-039	Give examples of media influences on their choices and decisions.

VE-013	Appreciate that their quality of life is enhanced by the work, products and services of other Canadian communities. *Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...*

Communities in Canada

GRADE 2

Our Local Community

CLUSTER 1



Kakisa, NWT. Photo credit: PW&S/NWT Archives/G-1995-001-0411



Cluster 1 Learning Experiences: Overview

2.1.1 Characteristics of Communities

KL-018 Locate their local community on a map of Canada.

KCC-004 Identify the defining characteristics of communities.

KCC-005 Describe characteristics of their local communities.
Examples: transportation, services, schools...

2.1.2 Natural Resources

KL-016 Name natural resources in their local community.

KL-017 Give examples of ways in which the natural environment influences their communities.

2.1.3 Stories of the Past

KT-025 Relate stories of significant events and people in their local community's past.

KT-025A Relate stories of significant events and people in their local Aboriginal community.

KT-025F Relate stories of significant events and people in their local francophone community.

VT-008 Value personal connections to stories of their community's past.

VT-008A Value personal connections to stories of the Aboriginal community's past.

VT-008F Value personal connections to stories of their francophone community's past.

2.1.4 Culture and Heritage

KCC-006 Identify cultural groups in their local communities.

KI-010 Identify their heritage and culture.

KI-010A Identify their Aboriginal heritage and cultures.

KI-010F Identify their francophone heritage and culture.

2.1.5 Personal Identity

KI-007 Give examples of factors that shape who they are.
Examples: language, family, community, traditions, gender, where they live...

KI-008 Recognize that stories of their seniors, groups, and communities help define who they are.

KI-008A Recognize that their Aboriginal ancestors, Elders, and communities connect them to the past, present, and future.

KCC-009 Describe groups with which they identify.
Examples: cultural, linguistic, community.

KCC-009A Describe groups with which they identify
Examples: cultural, linguistic, community, First Nation

VI-005 Value their groups and communities.

2.1.6 Contributing to Our Communities

KC-001 Recognize that all members of communities have responsibilities and rights.

KC-001A Recognize that all members of communities have a contribution to make.

VC-001 Value the contributions of individuals to their communities.

VC-002 Be willing to contribute to their groups and communities.

2.1.7 Leadership

KP-033 Identify leaders in their communities.
Examples: mayor, reeve, chief, Elders, community volunteers...

KP-034 Give examples of ways in which they may demonstrate leadership.

VP-011 Be sensitive to others when taking on leadership roles.

VP-011A Recognize that leadership is serving others.

2.1.8 Remembrance Day

KC-003 Describe Remembrance Day as a time to think about peace and war.

KP-035 Identify possible sources of conflict in groups and communities.

VP-012 Value peaceful, non-violent ways of resolving conflicts.

SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development
Grade 2: *"Communities in Canada"*
Cluster 1: **Our Local Commmunity**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
Note: the learning experiences listed below (eg., 2.1.1) are comprised of SLO's (specific learning outcomes) and DLO's (distinct learning outcomes) *that are not shown*. Please refer to the SLO's and GLO's in the *adjacent pages* to make the connections with these three documents:	Note: Read the introduction to the theme of your study for the larger picture	Note: Read the introductions to the "Relationships" on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions	Competencies 1-11 *Level 1*
2.1.1 "Characteristics of Communities"	Spiritual Power *The People* (7) Geography and Land Use *The Land* (28) Dog *The Land* (89) Family *The People* (142)	To introduce K1-005, highlight "laws" as an instrument of order and peace, as one community characteristic Laws and Leadership (75-76)	
2.1.2 "Natural Resources"	Living Force *The Land* (10) Water and Rivers *The Land* (34) Trees *The Land* (38) Trapping The Land (134)	Relationships to the Environment (92-148) Perhaps emphasize Land, Water, Ice, Sky	
2.1.3 "Stories of the Past"	Living Force *The Spiritual World* (9) One Who Circled The Earth *The Spiritual World* (12) The Drum *The Spiritual World* (15) Fire *The Spiritual World* (18) Water and Rivers *The Land* (33)	Elders (48) Names and Naming (44)	
2.1.4 "Culture and Heritage"	Camping *The Land* (60) *The People* (62) Caribou *The People* (85)	To introduce "identifying culture and heritage", perhaps start with family and differences between families Family and Kinship (40)	

2.1.5 "Personal Identity"	Living Force *The Self* (11) The Drum *The Self* (17) Fire *The Self* (21) Fish *The Land* (92) Family Self (141)	Names and Naming (44)	1.1.1 Understand personal characteristics interests, dislikes, personal qualities, strengths and weakness
2.1.6 "Contributing to Our Communities"	Fire *The People* (21) Caribou *The People* (84) Eating and Food *The People* (202)	Traditional Responsibilities of Women (52) and Men (56), Girls (60) and Boys (64)	2.1.3 Explore the implications, effects and consequences of helping others 2.1.9 Demonstrate a willingness to help others
2.1.7 "Leadership"	Prayer *The People* (23) Caribou *The People* (85) Leaders The People (180) *The Self* (182)	Elders (46) Laws and Leadership (76)	
2.1.8 "Remembrance Day"	Raven *The People* (114) Shrews and Mice *Primary Objective* (116) Wolf *The People* (127) Tribes *The Self* (159) Play Learning Aids *The People* (198)	The *Values* of Family and Kinship (39), could be made developmentally appropriate to introduce possible causes of conflict	2.1.6 [Demonstrate effective skills, knowledge and attitudes for] resolving conflicts with peers and adults 2.1.13 Improve one's interpersonal and group communication skills in order to build positive relationships in one's life 6.1.6 Demonstrate how work might solve personal, social, economic and environmental problems 7.1.4 Understand and demonstrate the ability to work with people who are different from oneself (eg. race, age, gender, people with [disabilities) 7.1.7 Experience cooperation in order to accomplish a task

Our Local Community

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.



- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, Processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.



- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** the end of cluster summative assessment activity.

Cluster Description

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



Kakisa, NWT. Photo credit: PW&S/NWT Archives/G-1995-001-0411



Engaging Students in the Cluster

- Create an artifact centre of items and/or pictures from the local community.
- Visit a local museum or community landmarks.
- On a community walk, students sketch their observations and discuss what they would like to learn more about their local community.
- Invite a community leader (e.g., mayor, councillor, reeve, business person, police officer…) to speak to the class.
- Students explore community brochures, videos, and/or websites.
- Students contribute pictures and stories related to their community to a classroom bulletin board.
- Visit a seniors' centre to hear stories from the community's past.
- Invite a community member to visit the class in period dress and discuss life in the past.
- Students bring in or draw pictures (e.g., homes, buildings, landmarks, people…) to create a bulletin board display of the local community.

Learning Experiences Summary

2.1.1 Characteristics of Communities

2.1.2 Natural Resources

2.1.3 Stories of the Past

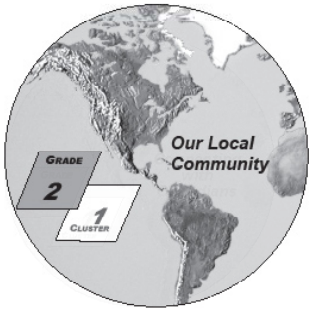
2.1.4 Culture and Heritage

2.1.5 Personal Identity

2.1.6 Contributing to Our Communities

2.1.7 Leadership

2.1.8 Remembrance Day



Learning Experience: 2.1.1 Characteristics of Communities

KL-018	Locate their local community on a map of Canada.
KCC-004	Identify the defining characteristics of communities.
KCC-005	Describe characteristics of their local communities. *Examples: transportation, services, schools...*

Description of Learning Experience

Communities are defined by their unique characteristics. Students explore ideas related to their local community, compare their community to other communities, and identify characteristics common to all communities.

Vocabulary: community, recreation, characteristics (See Appendix D for Vocabulary Strategies)

2.1.1 Characteristics of Communities

Assessment	Outcomes	Strategies
		Activate
	KCC-004 KCC-005	Students brainstorm different types of communities (e.g., cultural, social, sports…), as well as characteristics of communities (e.g., transportation, services, schools, shared language, culture, beliefs...). Students discuss how various characteristics define communities, and come to a group consensus on the meaning of community. Students record the definition of community in their journals. TIP: A community refers to a group of people with commonalities that may include culture, language, values and beliefs, interests, practices, ways of life, and a geographically defined space (e.g., communities in the Northwest Territories include Gameti, Norman Wells…).
		or
	KCC-004 KCC-005 KL-018	Students locate their local community on a map of Canada. Using maps and atlases, collaborative groups of students create a "Community Acrostic" by identifying other communities in the Northwest Territories that begin with each letter of their community's name. Students share completed acrostics with peers and discuss characteristics that other communities may have in common with their community. Using push-pins on a map of the Northwest Territories, students identify other TIP: Refer to the package of maps depicting each NWT town. The four largest towns of Fort Smith, Hay River, Inuvik, and Yellowknife will not be in this package, but are readily available when "googled."

(*continued*)

Teacher Reflections

2.1.1 Characteristics of Communities

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KCC-004 KCC-005 KL-018	As an Admit Slip, students submit a picture or drawing of a landmark or structure from their local community and another community they have visited. Students locate the communities on a map of Canada, and discuss characteristics that their local community has in common with other communities, as well as common characteristics of all communities. TIP: Refer to the package of maps depicting each NWT town
		or
	KCC-004 KCC-005	Using print and electronic resources, students browse pictures and websites of Canadian communities. Students list common and unique characteristics of communities represented, and discuss features that are shared by all communities.
		Acquire
	KCC-004 KCC-005	On a community walk, collaborative groups of students use a digital camera or sketch-and-scan to record examples of characteristics of their local community (e.g., services, gathering places, cultural groups...). Students record how the examples represent their community and sort the images according to student-determined criteria to illustrate defining characteristics of communities. NOTE: If the weather is not favorable for a walk, consider taking a "walk with our minds" brainstorming all the different places the class would see.  BLM: Characteristics of Communities - Community Walk
		or
	KCC-004 KCC-005	Students compose questions and interview, email, or fax community representatives in other places in the Northwest Territories to learn about the characteristics of another community. Students share responses with peers and record common characteristics of communities in a concept map.  BLM: Characteristics of Communities - Research  **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KCC-004 KCC-005 KL-018	Students read books and listen to stories set in various Canadian communities. Students identify community characteristics illustrated in the stories and discuss similarities and differences. Students locate the communities identified in the literature on a map of Canada, and compare their location with the location of their local community.

(*continued*)

2.1.1 Characteristics of Communities

Assessment	Outcomes	Strategies

Acquire *(continued)*

or



KCC-004
KCC-005
KL-018

In class, students prepare questions and interview guest speakers to learn about the characteristics of their community. Students may also email or fax local community leaders for this information.. Students share responses with peers and record community characteristics in a concept map. Students locate their local community on a map of Canada, label it, and list its defining characteristics.



BLM: Characteristics of Communities - Research

or



KCC-004
KCC-005
KL-018

Using print and electronic resources, students research various Northwest Territories communities. Students locate each of the researched communities on a map and compare the locations with their local community. Students list characteristics of the researched community (e.g., services, gathering places, cultural groups...) and identify similarities with their local community.



Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>

Apply



KCC-004
KCC-005
KL-018

Students create a model or diorama of their local community, highlighting natural and constructed features and defining characteristics (e.g., transportation, services, schools, businesses, parks...). Students include the location of their community on a map of Canada and a description of the community's characteristics.

or



KCC-004
KCC-005
KL-018

Using a word processor, or other media, students create brochures promoting their local community. Students include the location of their community on a map of Canada, and images and descriptions of features and characteristics that define their community. Students share completed brochures with peers.

TIP: If local leaders were contacted for information earlier in this learning experience, consider sending them a few completed brochures along with a thank-you note.

(*continued*)

Teacher Reflections

2.1.1 Characteristics of Communities

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KCC-004 KCC-005 KL-018	Collaborative groups of students create a storyboard or a video highlighting the characteristics of their local community. Students include the location of their community on a map of Canada, scenes illustrating the characteristics of their community (e.g., transportation, services, schools...), and commentary explaining how the highlighted characteristics help define their community. Students share completed storyboard or videos with peers.
		or
	KCC-004 KCC-005 KL-018	Using email, or regular mail, students write an invitation to students in another community, describing what they would experience if the students came to visit their local community. Students include a description of the location of their community in Canada, outline community characteristics and features, and ask questions about similar characteristics in their E-pal's or pen-pal's community. Students share responses with peers and discuss characteristics that are common to all communities.
		or
	KCC-004 KCC-005 KL-018	Collaborative groups of students create a "Communities" bulletin board display. Students include the location of their local community on a map of Canada and pictures and descriptions illustrating the characteristics of communities. NOTE: Perhaps invite a local business in to make a presentation. Students could create questions to be asked at the visit about the business' contribution to the community. A parallel activity would be to build a "community book" which references the bulletin board. Perhaps students could be required to have a six-page book using components/ideas/places from the bulletin board. Challenge the students to have some criteria for selection and inclusion of material in their book and later explain it to the class.
		or
	KCC-004 KCC-005 KL-018	Collaborative groups of students create a multimedia presentation illustrating the characteristics of communities. Students include a map of Canada identifying the location of their local community and images and descriptions illustrating the characteristics shared by all communities. Compile group presentations in a class presentation.
		Teacher Reflections



Learning Experience: 2.1.2 Natural Resources

KL-016	Name natural resources in their local community.
KL-017	Give examples of ways in which the natural environment influences their communities.

Description of the Learning Experience

The Northwest Territories has an abundance of natural resources. Students explore the natural resources of their local community and reflect on the influence of the natural environment. Because the next Learning Experience is entitled, "Stories of the Past", it may help make the transition better from this LE to the next, if some aspect of the natural environment in this unit deals with a past use of a natural resource or highlight a resource which was in a different state than it is today. The fact that trapping brought newcomers and "trade" could be a starting point.

Vocabulary: natural, resource, natural resource environment (See Appendix D for Vocabulary Strategies)

2.1.2 Natural Resources

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 3a	KL-016 KL-017	Students conduct a classroom natural resources scavenger hunt. Students record examples from within the classroom that are made from natural resources (i.e., plants, animals, soil, minerals, energy sources, air, and water). Students share examples with peers and discuss ways in which natural resources influence their daily lives. NOTE: Another option for this hunt is the use of old calendars displaying pictures of other communities resources. Many out-dated calendars are often easy to obtain. 2.1.2 a BLM: Natural Resources - Scavenger Hunt
		or
Appendix A Skill 3a	KL-016 KL-017	In pairs, students explore the meaning of the term "natural resources." Students list examples of natural items and examples of resources that are used or needed by their community. Using the characteristics of the listed examples, students define the term "natural resources." Students discuss the definitions and, as a class, reach consensus on the meaning of the term "natural resources." 2.1.2 b BLM: Natural Resources - Definition

(*continued*)

Teacher Reflections

2.1.2 Natural Resources

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KL-016 KL-017	Students provide pictures or items that represent or are derived from natural resources. Students sort the examples according to student-determined criteria and share classifications with peers. Students discuss how their classifications relate to natural resources and the natural environment.
		or
	KL-016 KL-017	Students brainstorm ways in which the natural environment influences their community (e.g., weather, resources, recreation, jobs...). Students discuss positive and negative influences of the natural environment and natural resources found in their local community (e.g., flat land = cannot ski; many lakes = great fishing…).
		Acquire
	KL-016 KL-017	On a field trip or community walk, students identify examples of natural resources and influences of the natural environment in their local community. Students record examples, using a digital camera or sketch-and-scan. Students label each example and describe its significance to their local community. TIP: Where possible, plan and conduct a field trip to a local business or industry that uses natural resources and/or the natural environment. NOTE: If the weather is not favorable, perhaps use digital photos and books
		or
	KL-016 KL-017	Students prepare questions and interview guest presenters and family and community members to learn how natural resources are used in their community (e.g., agriculture, fishing, mining...), and the influence of the natural environment on their community (e.g., seasonal activities, jobs, recreation...). Students share responses with peers and prepare a bulletin board display illustrating the importance of natural resources and the influence of the natural environment on their community.
		or
	KL-016 KL-017	Students prepare and conduct a survey to determine the types of natural resources in their community (e.g., plants, animals, soil, minerals, energy sources, water...), and the influence of the natural resources on community activities (e.g., employment, recreation...). Using a spreadspreadsheet, students record, graph, and analyze the data, and discuss the influence of natural resources on the community.

(continued)

Teacher Reflections

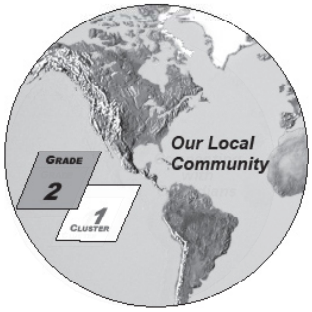
2.1.2 Natural Resources

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KL-016 KL-017	Students identify examples of community activities that are influenced by the environment and the natural resources available within the community (e.g., animals [fur-bearing mammals], fish, birds [ducks] are the natural resources, and hunting, fishing, sewing, transportation [sledding] are the community activities from these resources. Students use BLM 2.1.2c to record the natural resource or feature of the environment and then record the community activity that results from this environmental feature.  BLM: Natural Resources - In and Around Our Community  BLM: Natural Resources – In and Around Our Community#2
		or
	KL-016 KL-017	Collaborative groups of students select a number of examples of natural resources and features of the natural environment from within their community. Students list each resource/feature and identify who uses it, examples of ways in which it is used, where it is found, why it is used, when it is used, and how it influences their local community. Students share results with peers. NOTE: Perhaps this could be done as a group brainstorming session on chart paper if it better meets the class' needs  BLM: Natural Resources - W-5 Chart
		or
 	KL-016 KL-017	In class, students prepare questions and interview a guest speaker who works with natural resources in their community. Students might e-mail or fax questions compiled by the class to local people working in resource development (e.g., wildlife officer, trapper, hunter, prospector, economic development officer).
		Apply
	KL-016 KL-017	Using a guided Sharing Circle, students discuss how the natural environment affects the community. To begin the circle, ask the students to share why the natural environment is important. Each student shares what he or she has learned about the natural resources in the community. NOTE: If this activity is done during the time of year when cranberries are growing, students could pick or bring cranberries from home. These could be sorted, washed, made into jam, and spread on bannock in the class *(continued)*

2.1.2 Natural Resources

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KL-016 KL-017	Students perform mock interviews of "natural resources." Pairs of students assume the role of an interviewer or a natural resource. The "natural resource" student takes on the role of a plant, animal, or mineral, and answers questions related to its role and importance in the community (e.g., "What are you?" "Why are you important to the community?" Use BLM 2.1.2e to guide students through an interview process.). 2.1.2 e BLM: Natural Resources - Mock Interview
		or
	KL-016 KL-017	Collaborative groups of students create a model or diorama of their community. Students illustrate the various types of natural resources, where they are located, and how they are used in the local community. Students include representations of human interactions with the natural environment (e.g., recreation, forestry, habitat preservation...). Students share their models/dioramas with peers and describe the importance of natural resources and ways in which the natural environment influences their community.

Teacher Reflections



Learning Experience: 2.1.3 Stories of the Past

KT-025	Relate stories of significant events and people in their local community's past.
KT-025A	Relate stories of significant events and people in their local Aboriginal community.
KT-025F	Relate stories of significant events and people in their local francophone community.
VT-008	Value personal connections to stories of their community's past.
VT-008A	Value personal connections to stories of their Aboriginal community's past.
VT-008F	Value personal connections to stories of their francophone community's past.

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see description of DLO's in front matter "Overview").

Description of the Learning Experience

Every community is enriched by significant events and people from the past. Students identify events and people in their local community's past, describe their significance, and explore how they help make the students feel connected to their community's past.

Vocabulary: history, significant, events, the past, map (See Appendix D for Vocabulary Strategies)

2.1.3 Stories of the Past

Assessment	Outcomes	Strategies
	KT-025 KT-025A KT-025F VT-008 VT-008A	**Activate** The teacher would guide the discussion by starting with one or two examples of significant community events and stories that would include names of the significant people from their community. Students brainstorm significant events and people in their community, and sort the list according to present or past. Students discuss the significance of the people and events and what they tell them about their community's past. TIP: Encourage students to think of people and events of the past with prompting questions such as: "Do you remember when...?" or "What stories do your caregivers or elders tell about the past?"
		or
	KT-025 KT-025A KT-025F VT-008 VT-008A	Students create a drawing or a storyboard describing a significant event and the people involved, in their community's past. Students discuss the significance of the people and events and what they tell them about their community's past. Post drawings or storyboards on a classroom bulletin board.

(*continued*)

Teacher Reflections

2.1.3 Stories of the Past

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
 	KT-025 KT-025A KT-025F VT-008 VT-008A	On a community walk, students record ideas and images related to events and people in their community's past (e.g., statues, monuments or museums, roads, streets or places named after local people, buildings...). Students discuss the significance of the examples and what they tell them about their community's past. TIP: Students may record images with a digital camera or sketch-and-scan.
		or
	KT-025 KT-025A KT-025F VT-008 VT-008A	Students interview family members, neighbours, or other adults to learn about significant events and people in their community's past. Students record the details of the stories to share with peers in a retelling. 2.1.3 a BLM: Stories of the Past - Retelling
		Acquire
 	KT-025 KT-025A KT-025F VT-008 VT-008A	Using print and electronic resources, students research significant events and people in their local community's past. Students record the details and the importance of each event and/or person, and describe how each helps them feel connected to their community's past. TIP: Many communities have local history projects documenting significant events and people in the community. NOTE: Some communities may have a museum or a similar community service which may have an "old box of photos" or print resources they may lend you or follow-up with a visit and interpretation of some kind. Also, in November 2007, Tyler Heal authored a book about the street names in Yellowknife entitled, Signs of the Times. This presents an interesting idea for a research project in communities, using elders as sources to explain, for instance in Behchoko, why there is a street called "Government Tili" or, why Wrigley's famous rounded rock that rises 1200 feet over the water is called Roche Qui Trempe a L'eau (mountain with its feet in the water).
		or
	KT-025 KT-025A KT-025F VT-008 VT-008A	Collaborative groups of students list place names in their local community that may have their origins in significant local events or people of the past (e.g., parks, streets, buildings, geographic features...). Students interview community members to learn about the origins of each name and share their findings with peers. TIP: Consider introducing this strategy as a mystery to be solved, with the students assuming the roles of detectives. (*continued*)

2.1.3 Stories of the Past

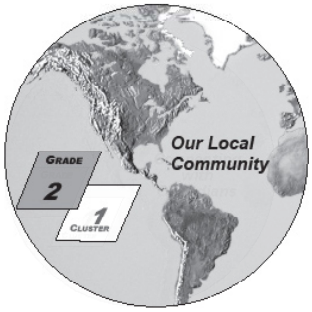
Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KT-025A VT-008A	Students discuss how stories help them understand the past. Students listen to various Aboriginal stories and reflect on how they help them understand significant events and people in their Aboriginal community's past. Invite an Elder to share stories of significant events and people in their local Aboriginal community. TIP: Explain that long-ago storytellers passed on local stories to community members. A good storyteller was a valuable asset to a community. Read a story that is relevant to the Aboriginal community and create a classroom display of stories for students to read.  **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KT-025 KT-025A KT-025F VT-008 VT-008A	Invite local community members to share stories of significant events and people from the past. As students listen, they sketch their thoughts and write a summary of the story, describing how it helps them feel connected to their community's past. TIP: Encourage the guest speaker to bring pictures and artifacts and describe their significance. NOTE: Some communities may distribute calendars or other forms of well-written biographies on local elders which offer stories of the past. Students can work in groups and complete a timeline on the information they read about a particular elder. This activity can lead to a trip to the "Old Folks home" to visit one of the elders studied. Perhaps a song and/or notes of thanks could be offered for the elder's accomplishments and contributions to the community. Often times, elders will offer "advice" in these settings.
		Apply
	KT-025 KT-025A KT-025F VT-008 VT-008A	Collaborative groups of students plan and dramatize newscasts or documentaries relating stories of significant events and people in their community's past. Students describe the significance of the events and/or people, and include interviews in which students describe how the events and/or people help them feel connected to their community's past. TIP: Consider videotaping the dramatizations and sharing them with a broader audience (e.g., parents, town/city council, local historical society...).
		or
	KT-025 KT-025A KT-025F VT-008 VT-008A	Students create a bulletin board display of significant events and people in their community's past. Students include illustrations of the events/people, and describe their significance and how each helps them feel connected to their community's past.

(continued)

2.1.3 Stories of the Past

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
 	KT-025 KT-025A KT-025F VT-008 VT-008A	Collaborative groups of students create a multimedia presentation profiling significant events and people in their community's past. Students create slides/pages illustrating important events and people, explain their significance, and describe how each helps them feel connected to their community's past. Compile group presentations in a class presentation. NOTE: This activity may be more effective if the students first learn how to think chronologically about themselves. They could gather information from home and create a personal timeline at school. The challenge will be to show how each one is connected to the community through the events of their life. If they were born in the community, perhaps the first event on their timeline will clearly show their connection to the "health center" or "hospital." This personal timeline can lead them to the SLOs' intent, for example, of illustrating/telling the date and event of the building of the hospital in the first place.
		or
	KT-025 KT-025A KT-025F VT-008 VT-008A	Students create a timeline illustrating significant events and people in their community's past. Students display events and people chronologically, and describe their significance and how each helps them feel connected to their community's past.
		or
	KT-025 KT-025A KT-025F VT-008 VT-008A	Prepare a "Storytelling Basket." Place objects representing significant events and people in the community's past in a basket. In a Sharing Circle, students take turns selecting objects from the basket to tell stories about events and people in the community's past. They also describe how the event or person helps them feel connected to their community's past.
		or
 	KT-025 KT-025A KT-025F VT-008 VT-008A	Using a RAFT, students relate stories of significant events and people in their community's past. Students describe the significance of the event or person and how it helps them feel connected to their community's past.
		or
 	KT-025 KT-025A KT-025F VT-008 VT-008A	Students relate stories of significant events and people in their community's past as a song or ballad. Students identify the event/person, describe its significance, and how it helps them feel connected to their community's past. Students share songs and ballads with peers.

(continued)



Learning Experience: 2.1.4 Culture, Language and Heritage

KCC-006	Identify cultural and language groups in their local communities
KI-010	Identify their culture, language and heritage
KI-010A	Identify their Aboriginal cultures, languages and heritages
KI-010F	Identify their francophone culture, language and heritage

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see description of DLO's in front matter "Overview").

Description of the Learning Experience

Every individual has a personal history. Students explore the meaning of heritage and culture to learn about themselves and the various cultures in their community.

Vocabulary: culture, heritage, traditions, celebrations, ceremonies (See Appendix D for Vocabulary Strategies)

2.1.4 Culture, Language and Heritage

Assessment	Outcomes	Strategies
		Activate
	KCC-006 KI-010 KI-010A KI-010F	Students brainstorm and discuss the meaning of the terms "culture and "heritage," "language" and "traditions.". Culture: *Knowledge, beliefs, customs, traditions, laws, ceremonies, celebrations, and other practices agreed upon by a group of people.* Language: *are the words, forms and patterns of sounds and structures making the speech of a people, nation, or groups of people.* Heritage: *Important things from the past. Heritage can be personal or family-related (memories or keepsakes), local (buildings), or national (languages or green spaces).* Traditions: *important activities from the past that continue to be practiced in families and/or in communities*
		or
	KCC-006 KI-010 KI-010A KI-010F	Collaborative groups of students sort given terms as either "culture" or "non-culture." They reflect on their own culture by adding to the list other groups within the community that they personally belong to. They identify which groups are cultural and which are not. 2.1.4 a BLM: Culture and Heritage - T-Chart

(*continued*)

2.1.4 Culture, Language and Heritage

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KCC-006 KI-010 KI-010A KI-010F	Collaborative groups of students read books that focus on heritage, traditions and culture. Students brainstorm ideas related to their heritage and culture, and discuss what is meant by the terms. They share their ideas with other groups.
		or
	KCC-006 KI-010 KI-010A KI-010F	TIP: The following are "class composition" factors for a teacher to consider when deciding whether or not to do this activity: Class composition: number of students who are immigrants; number of students who are adopted; number of students whose families lived in camps outside the present town site. Students discuss their ethnic origin and record their family's place of origin on word cards. Using push-pins, they attach the word cards to corresponding locations on a wall map of the world. Students use pieces of string to connect pins from various locations in the world to a pin at the site of the local community.
		Acquire
	KCC-006 KI-010 KI-010A KI-010F	Students create a family tree. The tree branches can include names of people in their family, traditions in the family and origins of the family. TIP: This can take the form of individual research or small-group work. Be aware of sensitive family/cultural issues that may affect this learning strategy.  BLM: Family Tree
		or
	KCC-006 KI-010 KI-010A KI-010F	Students prepare questions and invite guests who represent various cultures to speak to the class in order to identify cultural groups in the local community. Students write follow-up thank-you letters expressing appreciation for the information shared by the guests. TIP: Alternatively, take a real or virtual field trip to a local cultural centre to meet cultural representatives.
		or
	KI-010A	Using community print and electronic resources, collaborative groups of students research their Aboriginal language and culture. They listen to Aboriginal storytellers, read Aboriginal stories, and visit Aboriginal centres in their community. Students record information and share their findings with other groups.  **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

2.1.4 Culture, Language and Heritage

Assessment	Outcomes	Strategies
		Apply
	KCC-006 KI-010 KI-010A KI-010F	Students create visual and/or written representations of their culture and heritage (e.g., posters, videos, journal, Story Vine…). Post student work in a class "Culture and Heritage" display. 2.1.6 a BLM: Culture, Language and Heritage--Summary
		or
	KCC-006 KI-010 KI-010A KI-010F	Collaborative groups of students collect brochures, newspaper articles, pictures, artifacts, and posters that represent the culture and heritage of their local community, and display them in a class cultural centre.
		or
	KCC-006 KI-010 KI-010A KI-010F	Students host a "Culture and Language Day." They invite grandparents or other family members to share their culture through customs or traditions such as music, dance, food, or clothing. Students write thank-you letters describing what they learned about the guests' culture. TIP: Encourage the school Physical Education teacher to incorporate ethnic dancing in gym class.
		or
	KCC-006 KI-010 KI-010A KI-010F	Students write and orally share stories that relate to their culture and heritage, which may be compiled in a class history book to share with family and peers. TIP: The book may also be produced as an audio or video recording.
		or
	KCC-006 KI-010 KI-010A KI-010F	Students collect and create a classroom display of items representing their culture and heritage (e.g., recipes, songs, pictures, artifacts…). Students write brief descriptions for each item displayed. TIP: Invite students from other classes or grades to view the displays.

Teacher Reflections

2.1.4 Culture, Language and Heritage

Teacher Reflections

Our Local Community

Learning Experience: 2.1.5 Personal Identity



KI-007	Give examples of factors that shape who they are. *Examples: language, family, community, traditions, gender, where they live...*
KI-008	Recognize that stories of their seniors, groups, and communities help define who they are.
KI-008A	Recognize that their Aboriginal ancestors, Elders, and communities connect them to the past, present, and future.
KCC-009	Describe groups with which they identify. *Examples: cultural, linguistic, community*
KCC-009A	Describe groups with which they identify *Examples: cultural, linguistic, community, First Nation*
VI-005	Value their groups and communities.

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see description of DLO's in front matter "Overview").

Description of the Learning Experience

Every individual is unique and has been shaped by the experiences of her or his family, groups, and community, as well as by ancestors who connects her or him to the past. Students explore factors that shape their identity and, in so doing, come to value the groups and communties to which they belong.

FAMILY NOTE: In this document, the term "family" is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended…).

Vocabulary: individuals, elders, Aboriginal Elders, groups, stories, ancestors, identity (See Appendix D for Vocabulary Strategies)

2.1.5 Personal Identity

Assessment	Outcomes	Strategies
		Activate
	KI-007 KCC-009 KCC-009A VI-005	Students read books that relate to factors that shape who they are (e.g., language, family, community, traditions, gender, where they live…) and groups with which they may identify (e.g., cultural, sports, recreation…). Students brainstorm factors that shape who they are and record them on a class chart.
		or
	KI-007 KI-008 KI-008A KCC-009 KCC-009A VI-005	Students share stories they have heard from family members, or from the groups and communities, which are important to them and shape who they are.
		(*continued*)
Teacher Reflections		

2.1.5 Personal Identity

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KI-007 KCC-009 KCC-009A	Collaborative groups of students brainstorm and create a mind map of the factors that make them unique and define who they are. Groups share their ideas in a class discussion. NOTE: Be prepared to provide a time and place for a student who has something to share but is reluctant to share publicly with classmates
		or
	KI-007 KI-008 KI-008A KCC-009 KCC-009A VI-005	Collaborative groups of students create a pictograph or bar graph illustrating groups to which they belong. They list and organize the names of their groups into various categories (e.g., personal, family, school, and community…). They share their graphs with peers.
		Acquire
 	KI-007 KI-008 KI-008A KCC-009 KCC-009A	Students describe their role in one of the groups or communities to which they belong. They discuss how their role in the group shapes who they are (e.g., "I belong to a baseball team." "I am the pitcher." "My job is to work as part of the team." "I learn to get along with others."). Students discuss how membership in groups is a factor that shapes who they are, and they record ideas in their journals.
		or
	KI-007 KI-008 KCC-009 KCC-009A	Students listen to stories at a family gathering or arrange a special visiting time when a person in the family can be interviewed. They generate questions to explore traits they have inherited or acquired, such as the way they walk, the colour of their hair, or physical gestures. They record three traits and identify the person or persons from whom the traits were inherited. NOTE: As a way to record these traits, have the students draw a picture of a person in their family and a picture of themselves. They then describe how/why they are like that person and what things they do the same. Also asking them how they are different may help them understand how they are the same.
		or
	KI-007 KI-008 KI-008A KCC-009 KCC-009A VI-005	As an Admit Slip, students share a photograph of a family member and a photograph of themselves. Students discuss the traits they have inherited from this person. Using a bulletin board display, students play a matching game. Family photos are mixed up and students match family members' photos with student photos. TIP: If photos are unavailable, take pictures with a digital camera.

(continued)

2.1.5 Personal Identity

Assessment	Outcomes	Strategies
		Apply
	KI-007 KI-008 KI-008A KCC-009 KCC-009A VI-005	Students create a "Who Am I?" game. Using index cards, students write three factors that shape who they are (e.g., "I am a member of Brownies. I speak French. I take dancing lessons. Who am I?"). The cards are collected and put in a box. Each day students solve one "Who Am I?". After all have been solved, display and match a photo of each student with her or his factors. NOTE: As an alternative, consider using the 'shaping' cards as part of the materials used in building a board game version of this activity. As students answer the questions 'correctly', they move along the maze drawn on a bristol board.
		or
	KI-007 KI-008 KI-008A KCC-009 KCC-009A	Students write a story related to factors that shape who they are, including the groups and communities with which they identify. They create a self-portrait to accompany their story. Stories are gathered together in a class book.
		or
	KI-007 KI-008 KI-008A KCC-009 KCC-009A VI-005	Collaborative groups of students create "Personal Identity" visual representations (e.g., collages, wall murals…), illustrating factors that shape who they are, including the groups and communities with which they identify.
		or
	KI-007 KI-008 KI-008A KCC-009 KCC-009A VI-005	Collaborative groups of students create songs or role-plays illustrating factors that shape who they are, including the groups and communities with which they identify. Students present songs/role-plays to their peers.
		or
	KI-007 KI-008 KI-008A KCC-009 KCC-009A VI-005	Students write letters to their parents or elders/Aboriginal Elders, describing factors and stories that shape who they are and how much they value their elders'/Aboriginal Elders' help in connecting them to the past.

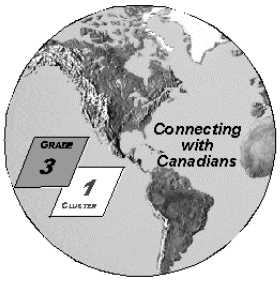
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Teacher Reflections

2.1.5 Personal Identity

Teacher Reflections

Learning Experience: 2.1.6 Contributing to Our Communities



KC-001	Recognize that all members of communities have responsibilities and rights.
KC-001A	Recognize that all members of communities have a contribution to make
VC-001	Value the contributions of individuals to their communities.
VC-002	Be willing to contribute to their groups and communities.

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see description of DLO's in front matter "Overview").

Description of the Learning Experience

Every individual living within a community has responsibilities and rights and the potential to contribute to the well-being of the community. Students explore ideas related to responsibilities and rights, and become aware of the individuals who contribute to their local community, as well as ways in which they themselves can make contributions to their local community.

Vocabulary: responsibility, right, member, contribute, contributions (See Appendix D for Vocabulary Strategies)

2.1.6 Contributing to Our Communities

Assessment	Outcomes	Strategies
		Activate
	KC-001 KC-001A	Students brainstorm and discuss examples of responsibilities and rights at home and at school. Examples of responsibilities and rights are recorded on a class T-chart.
		or
	KC-001 KC-001A	Students brainstorm the contributions they make to their groups and communities. (e.g., fire station/firefighters, police station/police officers, school/principal…). Ideas are recorded on a class chart.
		or
	KC-001 KC-001A	Collaborative groups of students listen to or read books about the concept of community. They discuss ways in which a community is like a family. On a class chart, they list various people in the community and examples of contributions of individuals to their communities. Students also list ways they may contribute to their groups and communities.

(*continued*)

Teacher Reflections

2.1.6 Contributing to Our Communities

Assessment	Outcomes	Strategies
		Acquire
	KC-001 KC-001A VC-001 VC-002	Collaborative groups of students record their personal responsibilities and rights, and contributions they make at home, at school, and in the community. They share their ideas and compile a class list of responsibilities and rights. They discuss how their responsibilities are similar to or different from each other.
		or
	KC-001 KC-001A	Students select one community member (e.g., teacher, postal worker, gas station attendant…). Students draw a picture of where that person works and describe his or her contributions to the community. Students share their drawings with peers.
		or
	KC-001 KC-001A VC-001 VC-002	Using print and electronic resources, collaborative groups of students research various individuals' responsibilities and contributions to the community (e.g., mayor, police chief, rabbi…). Students share their research with peers. NOTE: Clip art provides a visual way of showing the various contributing roles. Being able to select from a source and save into a Microsoft Word textbox or similar function in Appleworks, will result in creations that can be printed and compiled on a
		or
	KC-001 KC-001A VC-001 VC-002	Students brainstorm the contributions they make to their groups and communities.. Students compile the data in a class chart entitled "Ways We Contribute to the Community."
		Acquire
	KC-001 KC-001A VC-001 VC-002	Students write prose or poetry about the responsibilities, rights, and contributions of various individuals in the community. Compile pieces in a class "Community Book."
		(*continued*)
Teacher Reflections		

2.1.6 Contributing to Our Communities

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KC-001 KC-001A VC-001 VC-002	Using a variety of media, collaborative groups of students illustrate responsibilities, rights, and contributions of individuals to their communities. Tip: Display illustrations in public areas of the school to encourage responsible behaviour and appreciation for community members.
		or
	KC-001 KC-001A VC-001 VC-002	Collaborative groups of students dramatize examples of individuals' responsibilities, rights, and contributions to their community. Students viewing the presentations determine whether the dramatized actions are responsibilities, rights, or contributions.
		or
	VC-001	Students write thank-you letters to selected community members (e.g., garbage collector, police officer, teacher…), acknowledging their contributions to the community.
		or
	KC-001 KC-001A VC-001 VC-002	Students nominate other students in the school whom they believe contribute to the well-being of the school community. They write speeches to introduce their nominees and present them with "Good Citizen" awards in a class ceremony, describing their contributions to peers. NOTE: As a variation on this activity, the nominees could make the speeches and students could vote for the most outstanding speech. Those so voted could eat lunch with the principal, for example. With correct pacing and a one-time-only award, all students could eventually enjoy this distinction.

Teacher Reflections

2.1.6 Contributing to Our Communities

Teacher Reflections



Learning Experience: 2.1.7 Leadership

KP-033	Identify leaders in their communities. *Examples: mayor, reeve, chief, Elders, community volunteers...*
KP-034	Give examples of ways in which they may demonstrate leadership.
VP-011	Be sensitive to others when taking on leadership roles.
VP-011A	Recognize that leadership is serving others.

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see description of DLO's in front matter "Overview").

Description of the Learning Experience

Effective leaders help make our communities strong. Students identify community leaders, their qualities, and their contributions to the community, and describe ways in which they have personally demonstrated leadership.

Vocabulary: leader, leadership (See Appendix D for Vocabulary Strategies.)

2.1.7 Leadership

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 6a	KP-033 KP-034	Using a Word Sort, collaborative groups of students sort examples of leaders according to leaders at school and leaders in the community. Students add additional examples of leaders in their communities, and discuss the characteristics of leaders and the roles each plays. NOTE: If your community does not have people performing some of the roles on BLM 2.1.7, you could cross them off or electronically remove them or change them. Or, you could ask the class how their town would need to change in order to actually need one of those kind of leaders. 2.1.7 a BLM: Leadership - Word Sort
		or
Appendix A Skill 3a	KP-034 VP-011 VP-011A	Students play a leadership game (e.g., "Simon Says..."). Students discuss how they felt when they were the leader, as well as the actions leaders can take to demonstrate sensitivity to others (e.g., politeness, listening skills, kindness…).
		or
Appendix A Skill 2	KP-033 KP-034	Students brainstorm the names of leaders in the school and the local community. Students sort the names according to student-determined criteria, and discuss the characteristics of leaders, as well as the roles leaders play in their lives.

(*continued*)

Teacher Reflections

2.1.7 Leadership

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KP-034 VP-011	As an Admit Slip, students share an example of an instance when they demonstrated leadership. Students discuss how they felt when they were the leader and the actions leaders can take to demonstrate sensitivity to others.
		Acquire
	KP-033 KP-034 VP-011 VP-011A	Collaborative groups of students research leaders in their communities. Students identify leaders, describe the leaders' roles and responsibilities, give examples of their leadership, and list characteristics that demonstrate ways in which the leaders are sensitive to others while exercising their leadership. Students describe actions they would initiate if they were in the role of the researched leader. Students share information with peers. 2.1.7 b BLM: Leadership - Community Leader Profile
		or
	KP-033 KP-034 VP-011 VP-011A	Students discuss with their parents or other adults examples of ways in which each student has demonstrated leadership, and the roles of leaders in their community. Students record examples of their own leadership as well as examples of community leadership, and identify the qualities leaders need to exercise to demonstrate sensitivity to others. Students share their examples with the class and discuss the importance of leadership in their community. 2.1.7 c BLM: Leadership - Examples
		or
 	KP-033 KP-034 VP-011 VP-011A	Students compose questions and interview community leaders to learn about their roles, ways they demonstrate leadership, and ways in which they need to be sensitive to others as they exercise leadership. Students record information in their journals and share results with peers.

(*continued*)

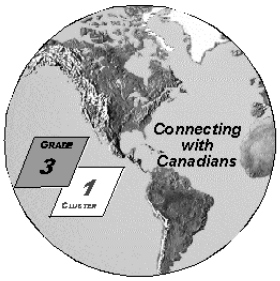
Teacher Reflections

2.1.7 Leadership

Assessment	Outcomes	Strategies
		Apply
	KP-033	Students create leadership trading cards profiling leaders in their communities. Students include pictures of community leaders and list their "statistics" (e.g., title, number of years in the position, examples of leadership, responsibilities...). Students share and/or trade cards with peers. Tip: Consider reproducing the cards and sending copies to the selected leaders.
		or
 	KP-033 KP-034 VP-011 VP-011A	Students choose a leader in their community and write thank-you cards, acknowledging his or her contributions to the community. Students describe qualities the leader exhibits and share an example of when he or she personally demonstrated leadership. NOTE: Consider posting the thank-you cards on a bulletin for school viewing before sending them; or post copies of them. Compiling the student writings and drawings into a book is another variation.
		or
 	KP-033 KP-034 VP-011 VP-011A	Collaborative groups of students create a list of student leadership qualities they value in their school and match each quality on the list with actions and behaviours that demonstrate that quality. Students post their lists and perform a role-play of a scenario that illustrates each quality. Peers identify the quality from the list being dramatized.
		or
 	KP-033 KP-034 VP-011 VP-011A	Using a word processor, or other media students create community leadership "Wanted Posters." Students include qualities that make a good leader, examples of leaders in their communities who demonstrate leadership qualities, and ways in which they may personally demonstrate leadership and sensitivity. Display posters to share positive leadership ideas with other students in the school.
		or
	KP-033 KP-034 VP-011 VP-011A	Students engage in a "Random Acts of Kindness" campaign to acknowledge leaders in their class and school. Students prepare certificates celebrating leadership qualities and present them to individuals in the school community when they observe them demonstrating leadership. Students share examples of leadership they identified and discuss how acts of leadership influence their school's culture.
Teacher Reflections		

2.1.7 Leadership

Teacher Reflections



Learning Experience: 2.1.8 Remembrance Day

KC-003	Describe Remembrance Day as a time to think about peace and war.
KP-035	Identify possible sources of conflict in groups and communities.
VP-012	Value peaceful, non-violent ways of resolving conflicts.

Description of the Learning Experience

Remembrance Day is a time to think about peaceful ways of resolving conflict. Students learn about the importance of Remembrance Day and how it relates to conflict in groups and communities. They demonstrate their understanding of its importance by preparing peaceful messages and attending a Remembrance Day ceremony.

Note: Please be aware of students who may be refugee victims of war and who will require sensitivity during this learning experience. Another nuance to be aware of in class discussions, is when sometimes even young children go beyond vague notions of war and peace, to the mentioning of the names of the "enemy." If this should happen in a WWI/WWII/Korean War context or in some other more contemporary context such as terrorism, be aware of possible use of generalized and simplistic language such as the word "German" or "Islamic" in the same breath as "enemy". For instance, if "Germans" are framed as the enemy during the World Wars in the hearing of a student of German ancestry, the child may be disturbed and a call could be forthcoming to you from parents; the careful use of certain words will help avoid stereotyping. Explain to students that when war is happening, good people who are on opposite sides suddenly become "enemies"--against their will. Avoid misunderstandings and stereotyping that can come from using collective terms by using other words more descriptive of the wars such as "Germany's leader, Adolf Hitler" or "Germany's government ('bosses' for Gr. 2) known as Nazis." For instance in WWII, explain that a few powerful people in Germany with a bad idea in the 1930-40's hurt many people around the world—even their own "German" people.

Vocabulary: Remembrance Day, peace, conflict, war (See Appendix D for Vocabulary Strategies.)

2.1.8 Remembrance Day

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 2	KP-033 KP-035	Using a Word Splash, collaborative groups of students identify words they know that are related to Remembrance Day, and brainstorm other words not on the list. 2.1.8 a BLM: Remembrance Day - Word Splash
		or
Appendix A Skill 3a	KC-033 KP-035 VP-012	Students listen to or read books and poems about peace and conflict or war. They brainstorm possible sources of conflict in groups and communities, as well as peaceful ways of resolving conflict, which are discussed and recorded on a class chart.
		or
Appendix A Skill 2	KC-003 KP-035 VP-012	Students discuss what Remembrance Day means to them. They brainstorm why "remembering" is important, and identify possible sources of conflict in groups and communities.

2.1.8 Remembrance Day

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KP-035 VP-012	Collaborative groups of students identify possible sources of conflict in groups and communities, as well as peaceful, non-violent ways of resolving those conflicts. Groups present and discuss their ideas with peers, which are recorded on a class chart.
		Acquire
	KP-035 VP-012	Collaborative groups of students identify conflicts they have witnessed at school or in the community. They record examples of both conflicts, and peaceful, non-violent ways of resolving each conflict. They share their ideas with other groups and compile them in a class chart.  BLM: Remembrance Day - Conflict Chart
		or
 	KC-003 VP-012	Students read or listen to books related to Remembrance Day. They reflect in their journals about Remembrance Day as a time to think about peace and war. NOTE: Be prepared for students to make connections to sad events in their lives; forethought may have to be given to the resulting emotions of these memories
		or
	KC-003 KP-035 VP-012	Students prepare questions and invite war veterans or peacekeepers from the community to discuss Remembrance Day, as well as peaceful, non-violent ways of dealing with conflict.
		or
	KC-003 VP-012	Students prepare questions and interview family members, teachers, and others regarding their thoughts on Remembrance Day as a time to think about peace and war. They record ideas gathered in their interviews, along with personal reflections about Remembrance Day, and compile them in a class book.
		Teacher Reflections

2.1.8 Remembrance Day

Assessment	Outcomes	Strategies
		Apply
	KC-003 KP-035 VP-012	Using a variety of media (e.g., drawings, photographs, models, writing…), collaborative groups of students create Remembrance Day displays. They include images of people living together peacefully, Remembrance Day symbols (e.g., poppies and poppy wreaths, memorials, medals, veterans…), and descriptions of peaceful, non-violent ways of resolving conflicts.
		or
	KC-003 KP-035 VP-012	Students write an acrostic poem using the words "peace," "conflict," or "remember." Poems are written on green paper cut into the shape of their traced hands. The hands are mounted around the outside of a picture of the Earth to create a wreath.
		or
	KC-003 VP-012	Students write reflections about Remembrance Day as a time to think about peace and war, and as well, about peaceful, non-violent ways of resolving conflicts. Reflections may be presented at a Remembrance Day ceremony.
		or
	KC-003	Collaborative groups of students create a slide show about Remembrance Day and/or peaceful, non-violent ways of resolving conflict. They include images of memorials or cenotaphs and descriptions to accompany each picture.
		or
	KP-035 VP-012	Collaborative groups of students dramatize examples of peaceful, non-violent ways of resolving conflicts, and present their dramatizations to other classes in the school.

(*continued*)

Teacher Reflections

2.1.8 Remembrance Day

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KC-003 KP-035 VP-012	Students compose and mail, fax, or email a peace card to someone they know. They write messages related to Remembrance Day, and/or the importance of peaceful, non-violent conflict resolution. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KC-003 KP-035 VP-012	Students reflect on and write about the various symbols of Remembrance Day (e.g., poppy, cross, dove, cenotaph…) and the importance of Remembrance Day as a time to think about peace and war. 2.1.8 d BLM: Remembrance Day - Symbols
		or
	KC-003	Students write letters to Canadian veterans or peacekeepers, thanking them for their commitment to Canada, and reflecting on the importance of Remembrance Day as a time to think about peace and war. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KP-035 VP-012	Students create posters promoting peaceful, non-violent ways of resolving conflicts, which are displayed throughout the school to encourage positive behaviour.
		or
	KC-003 VP-012	Collaborative groups of students write and/or memorize poems, or prepare songs about Remembrance Day and/or peaceful, non-violent ways of resolving conflicts. Poems or songs may be presented at a school assembly or Remembrance Day ceremony.
		Teacher Reflections

Cluster 1 - Connecting and Reflecting

Assessment	Outcomes	Strategies

Using their "Our Local Community" portfolio, students reflect on the people, places, and stories of their community, and describe how they can contribute to the community.



BLM: Cluster 1 - Connecting and Reflecting

Teacher Reflections

Communities in Canada

GRADE 2

CLUSTER 2



Photo courtesy of Jvienneau, "Lunenburg, Nova Scotia", Wikipedia



Cluster 2 Learning Experiences: Overview

2.2.1 Diverse Peoples

KT-027 Recognize that First Nations and Inuit people are Canada's original peoples.

KT-028 Recognize that many people came to Canada from other parts of the world to establish communities.

2.2.2 Features of Canadian Communities

KCC-012 Identify common features of Canadian communities.
Examples: transportation, services, schools...

KL-019 Describe natural and constructed features of communities studied.
Examples: landforms, climate, waterways; buildings, bridges...

KL-023 Locate communities studied on a map of Canada.

2.2.3 Natural Resources

KL-020 Give examples of natural resources in communities studied.

KL-021 Give examples of ways in which the natural environment defines daily life in communities studied.

KL-022 Explain the importance of conserving or restoring natural resources.

VT-009 Value oral history as a way to learn about a relationship with the land.

2.2.4 Work: Goods and Products, and Services

KE-036 Give examples of goods produced in Canadian communities.

KE-037 Describe different types of work in Canadian communities studied.

VE-013 Appreciate that their quality of life is enhanced by the work, products and services of other Canadian communities.
Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

2.2.5 Diversity and Change

KT-026 Identify ways in which life in Canadian communities has changed over time.

VCC-006 Appreciate the diversity of ways of life in Canadian communities.

VCC-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

VCC-006F Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada.

SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development

Grade 2: *"Communities in Canada"*
Cluster 2: **Communities in Canada**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
Note: the learning experiences listed below (eg., 2.2.1) are comprised of SLO's (specific learning outcomes) and DLO's (distinct learning outcomes) *that are not shown*. Please refer to the SLO's and GLO's in the *adjacent pages* to make the connections with these three documents	Note: Read the introduction to the theme of your study for the larger picture	Note: Read the introductions to the "Relationships" on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions	Competencies 1-11 *Level 1*
2.2.1 "Diverse Peoples"	The Arrival of the Non-Dene *The Land* (189)		
2.2.2 "Features of Canadian Communities"	(these Dene Kede outcomes are the same as Cluster 1—but this time to be applied to communities other than their own) **Spiritual Power** *The People* (7) **Geography and Land Use** *The Land* (28) **Dog** *The Land* (89) **Family** *The People* (142)		
2.2.3 "Natural Resources"	**(these Dene Kede outcomes are the same as Cluster 1—but this time to be applied to communities other than their own)** **Living Force** *The Land* (10) **Water and Rivers** *The Land* (34) **Trees** *The Land* (38) **Trapping** The Land (134)	Introduce KL-022 with Land (94) and the deep appreciation for: Caribou (114)	

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
2.2.4 "Work: Goods and Products, and Services"	(the concept of being in a relationship to the land, who is a provider, was introduced in Cluster 1—use the theme below as a reminder to understand how the land provides in other regions of Canada) Geography and Land Use *The Land* (28)	(the concept of being in a relationship to the land, who is a provider, was introduced in Cluster 1—use the theme below as a reminder to understand how the land provides in other regions of Canada) Whales (130)	6.1.1 Understand how work can satisfy basic needs 6.1.2 Understand how work can contribute positively to society 6.1.4 Explore the impact of work on personal, social, economic and environmental problems 6.1.5 Demonstrate how work might solve personal, social, economic and environmental problems
2.2.5 "Diversity and Change"	(the concept of change in culture and lifestyle is dealt with at grade levels above Gr. 2 in Dene Kede. However, if the teacher could make the Dene Kede outcome below developmentally appropriate to a Gr. 2 class, it would be a good introduction to change in the other communities being studied) The Arrival of the Non-Dene *The Land* (189)	introduce the concept of change by making the *Rationale* for Whales (129) developmentally appropriate	

Communities in Canada

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.



- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.



- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.

- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

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



Photo courtesy of Jvienneau, "Lunenburg, Nova Scotia", Wikipedia



Communities in Canada

GRADE 2 — CLUSTER 2

Engaging Students in the Cluster

- Students share stories of places they have visited in Canada.
- Introduce students to a variety of maps of Canada (e.g., political, topographical, satellite, road maps…), and discuss their observations of map features.
- Students contribute items from other places in Canada (e.g., souvenirs, pictures, flags…) to create a classroom display.
- Students view videos of a variety of Canadian places, and discuss their impressions of other communities.
- Create a class Word Splash of Canadianisms (Tim Hortons, Eh!, loonie, hockey tape…).
- Create a literature centre of books by Canadian authors.
- Survey students to identify what they know and want to know about Canada.
- Students contribute pictures to a bulletin board display of famous Canadians.
- Create a listening centre of music from various Canadian communities.

Learning Experiences Summary

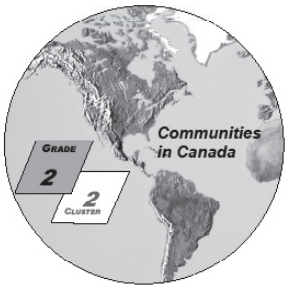
2.2.1 Diverse Peoples

2.2.2 Features of Canadian Communities

2.2.3 Natural Resources

2.2.4 Work, Goods, and Products

2.2.5 Diversity and Change



Learning Experience: 2.2.1 Diverse Peoples

KT-027	Recognize that First Nations and Inuit people are Canada's original peoples.
KT-028	Recognize that many people came to Canada from other parts of the world to establish communities.

Description of the Learning Experience

This is the first of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canada's population comprises many diverse cultural groups, including Canada's original peoples and those who came to Canada from other parts of the world. Students explore the diversity of cultural groups in Canada, and examine how these people help shape our country and communities.

NOTE: Cluster 2 focuses on two Canadian communities *outside the NWT*, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities
- the entire class may study one *southern Canadian* community made up of Aboriginal and non-Aboriginal people groups (*e.g.s* Fort Qu'appelle, Saskatchewan; Osoyoos, British Columbia;)This kind of study may be necessary if Cluster 2 outcomes require bridging from Cluster 1 (when *depth* by studying only one new community is more appropriate than the *breadth* of studying two new ones). In this scenario, Cluster 1 outcomes could be reviewed and used as a scaffold throughout this "one community--two populations" study

Suggusted beginning research sources to choose each of the two communities:

1. http://en.wikipedia.org/wiki/Main_Page.
   Type in: "List of Towns in Canada" or "List of Cities in Canada" or "List of Aboriginal communities in Canada
2. www.aboriginalcanada.gc.ca/.
   Follow the links to "By Region" "First Nation, Inuit, and Metis Communities:
3. *Hands on Social Studies Grade 2.* (book--see Appendix H)

Vocabulary: immigration, original peoples (See Appendix D for Vocabulary Strategies.)

2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
		Activate
	KT-027 KT-028	Students brainstorm the names of cultural groups in their community and in Canada. Students discuss how diverse cultural groups help shape Canada and their local community.

(*continued*)

2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KT-027 KT-028	Using a KWL, collaborative groups of students list what they know and want to know about Canada's original peoples and people who came to Canada from other parts of the world. Students revisit the KWL at the end of the learning experience to complete the L column. NOTE: The software, *Kidspiration*, allows you to create your own KWL and other graphic organizers (www.kidspiration.com). 2.2.1 a BLM: Diverse Peoples - KWL
		or
	KT-027 KT-028	Using Think-Pair-Share, students discuss what Canada was like when it was inhabited by Canada's original peoples (i.e., First Nations and Inuit people), and speculate on what people who came to Canada from other parts of the world would have been met within their communities upon their arrival in a new land. Students share their ideas with the class.
		or
	KT-027 KT-028	Students use focused freewriting to write about Canada's original peoples and people who came to Canada from other parts of the world. As students share their writing with peers, record common themes that emerge. Students discuss how diverse cultural groups help shape Canada and their local community.
		Acquire
	KT-027 KT-028	Using print and electronic resources, students research Canada's original peoples and people who came to Canada from other parts of the world. Students record pictures and descriptions of aspects of Canada's original communities (e.g., transportation, homes, clothing, food, school, recreation...). TIP: The blackline master is a the Northwest Territories map that indicates the location of First Nations communities. It is included as background information for teachers, and is not intended for student use. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** 2.2.1 b BLM: Diverse Peoples - Locations of First Nations Communities in the Northwest Territories
		(continued)
Teacher Reflections		

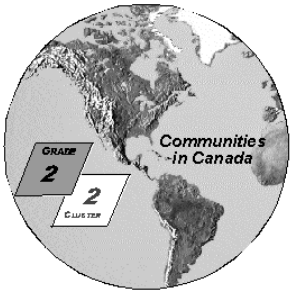
2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KT-027 KT-028	On a field trip to a local museum, students sketch artifacts used by Canada's original peoples and people who came to Canada from other parts of the world. Students identify the artifacts and the purpose of each artifact, and discuss what they tell us about ways of life in the past.
		or
	KT-027	Students may have traditional knowledge of Aboriginal contributions or inventions which have made life in the NWT more pleasant, safe and healthy. The student will be challenged as to whether they know the listed ones and can extend the list. 2.2.1 c BLM: Diverse Peoples - Aboriginal Contributions and Inventions
		or
	KT-027 KT-028	Students view historical maps to identify evidence of the locations of Canada's original peoples and people who came to Canada from other parts of the world. Students list communities with populations of First Nations, Inuit, and people who came to Canada from other parts of the world. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KT-027 KT-028	Students listen to or read stories of Canada's original peoples and pioneers who came to Canada from other parts of the world to establish communities. Students discuss traditional ways of life and how these people help shape their country and community.
		or
	KT-027 KT-028	Students view video clips about settlement and communities in Canada and record information about Canada's original peoples and people who came to Canada from other parts of the world to establish communities. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		(*continued*)
Teacher Reflections		

2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
		Apply
	KT-027 KT-028	Using a map of the world, students identify the locations of Canada's original peoples and people who came to Canada from elsewhere. Students use string to connect the places of origin of people who came to Canada from other parts of the world to the communities they established.
		or
	KT-027 KT-028	Collaborative groups of students create a diorama of Canada illustrating its cultural makeup, including Canada's original peoples and people who came to Canada from other parts of the world. Students include representations to illustrate how these people help shape their country and community.
		or
	KT-027 KT-028	Students dramatize a "Canadian Vignette" illustrating the interactions in community life of Canada's original peoples and people who came to Canada from other parts of the world.
		or
	KT-027 KT-028	Students create a classroom museum gallery of real or replicated artifacts representing the contributions of Canada's original peoples and people who came to their Canadian communities from other parts of the world.
Teacher Reflections		

Communities in Canada



Learning Experience: 2.2.2 Features of Canadian Communities

KCC-012	Identify common features of Canadian communities. *Examples: transportation, services, schools...*
KL-019	Describe natural and constructed features of communities studied. *Examples: landforms, climate, waterways; buildings, bridges...*
KL-023	Locate communities studied on a map of Canada.

Description of the Learning Experience

This is the second of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have many features in common. Students locate the two communities to be studied on a map of Canada. They research the natural and constructed features in each community, as well as common features shared by all communities.

NOTE: Cluster 2 focuses on two Canadian communities *outside the NWT*, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities
- the entire class may study one *southern Canadian* community made up of Aboriginal and non-Aboriginal people groups (*e.g.s* Fort Qu'appelle, Saskatchewan; Osoyoos, British Columbia;)This kind of study may be necessary if Cluster 2 outcomes require bridging from Cluster 1 (when *depth* by studying only one new community is more appropriate than the *breadth* of studying two new ones). In this scenario, Cluster 1 outcomes could be reviewed and used as a scaffold throughout this "one community--two populations" study

Suggusted beginning research sources to choose each of the two communities:

1. http://en.wikipedia.org/wiki/Main_Page.
   Type in: "List of Towns in Canada" or "List of Cities in Canada" or "List of Aboriginal communities in Canada
2. www.aboriginalcanada.gc.ca/.
   Follow the links to "By Region" "First Nation, Inuit, and Metis Communities:
3. *Hands on Social Studies Grade 2.* (book--see Appendix H)

Vocabulary: natural, constructed (See Appendix D for Vocabulary Strategies.)

2.2.2 Features of Canadian Communities

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 1	KCC-012 KL-019 KL-023	Students listen to or read stories about different types of communities. Students discuss the location of the communities, their common features (e.g., transportation, services, schools...), and the natural and constructed features identified in the story and/or pictures. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** (*continued*)

2.2.2 Features of Canadian Communities

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KCC-012 KL-019 KL-023	Display pictures of various types of communities (e.g., Aboriginal community, farming community, city, village, town, fishing community, logging community...). Pairs of students create community Spider Webs. They select a picture and record the location of the community and the natural and constructed features identified in the picture. Students share their Spider Webs with the class and discuss the common features shared by all communities. 2.2.2 a BLM: Features of Canadian Communities - Spider Web
		or
	KCC-012 KL-019 KL-023	Collaborative groups of students explore local, provincial, and Canadian maps, and identify whether familiar features (e.g., boundaries, bodies of water, landforms, roads...) are natural or constructed. Students locate on a map of Canada familiar communities and the two communities to be studied.
		or
	KCC-012 KL-019	Students discuss the meaning of the terms "natural" and "constructed," and sort a list of terms according to natural or constructed features found in their Northern community and in the community they have studied. 2.2.2 b BLM: Features of Canadian Communities - T-Chart
		Acquire
 	KCC-012 KL-019	On a community walk and using a digital camera or sketch-and-scan, students identify and record common features of communities, including natural and constructed features. Students discuss how the features are important in their community.
		(continued)

Teacher Reflections

2.2.2 Features of Canadian Communities

Assessment	Outcomes	Strategies

Acquire *(continued)*

or



KCC-012
KL-019
KL-023

Using print and electronic resources, students research and record the common features of Canadian communities and the natural and constructed features of the two communities studied. Students locate the communities studied on a map of Canada.

TIP: The BLM is intended for teachers and contains contact information for provincial and territorial tourism bureaus.



Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>



BLM: Features of Canadian Communities - Provincial and Territorial Tourism Information

or



KCC-012
KL-019
KL-023

Students email or write letters to send through regular mail to friends or family members living in another Canadian community to learn about the natural and constructed features of another community, and identify common features of Canadian communities. Students share responses with peers and locate the community on a map of Canada.

or



KCC-012
KL-019

Students compose questions and interview, email, or fax a person responsible for community planning (e.g., town planner, elected municipal official, architect, public works official...) to learn how natural and constructed features of communities are important to the people living there. Students share responses with peers and record information in their journals.

Apply



KCC-012
KL-019
KL-023

Using an outline map of Canada, students locate the Northwest Territories, their community, and the two communities studied. Students label each community with examples of natural and constructed features and the service each provides.



BLM: Features of Canadian Communities - Map

(continued)

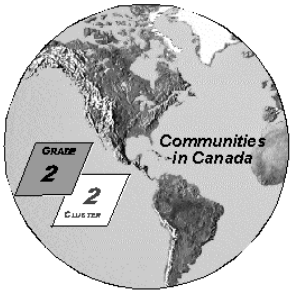
Teacher Reflections

2.2.2 Features of Canadian Communities

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
Appendix A Skill 6a	KCC-012 KL-019 KL-023	Using a Venn diagram, students compare the natural and constructed features and locations of the two communities studied. Students identify common and unique features of each community and share completed Venn diagrams with peers. 2.2.2 e BLM: Features of Canadian Communities - Venn Diagram
		or
Appendix A Skill 10	KCC-012 KL-019 KL-023	Using a word processor, students create a clip-art collage of one of the communities studied. Students insert clip art representing natural and constructed features in the community, and label each feature with a text box describing how each feature provides services to the people living in the community.
		or
Appendix A Skill 11g	KCC-012 KL-019 KL-023	Collaborative groups of students create a multimedia presentation illustrating the natural and constructed features of the two communities studied. Students use a map identifying the location of the communities as the opening slide, and create links to additional slides with pictures and descriptions of the natural and constructed features of each community. Compile group presentations in a class presentation.
		or
Appendix A Skill 10	KCC-012 KL-019 KL-023	Collaborative groups of students create a mural of one of the communities studied. Students include natural and constructed features in the community, and illustrate how people in the community use each of the features. Students include a map identifying the location of the community.
		or
Appendix A Skill 10	KCC-012 KL-019	Collaborative groups of students construct a model of one of the communities studied, including representations of the natural and constructed features in the community and illustrating how people in the community use each feature. Students describe their community features to peers.

Teacher Reflections

Communities in Canada



Learning Experience: 2.2.3 Natural Resources

KL-020	Give examples of natural resources in communities studied.
KL-021	Give examples of ways in which the natural environment defines daily life in communities studied.
KL-022	Explain the importance of conserving or restoring natural resources.
VT-009	Value oral history as a way to learn about a relationship with the land

Description of the Learning Experience

This is the third of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. The land has a profound impact on human life, affecting lifestyle, recreation, job opportunities, as well as day-to-day activities. Students explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to value oral history as a way to learn about the land.

NOTE: Cluster 2 focuses on two Canadian communities *outside the NWT*, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities
- the entire class may study one *southern Canadian* community made up of Aboriginal and non-Aboriginal people groups (*e.g.s* Fort Qu'appelle, Saskatchewan; Osoyoos, British Columbia;)This kind of study may be necessary if Cluster 2 outcomes require bridging from Cluster 1 (when *depth* by studying only one new community is more appropriate than the *breadth* of studying two new ones). In this scenario, Cluster 1 outcomes could be reviewed and used as a scaffold throughout this "one community--two populations" study

Suggusted beginning research sources to choose each of the two communities:

1. http://en.wikipedia.org/wiki/Main_Page.
   Type in: "List of Towns in Canada" or "List of Cities in Canada" or "List of Aboriginal communities in Canada
2. www.aboriginalcanada.gc.ca/.
   Follow the links to "By Region" "First Nation, Inuit, and Metis Communities:
3. *Hands on Social Studies Grade 2.* (book--see Appendix H)

Vocabulary: "the land," natural environment, natural resources, daily life, conserve, restore (See Appendix D for Vocabulary Strategies.)

2.2.3 Natural Resources

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 3a	KL-020 KL-021 KL-022 VT-009	Students brainstorm and discuss ways in which the land and the natural environment shape their daily lives (e.g., what they wear to school; games they play in the winter; foods they eat from a family garden…). Record ideas on a class chart entitled "The Land in Our Lives."

(*continued*)

2.2.3 Natural Resources

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
 	KL-020 KL-021 KL-022 VT-009	Students discuss questions related to ways in which the local natural environment shapes daily life (e.g., What jobs do family and friends have that take place on the land? What activities do community members do on the land for fun and recreation? What local foods do we eat? How does the weather affect our clothing needs?). They reflect in their journals on ways in which the natural environment shapes their lives.
		or
	KL-020 KL-022	Collaborative groups of students brainstorm examples of natural resources (e.g., minerals, animals, plants…) and human-made items (e.g., pencils, houses, bicycles…). Students share their ideas with the class and discuss the importance of conserving or restoring natural resources. TIP: Students were introduced to the term "natural resources" in Learning Experience 2.1.2, but may still need examples to prompt their thinking (e.g., "Natural resources are materials found in nature that are used by humans, such as wood, water, and fish.").
		or
	KL-022 VT-009	Students read stories and share personal anecdotes related to experiences on the land (e.g., "A tree fell down during a thunderstorm when we were camping and just missed our tent." "My Dad builds a hockey rink in the backyard every winter." "We harvest wild rice with my uncle in the fall…"). They reflect in their journals on what they learned from the stories and/or from each other about the influence of land.
		or
	KL-020 KL-021 KL-022 VTH-009	As an Admit Slip, students share personal anecdotes describing examples of ways in which the natural environment shapes daily life in their homes (e.g., sister shovels snow; brother fishes in a nearby lake for food…). As a class, students discuss the importance of conserving natural resources. TIP: Encourage students to interview extended family members for examples from their family's past.
		(continued)
Teacher Reflections		

2.2.3 Natural Resources

Assessment	Outcomes	Strategies
		Activate (*continued*)
		or
	KL-020 KL-021	Collaborative groups of students brainstorm examples of natural resources and ways in which the natural environment shapes daily life in their community and in the two communities studied. In a teacher-led discussion, students share and compile their ideas in a class chart.  BLM: Natural Resources - Examples
		or
	KL-022 VT-009	As an Admit Slip, students share examples from home to describe ways in which their family helps conserve or restore natural resources (e.g., recycling newspapers conserves trees, planting trees restores the forest…). Students discuss the meaning of the terms "conserve" and "restore," and compile individual examples on a class chart.
		Acquire
	KL-020 KL-021 KL-022	Using print and electronic resources, students research natural resources and the natural environment in the two communities studied. Students record examples of natural resources and ways in which the natural environment shapes daily life in the communities studied, and explain why it is important for a community to conserve or restore natural resources.  **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**  BLM: Natural Resources - Research
		or
	KL-020 KL-021 KL-022 VT-009	Students compose questions and email or fax students or community representatives to learn about examples of natural resources, ways in which the natural environment shapes daily life, and examples of conservation or restoration in the two communities studied. They share their responses with their peers, record information, and discuss the importance of conserving or restoring natural resources. (*continued*)

Teacher Reflections

2.2.3 Natural Resources

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KL-020 KL-021 KL-022	Using print and electronic resources, students research how natural resources shape daily life in the two communities studied. Students list plant, animal, and mineral resources and give examples of how they shape daily life in the communities studied. They also reflect on the importance of conserving or restoring natural resources. 2.2.3 c BLM: Natural Resources - Plants, Animals, Minerals
		or
	KL-020	Collaborative groups of students sort examples of natural resources and products derived from natural resources into categories (e.g., plant, animal, or mineral…). They add additional examples of natural resources and share new ideas with the class. 2.2.3 d BLM: Natural Resources - Word Sort
		or
	VT-009	Students prepare questions and interview family or community members to learn stories involving experiences on the land (e.g., "Grandfather used to walk five miles to school, uphill both ways."). Students share stories with peers.
		or
	KL-022 VT-009	Students prepare questions and invite a local community member involved in conservation to speak to the class about natural resource conservation/restoration. After the presentation, students reflect in their journals on the importance of conserving or restoring natural resources.
		or
	KL-020 KL-021 KL-022	Using print and electronic maps of Canada, collaborative groups of students research examples of natural resources and ways in which the natural environment shapes daily life in the two communities studied. Compile student research in a class book entitled "Natural Resources in _____." **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** 2.2.3 e BLM: Natural Resources - Chart

2.2.3 Natural Resources

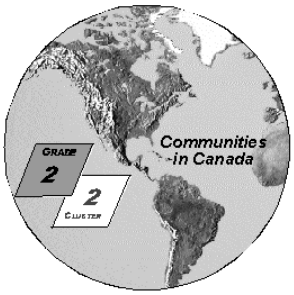
Assessment	Outcomes	Strategies
		Apply
	KL-020 KL-021 KL-022	Students create environmental profiles of the two communities studied. They list examples of natural resources and explain how they are used, and give examples of ways in which the natural environment shapes daily life in the communities, as well as the importance of conserving natural resources. 2.2.3 f BLM: Natural Resources - Community Profile
		or
	KL-020	Using a map of Canada, students illustrate the natural resources of the communities studied (e.g., mining = shovel; farming = cow, oil = derrick…). They include a title and legend for their map. 2.2.3 g BLM: Natural Resources - Outline Map of Canada
		or
	KL-020 KL-021	Students write poems to describe the two communities studied, using the frame "If you're not from the Prairie…" (e.g., "If you're not from the Okanagan, you don't know fruit; if you're not from Tuktoyuktuk, you don't know char"). Students include examples of natural resources and ways in which the natural environment shapes daily life in the communities studied. Poems are compiled to make "Canadian Community" booklets.
		or
	KL-020 KL-021 KL-022	Collaborative groups of students create "Natural Resource" books. They select one natural resource in a community studied and create one page for that resource (e.g., "The important things about dairy farms: dairy farms produce milk for everyone to drink; dairy farms create jobs for people who live there."). The pages are illustrated and compiled in a book about the communities studied. 2.2.3 h BLM: Natural Resources - Book Pages

(*continued*)

Teacher Reflections

2.2.3 Natural Resources

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KL-020 KL-021	Collaborative groups of students perform role-plays of examples of ways in which the natural environment shapes daily life in communities studied, and the importance of conserving or restoring natural resources.
		or
	VT-009	Students compose and deliver/mail thank-you letters and illustrations to family, community members, or guest speakers, expressing appreciation for what they taught students about the land.
Teacher Reflections		



Learning Experience: 2.2.4 Work: Goods and Products, and Services

KE-036	Give examples of goods produced in Canadian communities.
KE-037	Describe different types of work in Canadian communities studied.
VE-013	Appreciate that their quality of life is enhanced by the work, products and services of other Canadian communities.. *Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain..*

Description of the Learning Experience

This is the fourth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities contribute different types of work and products to Canadian society, both of which enhance everyone's quality of life. Students research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.

NOTE: Cluster 2 focuses on two Canadian communities *outside the NWT*, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities
- the entire class may study one *southern Canadian* community made up of Aboriginal and non-Aboriginal people groups (*e.g.s* Fort Qu'appelle, Saskatchewan; Osoyoos, British Columbia;)This kind of study may be necessary if Cluster 2 outcomes require bridging from Cluster 1 (when *depth* by studying only one new community is more appropriate than the *breadth* of studying two new ones). In this scenario, Cluster 1 outcomes could be reviewed and used as a scaffold throughout this "one community--two populations" study

Suggusted beginning research sources to choose each of the two communities:

1. http://en.wikipedia.org/wiki/Main_Page.

   Type in: "List of Towns in Canada" or "List of Cities in Canada" or "List of Aboriginal communities in Canada

2. www.aboriginalcanada.gc.ca/.

   Follow the links to "By Region" "First Nation, Inuit, and Metis Communities:

3. *Hands on Social Studies Grade 2.* (book--see Appendix H)

Vocabulary: work, products, goods, services (See Appendix D for Vocabulary Strategies.)

2.2.4 Work, Goods, and Products

Assessment	Outcomes	Strategies
	KE-036 KE-037 VE-013	**Activate** Students brainstorm types of work in Canadian communities. Record their ideas according to whether the type of work produces goods (e.g., farmer, fisher, steel worker...) or services (e.g., nurse, repair person, bus driver...). Students are asked to determine the criteria used to classify contributions. (*continued*)

2.2.4 Work: Goods and Products, and Services

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
 	KE-036 KE-037	Using a word processor, students create a clip-art collage of people at work. Students sort the images according to student-determined criteria. In a Gallery Walk, students share collages with peers and challenge them to identify the classification criteria.
		or
	KE-036 KE-037	Students sort and classify different types of work. Students share completed Word Sorts with peers, discuss classification criteria, and identify what is produced by each type of work. TIP: Explain the difference between work that produces goods versus work that provides services. 2.2.4 a BLM: Work: Goods and Products, and Services - Word Sort
		or
	KE-036 KE-037 VE-013	Collaborative groups of students identify the work that is done in various occupations. Students discuss ways their lives are enhanced by the work of others. 2.2.4 b BLM: Work: Goods and Products, and Services - Jobs
		or
	KE-036 KE-037 VE-013	Students browse telephone directories and advertisements to identify examples of goods, services, and different types of work. Students discuss which of the examples may be found in their local communities and which are found in other communities.

(continued)

Teacher Reflections

2.2.4 Work: Goods and Products, and Services

Assessment	Outcomes	Strategies
		Acquire
 	KE-036 KE-037 VE-013	Students interview parents/caregivers to learn about the work they do and what other types of workers their parents' jobs support or are supported by (e.g., the parent is a grocery store clerk, an occupation that is supported by the local farmer who provides vegetables to the store. They also determine if their parents use locally or Canadian-produced goods or services in their work. Students record information through the use of pictures or simple notes, and share with peers.  BLM: Work: Goods and Products, and Services - Interview
		or
 	KE-036 KE-037 VE-013	Using print and electronic resources, students research examples of goods produced in Canadian communities, and different types of work in the two communities studied. Students record examples of goods and types of work, and identify ways in which each may influence their quality of life. TIP: Assist students with navigating and interpreting work-related information on Internet sites. Consider using telephone or business directories to identify examples of goods produced and different types of work.  **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**  BLM: Work: Goods and Products, and Services - Work Chart
		or
	KE-036 KE-037 VE-013	Students conduct a "Types of Work and Goods" scavenger hunt at home and school, and record the good/product, where it is produced, and the different types of workers who help produce/distribute it. Students share examples with peers, and discuss ways in which their quality of life is enhanced by each example.  BLM: Work: Goods and Products, and Services - Scavenger Hunt

(*continued*)

Teacher Reflections

2.2.4 Work: Goods and Products, and Services

Assessment	Outcomes	Strategies
		Apply
 	KE-036 KE-037 VE-013	Students discuss the goods, services, and different types of work that enhance their quality of life (e.g., "What are the types of work and goods necessary for the school bus to run?" Answer: bus manufacturers, snowplow operators, school bus drivers, mechanics, police officers.... "What are the types of work and goods necessary for us to have Rabbit stew for lunch?" Answer: trapper, ENR, snowmobile manufacturer, wildlife officer… "What are the types of work and goods necessary for us to have milk for lunch?" Answer: farmers, truck drivers, milk containers, refrigerators, grocers...). Using concept mapping, students create webs illustrating the connections among work, goods, and services that they use in their daily lives. Students share their concept maps with peers.
		or
	KE-036 KE-037 VE-013	Students compose an "A Day in the Life of …" worker's story, describing the job of a worker in one of the communities studied. Students describe the role of the worker, the type of work she or he does, the goods or services produced, and ways in which their quality of life is enhanced by the work or goods produced. NOTE: A triple Venn diagram could be useful here for a student wishing to compare a worker's experience in the student's home community with the two communities studied in this cluster.
		or
 	KE-036 KE-037 VE-013	Students illustrate different types of workers and the goods and services produced in Canadian communities and the community studied. Students share illustrations with peers, and describe ways in which their quality of life is enhanced by the work or goods produced.
		or
 	KE-036 KE-037 VE-013	Collaborative groups of students role-play different types of work in Canadian communities and the communities studied. Students use props to illustrate the tools the workers use and the goods and services produced. Students dramatize ways in which their quality of life is enhanced by the work or goods produced.

(*continued*)

Teacher Reflections

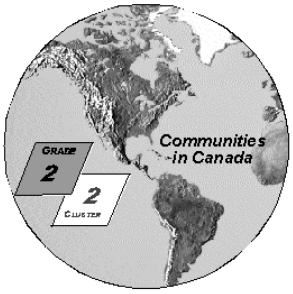
2.2.4 Work: Goods and Products, and Services

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KE-036 KE-037	Using "Hot Potatoes", students create a matching quiz identifying the goods and services produced by different types of work in Canadian communities and the communities studied. Students exchange quizzes with peers and solve.  **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
 	KE-036 KE-037 VE-013	Collaborative groups of students create a model or diorama illustrating different types of work in the communities studied and the goods or services produced as a result. Students describe ways in which their quality of life is enhanced by the work and products of other Canadian communities.
		Teacher Reflections

2.2.4 Work: Goods and Products, and Services

Teacher Reflections

Communities in Canada



Learning Experience: 2.2.5 Diversity and Change

KT-026	Identify ways in which life in Canadian communities has changed over time.
VCC-006	Appreciate the diversity of ways of life in Canadian communities.
VCC-006A	Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.
VCC-006F	Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada.

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

This is the fifth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have diverse ways of daily life and various aspects of daily life change over time. Students explore daily life in Canadian communities and identify how life has changed over time.

NOTE: Cluster 2 focuses on two Canadian communities *outside the NWT*, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities
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   Type in: "List of Towns in Canada" or "List of Cities in Canada" or "List of Aboriginal communities in Canada
2. www.aboriginalcanada.gc.ca/.
   Follow the links to "By Region" "First Nation, Inuit, and Metis Communities:
3. *Hands on Social Studies Grade 2.* (book--see Appendix H)

Vocabulary: diversity (See Appendix D for Vocabulary Strategies.)

2.2.5 Diversity and Change

Assessment	Outcomes	Strategies
		Acquire
	KT-026 VCC-006 VCC-006A VCC-006F	On a community walk and using sketch-and-scan or a digital camera, students record examples of changes in their community (e.g., new construction, repairs to existing facilities, new cultural or recreational areas...). Students discuss the influence of the changes on ways of life today, and describe how ways of life may have been observed differently in the past.

(*continued*)

2.2.5 Diversity and Change

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KT-026 VCC-006 VCC-006A VCC-006F	Students listen to or read stories describing life in the past in Canadian communities. Students list examples of ways of life described in the stories that are different from their own, and discuss the diversity of ways of life identified in the stories. TIP: Include stories of life in Aboriginal and francophone communities.
		or
	KT-026 VCC-006 VCC-006A VCC-006F	Students brainstorm examples of ways in which life in the past was different from their life today. Students group the brainstormed contributions in categories (e.g., food, transportation, recreation, homes...).
		Acquire
	KT-026 VCC-006 VCC-006A VCC-006F	Using print and electronic resources, students research daily life in the past in Canadian communities. Students record various aspects of daily life (e.g., transportation, homes, clothing, food, school, recreation...), and compare ways in which life in the past was different from their life today. Supporting information and databases can be found at <http://pwnhc.learnnet.nt.ca/ Note: By providing an opportunity to conduct research, this activity can be well connected to all the "Apply" Strategies on page 118-119, where the research data may be applied.
		or
	KT-026 VCC-006 VCC-006A VCC-006F	Students take a field trip to a local museum to learn about ways of life in the past. Students sketch examples of various aspects of daily life (e.g., transportation, homes, clothing, food, school, recreation...), and describe ways in which each has changed over time.
		(continued)

Teacher Reflections

2.2.5 Diversity and Change

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
Appendix A Skill 6b	KT-026 VCC-006 VCC-006A VCC-006F	Students compose questions and invite an elder, community member or a member of a local historical society to the class to learn about daily life in the past. Students record information and reflections in their journals on how life has changed over time.
		or
Appendix A Skill 6f	KT-026 VCC-006 VCC-006A VCC-006F	Students contribute pictures and/or artifacts to a classroom artifact centre displaying ways of life in the past in Canadian communities. Students share pictures/artifacts with peers, and label each with a description of how it was used in the past and what we use as a replacement today.
		or
Appendix A Skill 6d	KT-026 VCC-006 VCC-006A VCC-006F	Students compose questions and interview, email, or fax elders/Aboriginal Elders to learn about daily life in the past and how life has changed over time. Students share responses with peers and record information in their journals.
		Apply
Appendix A Skill 6a	KT-026 VCC-006 VCC-006A VCC-006F	Using a Venn diagram, students compare aspects of daily life in the past with daily life today in a Canadian community. Students share their completed Venn diagrams with peers, and describe the diversity of ways of life in Canadian communities. NOTE: Be prepared to differentiate the Venn Diagram for students who do not readily write. An alternative is to use drawings. 2.2.5 a BLM: Diversity and Change - Venn Diagram
		or
Appendix A Skill 11f	KT-026 VCC-006 VCC-006A VCC-006F	Using concept mapping, students compare aspects of daily life in the past with those of today to illustrate ways in which life has changed in Canadian communities. 2.2.5 b BLM: Diversity and Change - Past and Today
		(*continued*)
Teacher Reflections		

2.2.5 Diversity and Change

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KT-026 VCC-006 VCC-006A VCC-006F	Collaborative groups of students choose an aspect of life in the past (e.g., transportation, homes, clothing, food, school, recreation...), and create a timeline illustrating ways in which that aspect has changed over time. Students include illustrations and descriptions which are compiled in a class timeline.
		or
	KT-026 VCC-006 VCC-006A VCC-006F	Students plan and conduct a "Life in the Past" celebration. Students dress in costumes of the past, prepare and serve foods from the past, plan activities from the past, and display student-made pictures representing various aspects of life in Canadian communities in the past. Students invite other students and community members to join in their celebration. TIP: Consider inviting members of a community seniors' centre to the "Life in the Past" celebration, or holding the celebration at the seniors' centre.
		or
	KT-026 VCC-006 VCC-006A VCC-006F	Collaborative groups of students create a mural or diorama illustrating life in the past in Canadian communities. Students include examples of various aspects of daily life (e.g., transportation, homes, clothing, food, school, recreation...), and describe ways in which each has changed over time.
		Teacher Reflections

Cluster 2 — Connecting and Reflecting

Using their "Communities in Canada" portfolio, students reflect on how communities are the same and different, and describe how they can contribute to the Canadian community.



BLM: Cluster 2 - Connecting and Reflecting

Teacher Reflections

Communities in Canada

The Canadian Community

GRADE 2

3 CLUSTER



Photo credit Chris Stubbs, “Vegreville, Alberta”, Wikipedia



Cluster 3 Learning Experiences: Overview

2.3.1 Canadian Symbols

KC-002 Identify significant Canadian, and Northwest Territorial symbols, places and monuments.

Examples: Canadian flag, NWT flag and floral emblem, Maple Leaf, caribou, polar bear, beaver, buffalo, NWT Legislative Assembly building, National War Memorial, drums, inuksuit, igloo, tipi ...

2.3.2 Historical Influences

KH-029 Describe the origins of a variety of place names in Canada.

KH-030 Give examples of the historical francophone influence on the Canadian community

Examples: place names, stories of historical figures, celebrations…

KH-030A Give examples of historical Aboriginal influence on the Canadian community

Examples: place names, stories of historical figures, celebrations ...

2.3.3 Cultural Communities

KCC-013 Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.

KCC-014 Identify English and French as the two official languages of Canada.

KCC-015 Recognize that a variety of languages are spoken in Canada. (with nine official Aboriginal languages in the NWT alone) ”

VC-003 Value being a member of the Canadian community.

2.3.4 Canadian Diversity

KCC-011 Recognize the diversity that characterizes Canada.
Examples: cultural, linguistic, geographic, artistic...

VCC-004 Be willing to consider diverse points of view.

VL-007 Appreciate diverse artistic representations of the land.
Examples: poetry, painting, music...

2.3.5 Canadian Needs, Choices, and Decisions

KE-038 Give examples of needs common to all Canadians.

KE-039 Give examples of media influences on their choices and decisions.

2.3.6 Global Connections

KL-024 Locate Canada on a world map or globe.

KG-031 Identify Canada as one of many countries in the world.

KG-032 Give examples of connections linking Canada to other countries.
Examples: food, immigration, media...

VG-010 Value Canada’s global connections.

SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development

Grade 2: *"Communities in Canada"*
Cluster 3: **The Canadian Community**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
Note: the learning experiences listed below (eg., 2.3.1) are comprised of SLO's (specific learning outcomes) and DLO's (distinct learning outcomes) *that are not shown*. Please refer to the SLO's and GLO's in the *adjacent pages* to make the connections with these three documents	Note: Read the introduction to the theme of your study for the larger picture	Note: Read the introductions to the "Relationships" on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions	Competencies 1-11 *Level 1*
2.3.1 "Canadian Symbols"			
2.3.2 "Historical Influences"	(the concept of place names is dealt with at grade levels above Gr. 2 in Dene Kede. However, if the teacher could make the Dene Kede outcome below developmentally appropriate to a Gr. 2 class, it would be a good introduction to how names came about in other communities in Canada—especially since so many names in Canada have their origin as an Aboriginal word) Geography and Land Use *The Land* and *The People* (28, 29)	Introduce KH-029 by focusing on the concept of naming as a way of honoring, remembering, and describing characteristics of Names and Naming (44)	

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
2.3.3 "Cultural Communities"	(the concept of languages of diverse peoples is dealt with at grade levels above Gr. 2 in Dene Kede in the context of languages of other tribes. However, if the teacher could make the Dene Kede outcome below developmentally appropriate to a Gr. 2 class, it would be a good introduction to the concept of diversity involving other languages) Tribes *The People* (159)		
2.3.4 "Canadian Diversity"	(the concept of diverse points of view is dealt with at grade levels above Gr. 2 in Dene Kede in the context of other tribes learning and believing in different ways—yet still "being good". However, if the teacher could make the Dene Kede outcome below developmentally appropriate to a Gr. 2 class, it would be a good introduction to the concept of diversity involving other points of view) Tribes *The People* (158)	For the introduction of VL-007, it is interesting to note how most songs of the Inuit were written while walking on the land Chanting and Drumming (80) The art work (and others such art) illustrating Bugs (144)	7.1.4 and 7.1.7 Understand the importance of, and demonstrate the ability to work with people who are different from oneself (eg., race, age, gender, people with disabilities
2.3.5 "Canadian Needs, Choices, and Decisions"	(the concept of needs common to all Canadians could be introduced using the following Dene needs) Play Learning Aids *Primary Objective* (196) Eating and Food *Primary Objective* (200)	Although this is not the case any longer in Canada, to introduce "common needs" use the strong statements in Sewing *Rationale* (67) as way to generate discussion about modern Canadian needs	
2.3.6 "Global Connections"			

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, Processes, or performances for inclusion in student portfolios.



- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.



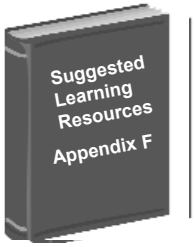
- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end of cluster summative assessment activity.

Cluster Description

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



Photo credit Chris Stubbs, "Vegreville, Alberta", Wikipedia



Engaging Students in the Cluster

- Students explore a map of Canada and share their favourites place names.
- Students contribute words from a variety of languages to create a cultural Word Splash.
- Students contribute cultural artifacts to a classroom display.
- At the school flagpole, students discuss the Canadian flag including its protocols, why it is important, and how it makes them feel.
- On a world map students identify places outside of Canada they have connections to or have visited.
- Create a display of Canadian art and/or artists.
- Display pictures or watch a video clip of Canadian participation in international sporting events.
- Have a "Canadian Dress-up Day."

Learning Experiences Summary

2.3.1 Canadian Symbols

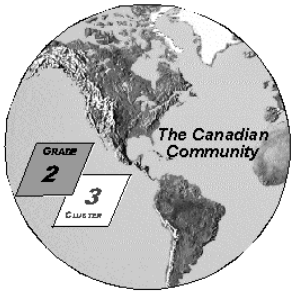
2.3.2 Historical Influences

2.3.3 Cultural Communities

2.3.4 Canadian Diversity

2.3.5 Canadian Needs, Choices, and Decisions

2.3.6 Global Connections



Learning Experience: 2.3.1 Canadian Symbols

KC-002	Identify significant Canadian, and Northwest Territorial symbols, places and monuments. Examples: Canadian flag, NWT flag and floral emblem, Maple Leaf, caribou, polar bear, beaver, buffalo, NWT Legislative Assembly building, National War Memorial, drums, inuksuit, igloo, tipi …

Description of the Learning Experience

Canada has many recognizable and distinct symbols. Canadian and Northwest Territorial symbols, buildings, and monuments represent our rich history and diversity. Students explore and identify the significance of Canadian and Northwest Territorial symbols, buildings, and monuments.

Vocabulary: symbols, monuments (See Appendix D for Vocabulary Strategies.)

2.3.1 Canadian Symbols

Assessment	Outcomes	Strategies
		Activate
	KC-002	Students submit an example of a Canadian and a Northwest Territorial symbol, place, building, or monument. Students discuss ways in which each example represents Canada or the Northwest Territories. Create a symbol/word bank of Canadian and Northwest Territorial symbols, places, buildings, and monuments.
		or
	KC-002	Students brainstorm examples of symbols (e.g., flags, logos, emblems...). Students identify what each symbol represents and why we use symbols.
		(continued)
		Teacher Reflections

Teacher Reflections

2.3.1 Canadian Symbols

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KC-002	Students play "I Spy" to identify symbols in the classroom (e.g., "I spy something that is square. I spy something that is red. I spy something that is shiny." Answer: Exit Sign…). Students discuss what each symbol represents and why symbols are used.
		or
	KC-002	Students view a video about Canada and/or the Northwest Territories. Students identify examples of Canadian and Northwest Territorial symbol, place, buildings, and monuments represented in the video, and discuss what each symbol represents. TIP: The video *Glorious and Free*, available from the Manitoba Education, Citizenship and Youth library (IRU), uses a mix of music, visual imagery, and narration to present viewers with a glimpse of symbols, people, and events that are uniquely Canadian.
		or
	KC-002	Students listen to or read stories containing images of Canadian and Northwest Territorial symbols, places, buildings, and monuments. Students identify the symbols and discuss their significance.
		Acquire
	KC-002	Collaborative groups of students collect pictures of Canadian and Northwest Territorial symbols, places, buildings, and monuments. Students label each picture with its name, location, and what it represents. TIP: Clip art, calendars, picture books, magazines, and government agencies are good sources of pictures of Canadian and Northwest Territorial symbols, places, buildings, and monuments.

(continued)

Teacher Reflections

2.3.1 Canadian Symbols

Assessment	Outcomes	Strategies
		Acquire (*continued*
		or
	KC-002	Students identify Canadian and the Northwest Territories symbols, buildings, and monuments used on Canadian money and stamps. Students discuss how each symbol, building, or monument represents Canada or the Northwest Territories. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** 2.3.1 a BLM: Canadian Symbols - Currency
		or
	KC-002	Using print and/or electronic resources, students research Canadian and the Northwest Territorial symbols, buildings, and monuments. Students illustrate each example and identify its name, where it may be found, and what each symbol represents. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Apply
	KC-002	Using a word processor, students compose a rebus (illustrated story) using clip-art images of Canadian and the Northwest Territories symbols, buildings, and monuments. Students exchange stories with peers, who identify and label each image in the story.
		or
	KC-002	Collaborative groups of students create a collage in the outline shape of Canada or Northwest Territories, illustrated with pictures of Canadian and the Northwest Territorial symbols, buildings, and monuments. Students display their collages and challenge peers to identify the Canadian and the Northwest Territorial symbols,

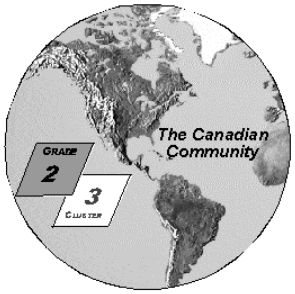
(*continued*)

Teacher Reflections

2.3.1 Canadian Symbols

Assessment	Outcomes	Strategies
		Apply (*continued*
		or
	KC-002	Using word processing or presentation software, students create an electronic dictionary of Canadian and the Northwest Territorial symbols, buildings, and monuments. Students insert images of symbols, buildings, and monuments and identify the name, location, and what each represents.
		or
	KC-002	Students create a "Canada" or "the Northwest Territories" poster or brochure including images and descriptions of symbols, buildings, and monuments. Students share posters/ brochures with peers and describe the images.
		or
	KC-002	Using word-processing or graphics software, students insert images on a map of Canada or the Northwest Territories identifying symbols, buildings, and monuments. Students share the map collages with peers and describe the images.
		or
	KC-002	Collaborative groups of students create a multimedia presentation identifying Canadian and Northwest Territorial symbols, buildings, and monuments. Students include images and descriptions of various symbols, buildings, and monuments. Compile group presentations in a class presentation.
		or
	KC-002	Using animation software or animation features of presentation software, students create an animation illustrating a Canadian or a Northwest Territorial symbol (e.g., a bison running, a flag waving, Red River cart, prairie crocus growing...). Students describe to peers the significance of their symbol.

Teacher Reflections



Learning Experience: 2.3.2 Historical Influences

KT-029	Describe the origins of a variety of place names in Canada.
KT-030	Give examples of the historical francophone influence and Aboriginal influence on the Canadian community. *Examples: place names, stories of historical figures, celebrations...*

Note: Aboriginal distictive learning outcomes are not intended for all students. See section Distinctive Learning Outcomes in front matter "Overview."

Description of the Learning Experience

The many people and events in Canadian history have left their mark on our contemporary society. This historical influence on the Canadian community is evident in stories, place names, and celebrations. Students identify and describe historical influences in Canadian communities.

Vocabulary: influence, origin (See Appendix D for Vocabulary Strategies.)

2.3.2 Historical Influences

Assessment	Outcomes	Strategies
		Activate
	KT-029 KT-030	Using maps, atlases, and globes, collaborative groups of students list various place names in Canada. Students sort the place names according to student-determined criteria and speculate as to the the origins of various names. Students discuss the origins (e.g., historical, cultural, geographic...), and identify examples from their list that represent each category. Students share examples with peers.
		or
	KT-029 KT-030	On a community walk, students list various place names (e.g., streets, buildings, parks...). Students suggest ideas for the origins of place names.

(*continued*)

Teacher Reflections

2.3.2 Historical Influences

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KT-029 KT-030	Students brainstorm examples of the historical francophone influence on the Canadian community (e.g., place names, historical figures, events, celebrations...), and discuss why French is an important aspect of Canadian heritage.
		or
	KT-029	Students share examples of special names their families have given people and places (e.g., new baby is named after a family member; a point of land is called "marshmallow point" because a family often has marshmallow roasts there...). Students discuss ways in which place names are determined and suggest examples of local place names that have historical or cultural origins.
		Acquire
	KT-029 KT-030	Using maps and atlases, students list examples of Canadian place names they think have their origins in various criteria (e.g., historical, geographic, cultural...). Students share examples with peers.  BLM: Historical Influences - Scavenger Hunt
		or
	KT-029 KT-030	Using email or regular postal service, students contact various schools in Manitoba or elsewhere in Canada to learn about the origins of their place names, as well as examples of the historical francophone influence in their communities. Students discuss responses and record information in their journals.  **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		(continued)
Teacher Reflections		

2.3.2 Historical Influences

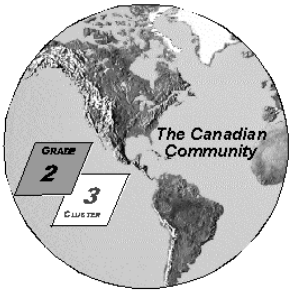
Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KT-029 KT-030	Students compose questions and interview, email, or fax community members to learn about the origins of place names and examples of the historical francophone influence in their community. Students discuss responses and compose thank-you letters identifying new information they have learned.
		or
	KT-029 KT-030	Using print and electronic resources, students research Canadian place names and the historical francophone influence on the Canadian community. Students record examples of place names and their origins, and identify examples of francophone influence on the Canadian community. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Apply
	KT-029 KT-030	Collaborative groups of students create a "Canadian Place Names" alphabet book. Students identify a place in Canada to match each letter of the alphabet, describe the origin of the place name, and give examples of any historical francophone influences associated with the place. Students share their alphabet books with peers.
		or
	KT-029	On an outline map of Canada, students locate various Canadian places and list a description of the origin of the place name. 2.3.2 b BLM: Mapping - Outline Map of Canada
		(continued)

Teacher Reflections

2.3.2 Historical Influences

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
 	KT-029 KT-030	Collaborative groups of students create a "Canadian Communities" multimedia presentation. Using an outline map of Canada as the opening slide, students create links to additional slides and identify the location and origins of the place names of various communities. Students include images and/or descriptions identifying examples of the historical francophone influence in various Canadian communities. Compile group presentations in a class presentation.
		or
	KT-029	Students compose place-name riddles that describe the origins of place names in Canada (e.g.,1. "My name is written in a very old language called Latin. In English I mean, "New Scotland." Answer: Nova Scotia 2. I am the longest river in Canada and I am named after this man from Europe who explored me and became very disappointed that I didn't lead to the Pacific Ocean." Answer: Mackenzie)
		or
	KT-029 KT-030	Using "Hot Potatoes", students create quizzes matching Canadian place names with a description of their origins, and examples of the historical francophone influence with various Canadian communities. Students exchange quizzes with peers to solve.

Teacher Reflections



Learning Experience: 2.3.3 Cultural Communities

KCC-013	Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.
KCC-014	Identify English and French as the two official languages of Canada (with nine official Aboriginal languages in the NWT)."
KCC-015	Recognize that a variety of languages are spoken in Canada.
VC-003	Value being a member of the Canadian community.

Description of the Learning Experience

Although English and French are the two official languages of Canada, there are many other languages spoken in our country. Students explore different cultures and languages in their community and in Canada, and reflect on what it means to be a member of the Canadian community.

Vocabulary: language, official, cultural group (See Appendix D for Vocabulary Strategies.)

2.3.3 Cultural Communities

Assessment	Outcomes	Strategies
		Activate
	KCC-013 KCC-014 KCC-015 VC-003	As an Admit Slip, students survey family members to determine which languages are spoken in their home. Students compile the information in a class chart, and analyze the data to determine which languages are most frequently spoken. Using the analysis, they predict which languages they believe to be the two official languages of Canada.
		or
	VC-003	Collaborative groups of students brainstorm what it means to each of them to be a member of the Canadian community. They record and share ideas in a class discussion.
		or
	KCC-013 KCC-014 KCC-015 VC-003	Students read or listen to stories about cultural communities in Canada. They brainstorm a list of the various cultural groups they are aware of in their community and/or in Canada.

(*continued*)

Teacher Reflections

2.3.3 Cultural Communities

Assessment	Outcomes	Strategies
		Acquire
	KCC-013 KCC-015	Students survey friends, neighbours, staff members, and others to determine the cultural communities that are part of the Canadian community, and various languages that are spoken. They share the results of their surveys with the class, compile, analyze, and discuss the data, and make a class graph.  BLM: Cultural Communities - Culture and Language Survey
		or
	KCC-014 KCC-015 VC-003	Students browse a variety of books in English and French, and view/listen to television/radio clips in both official languages. As a class, they discuss why we most often use English or French in our communities even though many different languages are spoken in Canada.
		or
	KCC-013 KCC-014 VC-003	Students compose questions and invite a French teacher or other French-speaking community members to speak to the class about why French is taught in schools, and why French and English are the two official languages of Canada.
		or
 	KCC-013 KCC-014 KCC-015 VC-003	Students explore common phrases in other languages. They practise writing and speaking common phrases in English, French, Tlicho, Inuktitut, and another culture (try the other seven official languages of the The Northwest Territories: Cree, Chipewyan, South Slavey, North Slavey, Gwich'in, Inuvialuktun, Inuinnaqtun). Students reflect in their journals on the cultural diversity of Canada. TIP: Make books on tape in other languages for students. Find appropriate books written in other languages (e.g., French, Cree, Ukrainian, German…), and have someone who speaks another language record the book in that language.  **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**  BLM: Cultural Communities - Language Chart
		or
 	VC-003	Students compose questions and interview family members, students in other classes/grades, staff members, and others about why they value being a member of the Canadian community. They discuss their findings with peers, and write a personal reflection page for a class book entitled "What it means to be a Canadian."

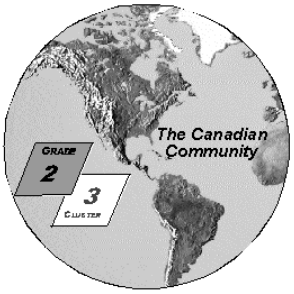
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2.3.3 Cultural Communities

Assessment	Outcomes	Strategies
		Apply
	KCC-013 KCC-014 KCC-015 VC-003	Students use visuals and text to create language charts. They choose common words or phrases in French, English, Ukrainian, Tlicho, or other languages used in the community. They write the word, identify the language, and draw a picture to represent the word. 2.3.3 c BLM: Cultural Communities - Language Picture Chart
		or
	KCC-013 KCC-014 KCC-015 VC-003	Students write messages and have them translated into another language. They select a language (other than English) that is spoken by at least two people they know. They write a message in English about why they value being a member of the Canadian community, and have the first person translate it for them. They send the translated message to the second person. 2.3.3 d BLM: Cultural Communities - Letter
		or
	KCC-013 KCC-014 KCC-015	Students create multimedia presentations using several languages. They find images to represent common words or phrases (e.g., Hello, Thank You, Happy Birthday), and record the words in English and other languages. They share and listen to each other's clips. Tip: Use word-processing programs or Internet sites to assist with translation.
		or
	KCC-013 KCC-014 KCC-015 VC-003	Collaborative groups of students perform role-plays to demonstrate why they value Canada's cultural diversity and being a member of the Canadian community.
		or
	KCC-013 KCC-014 KCC-015 VC-003	Students write poems, songs, or stories (in English or other languages), and/or create artistic representations in various media (e.g., paper, fabric, found materials…) illustrating why they value Canada's cultural diversity and being a member of the Canadian community. Student creations may be displayed in a central location and other classes invited to view the gallery. TIP: Have a graffiti board available to gallery visitors to add their own comments about why they value being a member of the Canadian community.
Teacher Reflections		

2.3.3 Cultural Communities

Teacher Reflections



Learning Experience: 2.3.4 Canadian Diversity

KCC-011	Recognize the diversity that characterizes Canada. *Examples: cultural, linguistic, geographic, artistic...*
VCC-004	Be willing to consider diverse points of view.
VL-007	Appreciate diverse artistic representations of the land. *Examples: poetry, painting, music...*

Description of the Learning Experience

Canada is truly a land of diversity—culturally, geographically, artistically, and in many other ways. Students explore that diversity by viewing a variety of images and through research, including conducting surveys and interviewing people.

Vocabulary: diversity, landscape, culture (See Appendix D for Vocabulary Strategies.)

2.3.4 Canadian Diversity

Assessment	Outcomes	Strategies
		Activate
	KCC-011 VCC-004	Students brainstorm ways in which people in various places in Canada may be the same or different, and discuss how this diversity enriches Canada.
		or
	KCC-011 VCC-004 VL-007	Students listen to or read books about the diversity that characterizes Canada. Students identify and discuss various aspects of diversity, such as culture, language, geography, and art. TIP: Have students place diversity words or images in appropriate spots on a map of the Northwest Territories or Canada (e.g., "French language" in St. Malo or Montreal; "kamiks" in Inuvik; "rullupylsa" in Gimli, Manitoba; "nimba" in Gameti, the Northwest Territories; "Ukrainian Easter Egg" in Vegreville, Alberta; "Balsum Fir Christmas trees" in Lunenburg County, Nova Scotia …). (*continued*)

Teacher Reflections

2.3.4 Canadian Diversity

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KCC-011 VCC-004 VL-007	Collaborative groups of students explore the geographic diversity that characterizes Canada. Using a selection of photographs and artistic images, students compare and contrast various Canadian scenes (e.g., mountains in British Columbia, wheat fields in Saskatchewan, fishing villages in Prince Edward Island…). They record their observations of the various regions of Canada. TIP: In December, solicit parents and other community members for old calendars with Canadian images.
		or
	KCC-011 VCC-004 VL-007	Students explore the artistic diversity that characterizes Canada. Students view the work of various Canadian artists (e.g., Ted Harrison, Emily Carr, the Group of Seven, Norval Morriseau…), discuss the images, and try to identify the geographic features the artist has depicted.
		Acquire
 	KCC-011 VCC-004	Using print and electronic resources, students research the diversity that characterizes Canada. They collect pictures of each province and territory, describe the picture, and identify the province or territory each image represents. TIP: Collaborative groups may select a specific theme, (e.g., culture, land, art…) and search for pictures that reflect that theme. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KCC-011 VCC-004 VL-007	Students compose questions and email postcards to Canadians in other communities to learn more about the diversity that characterizes Canada (e.g., culture, language, the land, local artists…). They share responses, which they illustrate and collate in a class book related to diversity. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		(continued)
Teacher Reflections		

2.3.4 Canadian Diversity

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KCC-011 VCC-004 VL-007	Students compose questions and invite a local artist to the classroom to share their art and to discuss the artistic diversity that characterizes Canada. Students compose and mail follow-up thank-you letters describing their appreciation of the artist's work.
		or
	KCC-011 VCC-004 VL-007	Using print and electronic resources, collaborative groups of students research images that represent the diversity that characterizes Canada. They collect and describe images, and share their research with other groups. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KCC-011 VCC-004 VL-007	Students view art samples from Canadian artists that represent the diversity that characterizes Canada. They observe, discuss, and experiment with different media (e.g., printmaking, oil, pastels, watercolours...) to recreate the images of Canada. Display student creations along with original images on a bulletin board entitled "Images of Canada." Tip: Selected works from the Group of Seven work well for this activity.
		Apply
	KCC-011 VCC-004 VL-007	Using a variety of media (e.g., fabric, found items, pictures, paint…), collaborative groups of students create "Canadian Symbol" murals representing the diversity that characterizes Canada. They begin by tracing the shape of a Canadian symbol (e.g., maple leaf, beaver, Parliament Buildings…), and fill the shape with images they find or create. Students write descriptions related to Canadian diversity to accompany their work. (*continued*)
Teacher Reflections		

2.3.4 Canadian Diversity

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
 	KCC-011 VCC-004	Students create class webs to illustrate the cultural diversity that characterizes Canada and their classroom. Students interview each other to determine cultural membership, and record information. TIP: Consider asking another classroom in the school, or in another school in the Northwest Territories or elsewhere, to do the same activity and exchange information with them.  BLM: Diversity - Culture
		or
	KCC-011 VCC-004	Students create Canadian cookbooks. They share recipes from their diverse cultural backgrounds, and write passages to accompany their recipes describing the diversity that characterizes Canada. The recipes and descriptions are compiled in a class cookbook. TIP: There are a few Canadian recipes at the following CultureGrams™¬ website (CultureGrams™ is a cultural reference website created to provide a research tool for K-12 schools that the Department of Education, Culture and Employment has subscribed to for all schools in The Northwest Territories.) http://online.culturegrams.com/recipes/country.php?rc_CountryID=192 USERNAME: govnorthwest PASSWORD: welcome TIP: Consider reproducing the cookbooks to send home with each student, or have a "Cultural Cooking" day. Invite parent volunteers to help students prepare their recipes, or have students bring prepared items from home to share with the class. If the community is culturally similar, find recipes that represent a variety of cultures.
		(*continued*)

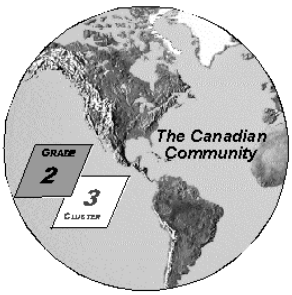
Teacher Reflections

2.3.4 Canadian Diversity

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KCC-011 VCC-004 VL-007	Students give an oral presentation to describe the diversity that characterizes Canada. Students select images they believe represent Canada's diversity, and in their presentations explain how each image represents the diversity of Canada.
		or
	KCC-011 VCC-004 VL-007	Students use a variety of media to reproduce Canadian artistic styles. They choose a Canadian artistic style and a medium (e.g., iron-on crayon, batik, fabric paint, iron transfers from computer, pencil crayon…). They create an image in that particular style and write a description of their piece, explaining how it shows the diversity that characterizes Canada. TIP: Artistic representations can be joined together to create a "Canadian Scenes" quilt.
		or
	KCC-011 VCC-004	Students compose stories, songs, or poems describing the diversity that characterizes Canada. They share their compositions with their peers.
		Teacher Reflections

2.3.4 Canadian Diversity

Teacher Reflections



Learning Experience: 2.3.5 Canadian Needs, Choices, and Decisions

KE-038	Give examples of needs common to all Canadians.
KE-039	Give examples of media influences on their choices and decisions.

Description of the Learning Experience

All Canadians have common needs, although the ways those needs are met may be varied. The media is a powerful influence on the choices and decisions we make regarding how our needs are met. Students identify examples of common needs, and various ways needs are met throughout Canada. They also analyze media influences on their personal choices and decisions.

Vocabulary: media, needs (See Appendix D for Vocabulary Strategies.)

2.3.5 Canadian Needs, Choices, and Decisions

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 6a	KE-038 KE-039	Students review the difference between needs and wants. Using a T-chart, students sort words according to whether they represent needs or wants. Students share completed charts with peers, and discuss the meaning of needs and wants and which are most often represented in the media. 2.3.5 a BLM: Canadian Needs, Choices, and Decisions - T-Chart
		or
Appendix A Skill 3a	KE-038	Students draw and label pictures to illustrate ways in which people's basic needs are met at different stages in life, including baby, child, parent, and grandparent. Students discuss why the ways in which needs are met may change, even though basic needs remain constant throughout life. 2.3.5 b BLM: Canadian Needs, Choices, and Decisions - Wheel

(continued)

Teacher Reflections

2.3.5 Canadian Needs, Choices, and Decisions

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KE-038 KE-039	Students brainstorm types of media, (e.g., television, flyers…) and discuss ways in which various media influence their lives. Students identify examples of needs and wants portrayed in the media, and discuss ways in which they determine the difference between needs and wants when making choices. TIP: Information and activities promoting media awareness and critical thinking related to media are available at a variety of websites, including *Media Awareness Network and Kids' Take on Media.*
		Acquire
	KE-038	Using concept mapping, students list examples of items and products that help them meet their basic needs (e.g., food—breakfast cereal; clothing—T-shirt...). 2.3.5 c BLM: Canadian Needs, Choices, and Decisions - Meeting Needs
		(continued)
		Teacher Reflections

2.3.5 Canadian Needs, Choices, and Decisions

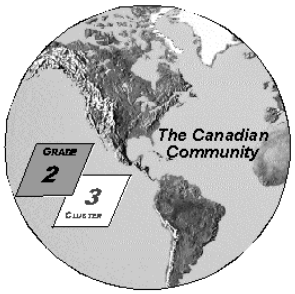
Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KE-038 KE-039	Students submit examples of various types of packages (e.g., cereal boxes, snack foods, novelty items...), and describe advertising they have seen promoting that particular product. Collaborative groups of students list common features used to promote the products (e.g., colourful packaging, testimonials, jingles...), and discuss ways in which the media influences their choices and decisions. Students identify whether the products fulfill wants or needs.
		or
 	KE-038 KE-039	Over the course of a week, students record instances of media portrayals of various products. Using a spreadsheet, students graph the occurrences, and discuss ways in which the media may influence their choices and decisions. Students discuss what types of products/items are portrayed most frequently in the media, and identify whether they represent needs or wants. NOTE: Perhaps agree as a class on the 13 product/items that everyone will look for during the course of the week. This kind of focus will yield data that can be compared between students and network channels. Perhaps there is one kind of product promoted much more on channels catering to children than other mainstream networks. 2.3.5 d BLM: Canadian Needs, Choices, and Decisions - Media Tally
		or
	KE-038 KE-039	As an Admit Slip, students share their television commercial viewing logs. As they watch television at home, they record the name and time of the television program and the products advertised in each commercial. Collaborative groups of students compile their commercial tallies and discuss how the media influences their choices and decisions. Students sort the products according to whether they address needs or wants, and discuss the results. 2.3.5 e BLM: Canadian Needs, Choices, and Decisions - Commercial Tally

(*continued*)

Teacher Reflections

2.3.5 Canadian Needs, Choices, and Decisions

Assessment	Outcomes	Strategies
		Apply
	KE-038 KE-039	Collaborative groups of students dramatize a commercial or television program intended to influence their choices and decisions related to meeting basic needs. Peers identify whether the commercial or program exerts a positive or negative influence.
		or
	KE-038 KE-039	Collaborative groups of students create a multimedia presentation illustrating ways in which Canadians' basic needs are met. Students include examples of media that may influence Canadians' choices and decisions in how their needs are met. Compile group presentations in a class presentation.
		or
	KE-038 KE-039	Collaborative groups of students engage in a school wellness campaign. Each group selects a basic need (e.g., healthy eating, exercise, safe school...), and creates a series of messages to be posted/played in the school (e.g., posters, commercials for morning announcements, videos or dramatizations presented at assemblies...) to positively influence classmates' choices and decisions related to ways in which their basic needs are met.
		Teacher Reflections



Learning Experience: 2.3.6 Global Connections

KL-024	Locate Canada on a world map or globe.
KG-031	Identify Canada as one of many countries in the world.
KG-032	Give examples of connections linking Canada to other countries. *Examples: food, immigration, media...*
VG-010	Value Canada's global connections.

Description of the Learning Experience

Canada is part of a much bigger world. Students explore the continents and countries of the world as well as our many connections to other places. They use and construct maps, and focus on where Canada is located in the world and ways in which it is connected to other countries.

Vocabulary: globe, country, connections (See Appendix D for Vocabulary Strategies.)

2.3.6 Global Connections

Assessment	Outcomes	Strategies
		Activate
	KG-031 VG-010	Students read or listen to books that give examples of connections linking Canada to other countries. As a class, they brainstorm the names of countries elsewhere in the world. Ideas are recorded on a class chart.
		or
	KL-024 KG-031 KG-032 VG-010	Using a variety of map resources, collaborative groups of students identify physical features (e.g., water, mountains, islands…), political boundaries (e.g., countries, provinces, states…), and map markings (e.g., title, legend, symbols…). Students discuss the different symbols that are used and how symbols give maps meaning. TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in The Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome

(*continued*)

Teacher Reflections

2.3.6 Global Connections

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KL-024 KG-031 KG-032 VG-010	Using a wall map of the world and mapping word cards (e.g., names of continents, oceans, countries…), students take turns locating Canada and other places on a map of the world. When a place is found, students use cardinal directions to describe its location in relation to Canada. TIP: Label the map with the names of the cardinal directions to assist students in describing Canada's location. 2.3.6 a BLM: Global Connections - Word Cards
		or
	KL-024 KG-031 KG-032 VG-010	Students brainstorm names of other countries. Using atlases, maps, and globes, collaborative groups of students locate countries from the brainstormed list and discuss connections linking Canada to other countries.
		or
	KL-024 KG-031 KG-032 VG-010	As an Admit Slip, students submit an item representing a different country in the world (e.g., artifact, travel brochure, recipe, food label...). Students locate the country of origin on a world map or globe, and discuss connections linking Canada to other countries.
		Acquire
	KL-024 KG-031 KG-032 VG-010	Collaborative groups of students use maps to identify Canada as one of many countries in the world. Students browse various maps (e.g., globes, atlases, electronic maps…) to locate Canada and other countries in the world. They record the names of other countries on a group chart. TIP: Make certain students understand the difference between a country and a continent TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in The Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		(continued)

2.3.6 Global Connections

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
Appendix A Skill 3a	KL-024 KG-031 KG-032 VG-010	As an Admit Slip, students submit pictures of items that come from different countries in the world. Attach pictures labelled with the country of origin at appropriate locations on a world map. As a class, students discuss connections linking Canada to other countries.
		or
Appendix A Skill 9f	KG-031 KG-032 VG-010	Students go on a home scavenger hunt to identify items that come from different countries in the world. Compile ideas on a class chart to create a list of connections linking Canada to other countries. 2.3.6 b BLM: Global Connections - Scavenger Hunt
		or
Appendix A Skill 9f	KG-031 KG-032 VG-010	Collaborative groups of students browse fiction and non-fiction books, pictures, and/or travel magazines/brochures that provide examples of connections linking Canada to other countries. Using a T-chart, the groups record the names of countries with examples of connections. Students share findings with peers. 2.3.6 c BLM: Global Connections - Countries
		or
Appendix A Skill 3a	KG-031 KG-032 VG-010	Using a map of the world, collaborative groups of students brainstorm connections linking Canada to other countries (e.g., family, foods, clothing, media…). They create a list of connections, identify their location on a map of the world, and discuss how they connect Canada to other countries. TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in The Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome

(*continued*)

Teacher Reflections

2.3.6 Global Connections

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KG-031 KG-032 VG-010	Using "E-pals," students compose questions to interview a student from another country to learn about connections linking Canada to other countries. Students share their responses with peers. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
		or
	KL-024 KG-031 KG-032 VG-010	Collaborative groups of students conduct a survey to determine the countries of origin of their lunch foods. They examine lunch items, record the name of each item and its country of origin, (e.g., banana—South Africa; apple—Washington). They create word/picture cards for each item and post them on a wall map of the world. 2.3.6 d BLM: Global Connections - Food
		or
	KL-024 KG-031 KG-032 VG-010	Students listen to music or read stories from other countries in the world. Each time a song is listened to or a story is read, they identify the country on the map of the world. They discuss and record examples of connections linking Canada to other countries.
		Apply
	KL-024 KG-031 KG-032 VG-010	Students label a world map with the location of Canada, and connections linking Canada to other countries. Students place symbols of different items used in Canada (e.g., bananas, pineapple—Hawaii; lamb—New Zealand…) and their countries of origin at the appropriate location on a world map. TIP: Maps should include a title, legend, and symbols. 2.3.6 e BLM: Global Connections - World Map
		(*continued*)
Teacher Reflections		

2.3.6 Global Connections

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KL-024 KG-031 KG-032 VG-010	Students use a variety of images to illustrate connections linking Canada to other countries. Using pictures of various items (e.g., cultural celebrations, food items, household goods…) from flyers, catalogues, and other print media, students identify the country of origin for each item, and cut and glue the pictures on a chart. Students write a reflection on the importance of Canada's connection to other countries.  BLM: Global Connections - Chart
		or
	KG-031 KG-032 VG-010	Students create a "Global Connections" visual representation. They use flyers, clip art, or other visual examples of connections linking Canada to other countries (e.g., images of festivals, holiday celebrations, food, clothing…). They share their representations and explain the importance of the connections linking Canada to other countries. This strategy could easily be differentiated for the "technology-oriented" student. Using the following TIP as a resource, with support some students could create a digital presentation (using Appleworks, Keynote, Powerpoint) for their "visual representation." TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in The Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome
		or
	KL-024 KG-031 KG-032 VG-010	Students take a field trip to a grocery store to observe connections linking Canada to other countries. They observe items in the store, record the name of each item and its country of origin, (e.g., grapes—South Africa; rice—India). They create word/picture cards for each item and post them on a wall map of the world. TIP: Have students prepare questions in advance to ask grocery store managers regarding Canada's connections to other countries.  BLM: Global Connections - Food
		or
	KG-031 KG-032 VG-010	Using "E-pals," students write letters to students from another country expressing appreciation for the connections linking Canada to that country. Students share their responses with peers.  **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

2.3.6 Global Connections

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
 	KG-031 KG-032 VG-010	Students write poems, songs, or stories expressing why they value the connections that link Canada to other countries.
Teacher Reflections		

Cluster 3 -- Connecting and Reflecting

Assessment	Outcomes	Strategies

Using their "The Canadian Community" portfolio, students reflect on their life and describe what they appreciate about living in Canada.

2.3.6 g BLM: Cluster 3 - Connecting and Reflecting

Teacher Reflections

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APPENDICES

GRADE 2

GRADE 2

Skills Assessment

Appendix A

Social Studies skill outcomes (eg. “S-100”) and English Languages Arts skill outcomes (“ELA”) are contained in the following **skills progress chart**. The practical path toward use of Appendix A and the closely connected Appendix C would be as follows:

1. select a strategy in a Learning Experience
2. note the Appendix A Skill # under the teacher/student icon
3. go to that skill in Appendix A and design a rubric for your learning strategy from the skills listed-- *before* the activity starts
4. check-off the acquired skills using the Appendix C “skills progress chart” *during* and *after* the learning
5. when applicable, encourage students to record the project, artifact, etc. they created on their copy of the **student portfolio tracking chart** that follows the progress charts
6. continued use of the chart will reveal whether or not certain strategies are being over or underused resulting in gaps or repeats in skill use

Generally, Appendix A provides instructional support in the using of a skill set and Appendix C provides a teacher tool to track skills used in the class, or individual student growth *throughout the course* for the various kinds of learning assessments (“as”, “for, and “of”).

Skills Assessment Key

		Page
1	**Active Listening**	**A3**
2	**Brainstorming**	**A5**
3	**Oral Communication**	
3a	Discussion	**A7**
3b	Sharing Personal Experiences	**A9**
3c	Relating Events	**A10**
4	**Collaborative Learning**	**A11**
5	**Using Graphic Organizers**	**A13**
6	**Inquiry Process**	
6a	Sorting and Classifying	**A14**
6b	Generating Questions	**A16**
6c	KWL	**A18**
6d	Preparing and Conducting Interviews	**A21**
6e	Field Trips	**A24**
6f	Collecting and Observing Pictures	**A26**
6g	Viewing Video/Media	**A28**
7	**Social Studies**	
7a	Creating Maps	**A31**
7b	Using/Interpreting Maps	**A33**
7c	Interpreting Timelines	**A35**
7d	Creating Timelines	**A37**
7e	Social Action	**A39**
8	**Content Reading**	**A42**
9	**Writing**	
9a	Journals	**A44**
9b	Exit Slip	**A45**
9c	RAFT	**A46**
9d	Persuasive Writing	**A48**
9e	Creating Plans/Outlines	**A50**
9f	Recording Information	**A52**
10	**Presentations/Representations**	**A54**
11	**Information and Communication Technologies**	
11a	Print and Electronic Research	**A56**
11b	Using Graphics Software	**A59**
11c	Email	**A61**
11d	Desktop Publishing	**A64**
11e	Word Processing	**A66**
11f	Concept Mapping	**A68**
11g	Multimedia Presentations	**A70**
11h	Creating Animations	**A72**
11i	Using Software	**A74**
11j	Using Spreadsheets/Databases	**A76**



1 – Active Listening

2-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Acknowledge achievement of others
ELA- 5.2.2	Explore personal understanding of self and others

2-S-200 Select information from oral, visual, material, print, or electronic sources.

➢	Follow a plan to complete an inquiry
➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Express and explain preferences (for oral, print, and other media texts)
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow directions for accessing and gathering information
ELA- 3.2.2	Match information to inquiry or research needs
ELA- 3.2.3	Use the specific library organizational system, including visual cues, to locate information and ideas
ELA- 3.2.4	Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-400 Listen actively to others..

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective learners. Information on specific active listening "outcome links" and "corresponding illustrative examples" can be found in the *NWT K-3 English Language Arts Curriculum* document (August 2006). Also, information on specific listening strategies is found on page 8 of "Strategies That Make a Difference", in Manitoba's *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. This document is in each NWT school and can also be ordered at Manitoba Text Book Bureau.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does an active listener look/sound like?*
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Recording focused observations to monitor student growth over time as well as determine which students need differentiation
- Guiding self-assessment, using a Met/Not-Yet-Met strategy



BLMs
Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (see last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
• BLM 54: Assessing Active Listening

2 – Brainstorming

2-S-100 Cooperate and collaborate with others.

Examples: make collective decisions, share responsibilities, seek agreement...

- ➢ Share information collected from electronic sources to add to a group task

ELA- 1.1.1 Use conversation to explore personal understanding

ELA- 2.1.2 Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding

ELA- 3.1.3 Contribute relevant information and questions to assist in group understanding of a topic or task

ELA- 5.1.1 Work in a variety of partnerships and groups to follow pre-established group processes by responding to others

ELA- 5.2.3 Plan and contribute to celebrations in the classroom community

2-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2 Adjust listening, viewing, speaking behaviours according to the situation

ELA- 5.1.3 Acknowledge achievement of others

ELA- 5.2.2 Explore personal understanding of self and others

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-400 Listen actively to others..

2-S-401 Use language that is respectful of others.

Brainstorming is an individual, small-group, or large-group strategy that encourages students to focus on a topic and contribute to a free flow of ideas to explore what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying pictures or other media. All ideas that are contributed are

accepted, and no efforts are made to judge or criticize their validity or appropriateness. Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. This allows individuals to piggyback on the ideas of others, and to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgment, and openness to new ideas.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Recording focused observations to determine prior knowledge, gaps, and starting points for instruction
- Adding on to the initial brainstorm using a different-colour marker/font to show growth of knowledge, skills, and attitudes over time
- Orally guiding/facilitating reflection on *What do we/I notice about our/my thinking; Evidence of our/my thinking is*…, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

BLM 1: Reflection—Metacognition

BLM 5: Focused Observation Form

3 - ORAL COMMUNICATION

3a – Discussion

2-S-100 Cooperate and collaborate with others.
Examples: make collective decisions, share responsibilities, seek agreement...

- ➢ Share information collected from electronic sources to add to a group task

ELA- 1.1.1 Use conversation to explore personal understanding

ELA- 2.1.2 Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding

ELA- 3.1.3 Contribute relevant information and questions to assist in group understanding of a topic or task

ELA- 5.1.1 Work in a variety of partnerships and groups to follow pre-established group processes by responding to others

ELA- 5.2.3 Plan and contribute to celebrations in the classroom community

2-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2 Adjust listening, viewing, speaking behaviours according to the situation

ELA- 5.1.3 Acknowledge achievement of others

ELA- 5.2.2 Explore personal understanding of self and others

2-S-104 Consider the rights and opinions of others during interactions.

ELA- 1.2.2 Explore personal and other's opinions and understandings

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

2-S-400 Listen actively to others..

2-S-401 Use language that is respectful of others.

2-S-402 Express reasons for their ideas and opinions.

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary the setting of discussions to include both large- and small-group activities to encourage participation by all students. In the exchange of ideas that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active

participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a discussion group member look/ sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (see last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• BLM 60: Group Discussion—Observation Checklist

3b – Sharing Personal Experiences

2-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2 Adjust listening, viewing, speaking behaviours according to the situation

ELA- 5.1.3 Acknowledge achievement of others

ELA- 5.2.2 Explore personal understanding of self and others

2-S-401 Use language that is respectful of others.

Opportunities to share personal experiences with the whole class or in smaller discussion groups allow students to develop confidence in communicating familiar events or experiences. This develops oral communication skills, sensitivity to diverse audiences, and awareness of protocols for being a respectful, attentive listener. It also allows students to connect experiences outside the school with learning in the classroom. Peers develop active listening skills as classmates learn to express their thoughts and ideas in an organized way. Encourage students to use W-5 questions (Who? What? Where? When? Why?) to communicate the personal experiences they are sharing.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Establishing a safe environment where students will feel comfortable sharing personal experiences
- Constructing student-generated criteria for What does a member look/sound like?
- Recording focused observations to determine oral communication skills, connections, or organization of thoughts and ideas
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form



3c – Relating Events

2-S-202 Use appropriate terms or expressions to describe periods of time
2-S-401 Use language that is respectful of others.
2-S-404 Relate events and stories in chronological order.

Students may relate events orally, graphically, or through written text. Relating events provides students with opportunities in sequencing, identifying relationships or patterns between/among details, and chronologically retelling familiar events or experiences. Model various ways of sorting and organizing information and provide frequent opportunities for students to talk about the procedures they use to organize information. Provide direct instruction in the use of signal words (i.e., first, second, third, last, at the beginning, at the end, next, then, after, finally, at the same time). Observe students' skills in identifying patterns and relationships among ideas and information.

Think about…

- Modelling and guiding *Relating Events* through literature and think-alouds
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine skills in sequencing and identifying relationships
- Offering descriptive feedback



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (also last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• BLM 62: Story Map—B
• P. 211: Storyboards
• P. 212: Story Vines

4 – Collaborative Learning

2-S-100 Cooperate and collaborate with others.
Examples: make collective decisions, share responsibilities, seek agreement...

➢	Share information collected from electronic sources to add to a group task
ELA- 1.1.1	Use conversation to explore personal understanding
ELA- 2.1.2	Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding
ELA- 3.1.3	Contribute relevant information and questions to assist in group understanding of a topic or task
ELA- 5.1.1	Work in a variety of partnerships and groups to follow pre-established group processes by responding to others
ELA- 5.2.3	Plan and contribute to celebrations in the classroom community

2-S-101 Resolve conflicts peacefully and fairly.
2-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Acknowledge achievement of others
ELA- 5.2.2	Explore personal understanding of self and others

2-S-104 Consider the rights and opinions of others during interactions.

ELA- 1.2.2	Explore personal and other's opinions and understandings

2-S-400 Listen actively to others..
2-S-401 Use language that is respectful of others.
2-S-402 Express reasons for their ideas and opinions.

Collaborative learning provides students with opportunities to work together to accomplish shared goals. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative groupings allows students to gain expertise in various roles (e.g., leader, recorder, reporter, timekeeper…) and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a quality collaborative group/group member look/sound like?*
- Offering descriptive feedback
- Recording focused observations to assess group process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Co-operative Task

5 – Using Graphic Organizers

2-S-201 Organize and record information using visual organizers.

➢	Organize information from more than one source
ELA- 3.3.1	Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]
ELA- 3.3.2	Record key facts and ideas in own words; identify titles and writers of sources
ELA- 4.1.1	Generate and focus ideas on a topic, using a variety of strategies
ELA- 4.1.2	Prepare to create by exploring the connections between choice of forms, identified audience and purpose

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, and representing texts. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information…), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate.

Think about…

- Teaching and modelling the use of one graphic organizer at a time (Note: It takes approximately 6-8 weeks for students to internalize and apply a new strategy independently.)
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations on students' ability to organize thoughts and ideas with a graphic organizer
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *A Y-chart helps me… because …; Evidence of this is…*)

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 5: Focused Observation Form

6 - INQUIRY PROCESS



6a – Sorting and Classifying

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-201 Organize and record information using visual organizers.

- ➢ Organize information from more than one source

ELA- 3.3.1 Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]

ELA- 3.3.2 Record key facts and ideas in own words; identify titles and writers of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

Sorting and classifying helps students make sense of new information. It also helps teachers and

students identify student prior knowledge as they make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about…

- Teaching, modelling, and guiding the process of sorting and classifying
- Recording focused observations to determine sorting skills used to identify unique characteristics within a set
- Recording focused observations on students' classifying skills
- Recording focused observations on students' development to compare and contrast
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *When we/I sort and predict; We/I think about…because…*)



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• BLM 64: Venn Diagram

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• P. 6.100: Sort and Predict Frame
• P. 6.103: Compare and Contrast Frame



6b – Generating Questions

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-300 Formulate questions for research

- ➢ Develop questions that reflect a personal information need
- ➢ Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
- ➢ Process information from one than one source to retell what has been discovered

ELA- 1.1.3 Reflect about self as a reader, writer, viewer, listener, speaker, and representer

ELA- 2.1.1 Use prior knowledge to make connections between self and texts (oral, print, and other media)

ELA- 2.2.2 Respond to texts creatively and critically

ELA- 2.2.3 Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities

ELA- 2.3.3 Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts

ELA- 3.1.1 Record personal knowledge of a topic to identify information needs

ELA- 3.1.2 Ask questions to understand a topic and identify information needs

Generating their own questions provides students with opportunities to focus and plan their inquiry and identify purposes in their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing research around an overall investigative question and then

providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using "Think-Alouds" ("Strategies That Make a Difference," Manitoba Education and Training, 1996a, p. 288).

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for What do quality questions look/sound like?
- Recording focused observations on students' growing competence in asking initial and guiding questions
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



6c – KWL

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-201 Organize and record information using visual organizers.

- ➢ Organize information from more than one source

ELA- 3.3.1 Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]

ELA- 3.3.2 Record key facts and ideas in own words; identify titles and writers of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-300 Formulate questions for research

- ➢ Develop questions that reflect a personal information need
- ➢ Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
- ➢ Process information from one than one source to retell what has been discovered

ELA- 1.1.3 Reflect about self as a reader, writer, viewer, listener, speaker, and representer

ELA- 2.1.1 Use prior knowledge to make connections between self and texts (oral, print, and other media)

ELA- 2.2.2 Respond to texts creatively and critically

ELA- 2.2.3 Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities

ELA- 2.3.3 Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts

ELA- 3.1.1 Record personal knowledge of a topic to identify information needs

ELA- 3.1.2 Ask questions to understand a topic and identify information needs

2-S-303 Revise ideas and opinions based on new information.

- Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

2-S-400 Listen actively to others..

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

- Use technology to support a presentation

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

The acronym KWL stands for what I **K**now, what I **W**ant to know, and what I have **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL is revisited throughout the learning process and provides opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use. Younger students may use illustrations to construct a class KWL or a KWL wall.

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Recording focused observations to determine prior knowledge, gaps, curiosity, and starting points for instruction
- Adding on to the KWL chart using different-colour markers/fonts to show thinking and learning over time (Note: This is an obvious strategy for learners to observe their growth in knowledge and in questioning and reflecting skills over time.)
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Our/my thinking today is… because…*)
- Adding a KWL chart to the learners' portfolios as evidence of growth in thinking over time



BLMs

Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 1: Reflection—Metacognition

BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

BLM 65: KWL Plus

BLM 66: KWL Plus Map

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 6.94: KWL Plus

P. 6.95: Knowledge Chart



6d – Preparing and Conducting Interviews

2-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Acknowledge achievement of others
ELA- 5.2.2	Explore personal understanding of self and others

2-S-200 Select information from oral, visual, material, print, or electronic sources.

➢	Follow a plan to complete an inquiry
➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Express and explain preferences (for oral, print, and other media texts)
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow directions for accessing and gathering information
ELA- 3.2.2	Match information to inquiry or research needs
ELA- 3.2.3	Use the specific library organizational system, including visual cues, to locate information and ideas
ELA- 3.2.4	Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-203 Use tools and technologies to accomplish given tasks.

➢	Create visual images for particular audiences and purposes
➢	Display data in a problem-solving context
ELA- 4.1.3	Create original texts (oral, print, and other media)
ELA- 4.2.3	Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing
ELA- 4.3.1	Use an editing process to check for complete sentences
ELA- 4.3.2	Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources
ELA- 4.3.3	Use an editing process to check for end punctuation and capitalization
ELA- 5.2.1	Tell, draw, and write stories about self and family

2-S-300 Formulate questions for research

➢	Develop questions that reflect a personal information need
➢	Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
➢	Process information from one than one source to retell what has been discovered

ELA- 1.1.3	Reflect about self as a reader, writer, viewer, listener, speaker, and representer
ELA- 2.1.1	Use prior knowledge to make connections between self and texts (oral, print, and other media)
ELA- 2.2.2	Respond to texts creatively and critically
ELA- 2.2.3	Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities
ELA- 2.3.3	Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts
ELA- 3.1.1	Record personal knowledge of a topic to identify information needs
ELA- 3.1.2	Ask questions to understand a topic and identify information needs

2-S-302 Use information or observation to form opinions.

➢	Draw conclusions from organized information
ELA- 1.2.1	Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences
ELA- 4.2.1	Participate in focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas by adding some details and / or information

2-S-400 Listen actively to others..

2-S-401 Use language that is respectful of others.

Interviews provide students with opportunities to collect and record information from a primary source and create avenues to authentic world expertise and experiences. After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories), students identify appropriate candidates to interview and formulate questions that will elicit needed information during the interview. Questions should be clear and open-ended, and may include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning and recording information in mock interviews. Following the interview, students reflect on the information and process, and send thank-you acknowledgments to the interview subjects.

Think about…

- Focusing assessment on a manageable number of students/outcomes—keeping the end in mind
- Constructing student-generated criteria for *What does a quality interview look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 1: Reflection—Metacognition

BLM 2: Constructing Student-Generated Criteria for Quality Work

BLM 5: Focused Observation Form

6e – Field Trips

2-S-100 Cooperate and collaborate with others.

Examples: make collective decisions, share responsibilities, seek agreement...

- ➢ Share information collected from electronic sources to add to a group task

ELA- 1.1.1 Use conversation to explore personal understanding

ELA- 2.1.2 Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding

ELA- 3.1.3 Contribute relevant information and questions to assist in group understanding of a topic or task

ELA- 5.1.1 Work in a variety of partnerships and groups to follow pre-established group processes by responding to others

ELA- 5.2.3 Plan and contribute to celebrations in the classroom community

2-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2 Adjust listening, viewing, speaking behaviours according to the situation

ELA- 5.1.3 Acknowledge achievement of others

ELA- 5.2.2 Explore personal understanding of self and others

2-S-103 Make decisions that reflect care, concern, and responsibility for the environment

2-S-104 Consider the rights and opinions of others during interactions.

ELA- 1.2.2 Explore personal and other's opinions and understandings

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-400 Listen actively to others..

2-S-401 Use language that is respectful of others.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Learning experiences that take students outside the classroom are more motivating and have a greater impact than activities that simulate the wider world. Capitalizing on community resources promotes knowledge and understanding of the broader environment and allows students to learn from the resources and expertise that are available in the community at large. Students gain authentic experience when they are involved in planning the purpose and logistics of the field trip. Teachers gain valuable insights into their students as they observe their interactions outside the classroom.

Think about…

- Engaging students in planning a field trip based on primary inquiry questions or the "W" in a KWL strategy
- Constructing student-generated criteria for *What does a quality field trip look/sound like?*
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals to assess the outcomes of the field trip
- Recording focused observations to facilitate student inquiry (Note: Watch for individual student curiosity, expertise, interest, and so on.)



BLMs

Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

BLM 1: Reflection—Metacognition

BLM 2: Constructing Student-Generated Criteria for Quality Work

BLM 6: Daily Observation Form

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom



6f – Collecting and Observing Pictures

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

Finding and observing pictures related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Pictures may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the pictures are intended to represent (e.g., landforms, daily life, Canadian symbols…), students may browse a predetermined set of pictures or search for pictures matching the criteria. Encourage students to share thoughts and feelings evoked by the pictures they observe.

Think about…

- Connecting pictures to the topic/theme
- Asking new questions related to the inquiry
- Gathering information from the pictures
- Assessing the accuracy of the information in the pictures
- Using the information in acquiring and applying new learning and understandings

BLMs

Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 6: Daily Observation Form

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 6.100: Sort and Predict Frame



6g – Viewing Video/Media

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

2-S-402 Express reasons for their ideas and opinions.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the following strategies before, during, and after viewing:

Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with "story mapping"—predicting what the video might be about.
- Have students create questions about what they are wondering, or provide "focus questions" (i.e., informational questions, intuitive/interpretive questions…).

During viewing

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions…), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects…), and then review the segment with video. Discuss how perceptions changed with the video.
- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the "listeners," sits with their backs to the screen while the other half of the class, the "viewers," faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners' questions.
- Freeze frame: PAUSE to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

After viewing

- Students may ask new questions (*e.g., Some of my questions that were answered were…; Now, I know/wonder…*).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Discuss examples of fact and opinion from the video/media.
- Represent their new learning, or add new information to their inquiry journal or notebook.

Think about…

- Reflecting on the purpose for viewing the video
- Observing for new or extending understanding of concept, topic/theme
- Observing for gaps in students' understanding
- Recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise….)



BLMs

Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community

(www.ece.gov.nt.ca/k12cur/socstud.htm)

BLM 5: Focused Observation Form

BLM 6: Daily Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

BLM 73: A Viewer's Discussion Guide

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
P. 6.102: Look It Over

7 - SOCIAL STUDIES



7a – Creating Maps

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-205 Construct maps that include a title, legend, and symbols.

2-S-206 Interpret maps that include a title, legend, and symbols.

2-S-207 Use cardinal directions to describe location.

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

- ➢ Use technology to support a presentation

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood…) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude…). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps in their daily work (e.g., journals, stories, research…).

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about…

- Observing for students' map-reading, interpreting, and creating skills
- Constructing student-generated criteria for *What does a quality map look like?* (e.g., accuracy, appropriate symbols, readability, consistent use of scale...)
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding drawn/created maps and reflections to the learners' portfolios as evidence of understanding of mapping skills



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 1: Reflection—Metacognition
BLM 2: Constructing Student-Generated Criteria for Quality Work
BLM 5: Focused Observation Form
BLM 6: Daily Observation Form

7b – Using/Interpreting Maps

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-206 Interpret maps that include a title, legend, and symbols.

2-S-207 Use cardinal directions to describe location.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale…). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social

studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about…

- Teaching, modelling, and guiding map reading/interpreting skills
- Observing students' knowledge and skills in reading, interpreting, and creating a variety of maps to plan for differentiation
- Observing students' skills in connecting information from maps to other concepts
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about maps/mapping…; For example…*)
- Adding a drawn/created map and reflection to the learners' portfolios as evidence of understanding of mapping skills
- Using a wall map or individual maps to assess students' knowledge of geographic features



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 1: Reflection—Metacognition

BLM 6: Daily Observation Form



7c – Interpreting Timelines

2-S-202 Use appropriate terms or expressions to describe periods of time.

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-204 Use timelines to organize information chronologically.

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with special events (e.g., birthday, holidays, first day of fall…).

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about…

- Teaching, modelling, and guiding interpretation and creation of timelines
- Observing students' knowledge and skills in organizing events chronologically, creating timelines and using information from timelines to plan for differentiation

- Observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about timelines…; Evidence of my learning is…*)
- Adding a created timeline and reflection to the learners' portfolios as evidence of understanding of events or historical periods



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 6: Daily Observation Form



7d – Creating Timelines

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-201 Organize and record information using visual organizers.

- ➢ Organize information from more than one source

ELA- 3.3.1 Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]

ELA- 3.3.2 Record key facts and ideas in own words; identify titles and writers of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-202 Use appropriate terms or expressions to describe periods of time.

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

- ➢ Use technology to support a presentation

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

2-S-404 Relate events and stories in chronological order.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps

them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, younger students might simply label and illustrate events on a timeline that already has periods of time indicated. Older students, using mathematical skills, could determine and mark time periods before labelling and illustrating events.

Think about…

- Constructing student-generated criteria for *What does a quality timeline look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a timeline and reflection to the learners' portfolios as evidence of growth and understanding of timelines



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

7e – Social Action

2-S-100 Cooperate and collaborate with others.

Examples: make collective decisions, share responsibilities, seek agreement...

- ➢ Share information collected from electronic sources to add to a group task

ELA- 1.1.1 Use conversation to explore personal understanding

ELA- 2.1.2 Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding

ELA- 3.1.3 Contribute relevant information and questions to assist in group understanding of a topic or task

ELA- 5.1.1 Work in a variety of partnerships and groups to follow pre-established group processes by responding to others

ELA- 5.2.3 Plan and contribute to celebrations in the classroom community

2-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2 Adjust listening, viewing, speaking behaviours according to the situation

ELA- 5.1.3 Acknowledge achievement of others

ELA- 5.2.2 Explore personal understanding of self and others

2-S-103 Make decisions that reflect care, concern, and responsibility for the environment

2-S-104 Consider the rights and opinions of others during interactions.

ELA- 1.2.2 Explore personal and other's opinions and understandings

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-301 Consider advantages and disadvantages of solutions to a problem.

- ➢ Make predictions based on organized information

ELA- 3.2.1 Select relevant information from a variety of sources to answer inquiry or research questions

ELA- 3.3.3 Examine gathered information to decide what information to share or omit

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

2-S-400 Listen actively to others..

2-S-401 Use language that is respectful of others.

2-S-402 Express reasons for their ideas and opinions.

Appendix A – Skills Assessment

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, *and if they are truly empowered to be active and responsible citizens*, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own, or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about…

- Setting classroom goals for developing action plans and becoming active responsible citizens
- Constructing student-generated criteria for *What does a democratic classroom/an active responsible citizen look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine teaching points
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding an account and/or images of evidence of social actions to the students' portfolios



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- BLM 93: Goal Setting

8 – Content Reading

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Thus, teachers have an opportunity to extend reading instruction beyond the literacy workshop, and to offer learners another opportunity to practise and make connections to reading comprehension strategies in the content areas or inquiry workshop. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, songs, poetry, media texts, vignettes, textbooks…).

Competent readers use reading comprehension strategies independently *before*, *during*, and *after* reading. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about…

- Using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- Modelling *before*, *during*, and *after* reading comprehension strategies
- Monitoring students' choices of texts for seeking information
- Observing comprehension strategies (e.g., predicting, questioning, imaging, self monitoring, re-reading, re-telling, summarizing, inferring, skimming and scanning…)
- Recording focused observations to determine students' ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions…) and text structures/features (compare and contrast, sequential, description, cause and effect…)



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau

• BLM 12: How to Find the Main Idea of a Paragraph

• BLM 14: Previewing Questions

• BLM 15: Skimming

• BLM 16: Reading Strategies: Self-Check

• BLM 74: Before-During-After Map

• BLM 75: Retelling

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• P. 6.103: Compare and Contrast Frame

• P. 6.104: Concept Relationship Frame

• P. 6.111: Concept Frame

• P. 6.112: Concept Overview

• P. 6.113: Frayer Plus Concept Builder

• P. 6.114: Fact-Based Article Analysis

9 - WRITING



9a – Journals

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

2-S-401 Use language that is respectful of others.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on personal and emotional reactions. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and may be specifically devoted to response and used across curriculum areas.

Think about…

- Guiding/facilitating reflection orally and with a Y-chart before introducing independent journal writing
- Constructing student-generated criteria for *What does quality reflective journal writing look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Adding reflections to the learners' portfolios as evidence of growth in metacognitive thinking over time
- Assessing the journal for growth over time and/or for summative purposes



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9b – Exit Slip

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., *Today I learned…; I am still confused about…; I would like to know more about…; A question I have is…*), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about…

- Observing students' perceived strengths and areas for further learning
- Focusing assessment on the accuracy and completeness of the information
- Observing students' opinions, assumptions, and conclusions about their learning of a topic/ issue/theme

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 6: Daily Observation Form

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• P. 6.61: Admit and Exit Slips



9c – RAFT

2-S-302 Use information or observation to form opinions.

➢	Draw conclusions from organized information
ELA- 1.2.1	Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences
ELA- 4.2.1	Participate in focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas by adding some details and / or information

2-S-401 Use language that is respectful of others.

2-S-402 Express reasons for their ideas and opinions.

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

➢	Use technology to support a presentation
ELA- 4.2.4	Experiment with language to create desired effect in oral, print, and other media text
ELA- 4.4.1	Experiment with techniques used to enhance presentations
ELA- 4.4.2	Present information and ideas orally to a familiar audience; respond to questions

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a **R**ole other than themselves (e.g., animal, historical figure, comic book character…). They choose an **A**udience (e.g., a person living in another time or place, a corporation, an inanimate object…). They select a **F**ormat (e.g., poem, letter, journal…) for their writing. They also choose a **T**opic (e.g., plea, persuasion, demand, excuse…) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. A RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about…

- Sharing and reflecting on examples of point-of-view genre in literature
- Modelling, guiding, and offering time to practise RAFT
- Constructing student-generated criteria for *What does a quality written point of view (RAFT strategy) look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality written point of view (RAFT strategy) to the learners' portfolios as evidence of learning

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau

- BLM 71: Point of View



9d – Persuasive Writing

2-S-301 Consider advantages and disadvantages of solutions to a problem.

- ➢ Make predictions based on organized information
- *ELA- 3.2.1* Select relevant information from a variety of sources to answer inquiry or research questions
- *ELA- 3.3.3* Examine gathered information to decide what information to share or omit

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information
- *ELA- 1.2.1* Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses
- *ELA- 3.3.4* Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences
- *ELA- 4.2.1* Participate in focused conversations about own and others' draft and final representations
- *ELA- 4.2.2* Clarify and extend ideas by adding some details and / or information

2-S-401 Use language that is respectful of others.

2-S-402 Express reasons for their ideas and opinions.

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

- ➢ Use technology to support a presentation
- *ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text
- *ELA- 4.4.1* Experiment with techniques used to enhance presentations
- *ELA- 4.4.2* Present information and ideas orally to a familiar audience; respond to questions

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about…

- Sharing and reflecting on examples of persuasive writing
- Modelling, guiding, and offering time to practise persuasive writing
- Constructing student-generated criteria for *What does quality persuasive writing look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy

- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality piece of persuasive writing to the learners' portfolios as evidence of understanding and organizational skills



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



9e – Creating Plans/Outlines

2-S-201 Organize and record information using visual organizers.

➢	Organize information from more than one source
ELA- 3.3.1	Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]
ELA- 3.3.2	Record key facts and ideas in own words; identify titles and writers of sources
ELA- 4.1.1	Generate and focus ideas on a topic, using a variety of strategies
ELA- 4.1.2	Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-300 Formulate questions for research

➢	Develop questions that reflect a personal information need
➢	Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
➢	Process information from one than one source to retell what has been discovered
ELA- 1.1.3	Reflect about self as a reader, writer, viewer, listener, speaker, and representer
ELA- 2.1.1	Use prior knowledge to make connections between self and texts (oral, print, and other media)
ELA- 2.2.2	Respond to texts creatively and critically
ELA- 2.2.3	Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities
ELA- 2.3.3	Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts
ELA- 3.1.1	Record personal knowledge of a topic to identify information needs
ELA- 3.1.2	Ask questions to understand a topic and identify information needs

Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. This strategy should be modelled in the Early Years classroom. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually in Grades 1 and 2.

Think about…

- Focusing assessment on a manageable number of learning outcomes/students
- Teaching, modelling, and guiding the creation of plans/outlines
- Constructing student-generated criteria for *What does a quality plan look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' revisions to the plan throughout the inquiry
- Orally guiding/facilitating reflection on planning, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline



9f – Recording Information

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and "Strategies That Make a Difference" (Manitoba Education and Training, 1996a, pp. 59–64 and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about…

- Teaching and modelling one strategy at a time for recording information (Note: It takes learners approximately six to eight weeks to internalize a strategy and to apply it independently.)
- Constructing student-generated criteria for *What does a quality Slim Jim look like?*



10 – Presentations/Representations

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-201 Organize and record information using visual organizers.

- ➢ Organize information from more than one source

ELA- 3.3.1 Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]

ELA- 3.3.2 Record key facts and ideas in own words; identify titles and writers of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-401 Use language that is respectful of others.

2-S-402 Express reasons for their ideas and opinions.

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

- Use technology to support a presentation

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

Presentations provide opportunities for students to synthesize new knowledge and share their understandings. Presentations allow students to creatively express their understandings through a variety of intelligences (Multiple Intelligences), and may include visual displays, art, drama, music, video, reenactments, or simulations. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will effectively communicate new information to their intended audience.

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality presentation/representation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the process
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

11 - INFORMATION AND COMMUNICATION TECHNOLOGIES



11a – Print and Electronic Research

2-S-200 Select information from oral, visual, material, print, or electronic sources.

➢	Follow a plan to complete an inquiry
➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Express and explain preferences (for oral, print, and other media texts)
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow directions for accessing and gathering information
ELA- 3.2.2	Match information to inquiry or research needs
ELA- 3.2.3	Use the specific library organizational system, including visual cues, to locate information and ideas
ELA- 3.2.4	Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-201 Organize and record information using visual organizers.

➢	Organize information from more than one source
ELA- 3.3.1	Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]
ELA- 3.3.2	Record key facts and ideas in own words; identify titles and writers of sources
ELA- 4.1.1	Generate and focus ideas on a topic, using a variety of strategies
ELA- 4.1.2	Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-203 Use tools and technologies to accomplish given tasks.

➢	Create visual images for particular audiences and purposes
➢	Display data in a problem-solving context
ELA- 4.1.3	Create original texts (oral, print, and other media)
ELA- 4.2.3	Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing
ELA- 4.3.1	Use an editing process to check for complete sentences
ELA- 4.3.2	Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources
ELA- 4.3.3	Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1	Tell, draw, and write stories about self and family

2-S-300 Formulate questions for research

➢	Develop questions that reflect a personal information need
➢	Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
➢	Process information from one than one source to retell what has been discovered
ELA- 1.1.3	Reflect about self as a reader, writer, viewer, listener, speaker, and representer
ELA- 2.1.1	Use prior knowledge to make connections between self and texts (oral, print, and other media)
ELA- 2.2.2	Respond to texts creatively and critically
ELA- 2.2.3	Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities
ELA- 2.3.3	Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts
ELA- 3.1.1	Record personal knowledge of a topic to identify information needs
ELA- 3.1.2	Ask questions to understand a topic and identify information needs

2-S-301 Consider advantages and disadvantages of solutions to a problem.

➢	Make predictions based on organized information
ELA- 3.2.1	Select relevant information from a variety of sources to answer inquiry or research questions
ELA- 3.3.3	Examine gathered information to decide what information to share or omit

2-S-302 Use information or observation to form opinions.

➢	Draw conclusions from organized information
ELA- 1.2.1	Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences
ELA- 4.2.1	Participate in focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas by adding some details and / or information

Print and electronic research facilitates the inquiry process as students acquire new information, knowledge, and understandings. The focus of the inquiry is often guided by knowledge learning outcomes in social studies. As they plan their research, guide students through the following stages in the inquiry process: choose a theme or topic; identify and record prior knowledge; ask initial questions; explore and select primary and secondary sources; and plan for inquiry. As students are engaged in research, observe and offer guidance as they gather, process, and record information and focus their inquiry. To help students experience success in their research, guide them to continually assess how they will express their learning (i.e., keep the end in mind).

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality inquiry look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the inquiry process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

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(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form



11b – Using Graphics Software

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

- ➢ Use technology to support a presentation

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

Students may use graphics software to illustrate and label the concepts and ideas they explore. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software…) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about…

- Focusing assessment on the communication of concepts and ideas in the images created
- Constructing student-generated criteria for *What do quality illustrations/diagrams look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

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- BLM 5: Focused Observation Form



11c – Email

2-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2 Adjust listening, viewing, speaking behaviours according to the situation

ELA- 5.1.3 Acknowledge achievement of others

ELA- 5.2.2 Explore personal understanding of self and others

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- Follow a plan to complete an inquiry
- Access and retrieve appropriate information from electronic sources for a specific inquiry
- Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-203 Use tools and technologies to accomplish given tasks.

- Create visual images for particular audiences and purposes
- Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-300 Formulate questions for research

- Develop questions that reflect a personal information need

- ➢ Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
- ➢ Process information from one than one source to retell what has been discovered

ELA- 1.1.3 Reflect about self as a reader, writer, viewer, listener, speaker, and representer

ELA- 2.1.1 Use prior knowledge to make connections between self and texts (oral, print, and other media)

ELA- 2.2.2 Respond to texts creatively and critically

ELA- 2.2.3 Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities

ELA- 2.3.3 Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts

ELA- 3.1.1 Record personal knowledge of a topic to identify information needs

ELA- 3.1.2 Ask questions to understand a topic and identify information needs

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

2-S-401 Use language that is respectful of others.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve each purpose, ensuring that students use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they don't know.

Think about…

- Modelling appropriate Internet behaviours
- Focusing assessment on the clarity of student communication and the match of style and tone with purpose
- Constructing student-generated criteria for *What does a quality Internet communication look/sound like?*
- Offering descriptive feedback

- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

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- BLM 5: Focused Observation Form



11d – Desktop Publishing

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-201 Organize and record information using visual organizers.

- ➢ Organize information from more than one source

ELA- 3.3.1 Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]

ELA- 3.3.2 Record key facts and ideas in own words; identify titles and writers of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-302 Use information or observation to form opinions.

- Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-401 Use language that is respectful of others.

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

- Use technology to support a presentation

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

Desktop publishing includes text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about…

- Focusing assessment on the structure, organization, content choices, and whether the final product communicates the purpose effectively
- Constructing student-generated criteria for What does a quality brochure look like?
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

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- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



11e – Word Processing

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

Word processing supports students through the writing process and encourages them to revise initial drafts and organize their writing to best represent current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options…). Encourage students to save copies of their files as they work through the editing and revision process as evidence of their growth and improvement in the writing process.

Think about…

- Modelling and guiding the development of word-processing skills and strategies
- Recording focused observations to determine skills in organizing information and ideas, revising and editing, and saving copies of files
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

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- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form



11f – Conept Mapping

2-S-201 Organize and record information using visual organizers.

- ➢ Organize information from more than one source

ELA- 3.3.1 Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]

ELA- 3.3.2 Record key facts and ideas in own words; identify titles and writers of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and stimulate creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about…

- Teaching and modelling concept mapping
- Constructing student-generated criteria for What does a quality concept map look like?
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy

• Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form



11g – Multimedia Presentations

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-201 Organize and record information using visual organizers.

- ➢ Organize information from more than one source

ELA- 3.3.1 Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]

ELA- 3.3.2 Record key facts and ideas in own words; identify titles and writers of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-401 Use language that is respectful of others.

2-S-402 Express reasons for their ideas and opinions.

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

- Use technology to support a presentation

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

Multimedia presentations provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and links to further information supporting their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will communicate new information effectively to their intended audience.

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for What does a quality multimedia presentation look/sound like?
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
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- BLM 2: Constructing Student-Generated Criteria for Quality Work
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11h – Creating Animations

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize differences between forms and genres of texts; talks about audience/ purpose in relation to form/genre

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-201 Organize and record information using visual organizers.

- ➢ Organize information from more than one source

ELA- 3.3.1 Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]

ELA- 3.3.2 Record key facts and ideas in own words; identify titles and writers of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-401 Use language that is respectful of others.

2-S-402 Express reasons for their ideas and opinions.

2-S-403 Present information and ideas orally, visually, concretely, or electronically.

- Use technology to support a presentation

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Experiment with techniques used to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; respond to questions

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships. In creating animations, students develop skills in sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for some students to demonstrate their learning.

Think about…

- Focusing assessment on how the animation creatively communicates the concept or idea
- Constructing student-generated criteria for *What does quality animation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information

Offering descriptive feedback

- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following publication provides helpful black line masters:

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- BLM 5: Focused Observation Form



11i – Using Software

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

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ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore "what-if" scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can "learn by doing."

Think about…

- Focusing assessment on students' skills in exploring concepts and ideas with simulations and/or animations
- Offering descriptive feedback on students' explorations, deepening understandings and testing of hypotheses
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Using software helps me…*)



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form



11j – Using Spreadsheets/Databases

2-S-200 Select information from oral, visual, material, print, or electronic sources.

- ➢ Follow a plan to complete an inquiry
- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

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ELA- 3.1.4 Recall and follow directions for accessing and gathering information

ELA- 3.2.2 Match information to inquiry or research needs

ELA- 3.2.3 Use the specific library organizational system, including visual cues, to locate information and ideas

ELA- 3.2.4 Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]

2-S-203 Use tools and technologies to accomplish given tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

ELA- 4.3.1 Use an editing process to check for complete sentences

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

ELA- 5.2.1 Tell, draw, and write stories about self and family

2-S-302 Use information or observation to form opinions.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Clarify new understandings of connections

2-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences

ELA- 4.2.1 Participate in focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas by adding some details and / or information

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate the acquisition of spreadsheet and database skills with social studies. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions…). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their social studies investigations.

Think about…

- Modelling and guiding the use of spreadsheets/databases
- Focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- Offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research



BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
• BLM 5: Focused Observation Form

GRADE 2

Blackline Masters

Appendix B

Blackline Masters

2.1.1a Characteristics of Communities - Community Walk

2.1.1b Characteristics of Communities - Research

2.1.2a Natural Resources - Scavenger Hunt

2.1.2b Natural Resources - Definition

2.1.2c Natural Resources - In and Around Our Community

2.1.2c2 Natural Resources – In and Around Our Community#2

2.1.2d Natural Resources - W-5 Chart

2.1.2e Natural Resources - Mock Interview

2.1.3a Stories of the Past - Retelling

2.1.4a Culture and Heritage - T-Chart

2.1.5a Culture, Language and Heritage—Family Tree

2.1.6a Culture, Language and Heritage--Summary

2.1.7a Leadership - Word Sort

2.1.7b Leadership - Community Leader Profile

2.1.7c Leadership - Examples

2.1.8a Remembrance Day - Word Splash

2.1.8b Remembrance Day - Conflict Chart

2.1.8c Remembrance Day - Teacher Resource: Cenotaphs

2.1.8d Remembrance Day - Symbols

2.1.8e Our Local Community - Connecting and Reflecting

2.2.1a Diverse Peoples - KWL

2.2.1b Diverse Peoples - Locations of First Nations Communities in the NWT

2.2.1c Diverse Peoples - Aboriginal Contributions and Inventions

2.2.2a Features of Canadian Communities - Spider Web

2.2.2b Features of Canadian Communities - T-Chart

2.2.2c Features of Canadian Communities- Provincial and Territorial Tourism Information

2.2.2d Features of Canadian Communities - Map

2.2.2e Features of Canadian Community - Venn Diagram

2.2.3a Natural Resources - Examples

2.2.3b Natural Resources - Research

2.2.3c Natural Resources - Plants, Animals, Minerals

2.2.3d Natural Resources - Word Sort

2.2.3e Natural Resources - Chart

2.2.3f Natural Resources - Community Profile

2.2.3g Natural Resources - Outline Map of Canada

2.2.3h Natural Resources - Book Pages

2.2.4a Work: Goods and Products, and Services - Word Sort

2.2.4b Work: Goods and Products, and Services - Jobs

2.2.4c Work: Goods and Products, and Services - Interview

2.2.4d Work: Goods and Products, and Services - Work Chart

2.2.4e Work: Goods and Products, and Services - Scavenger Hunt

2.2.4f Work: Goods and Products, and Services - Triple Venn Comparison of Worker's Experiences

2.2.5a Diversity and Change - Venn Diagram

2.2.5b Diversity and Change - Past and Today

2.2.5c Communities in Canada - Connecting and Reflecting

2.3.1a Canadian Symbols - Currency

2.3.2a Historical Influences - Scavenger Hunt

2.3.2b Mapping - Outline Map of Canada

2.3.3a Cultural Communities - Culture and Language Survey

2.3.3b Cultural Communities - Language Chart

2.3.3c Cultural Communities - Language Picture Chart

2.3.3d Cultural Communities - Letter

2.3.4a Diversity - Culture

2.3.5a Canadian Needs, Choices, and and Decisions - T-Chart

2.3.5b Canadian Needs, Choices, and and Decisions - Wheel

2.3.5c Canadian Needs, Choices, and and Decisions - Meeting Needs

2.3.5d Canadian Needs, Choices, and and Decisions - Media Tally

2.3.5e Canadian Needs, Choices, and and Decisions - Commericial Tally

Blackline Masters

2.3.6a Global Connections - Word Cards

2.3.6b Global Connections - Scavenger Hunt

2.3.6c Global Connections - Countries

2.3.6d Global Connections - Food

2.3.6e Global Connections - World Map

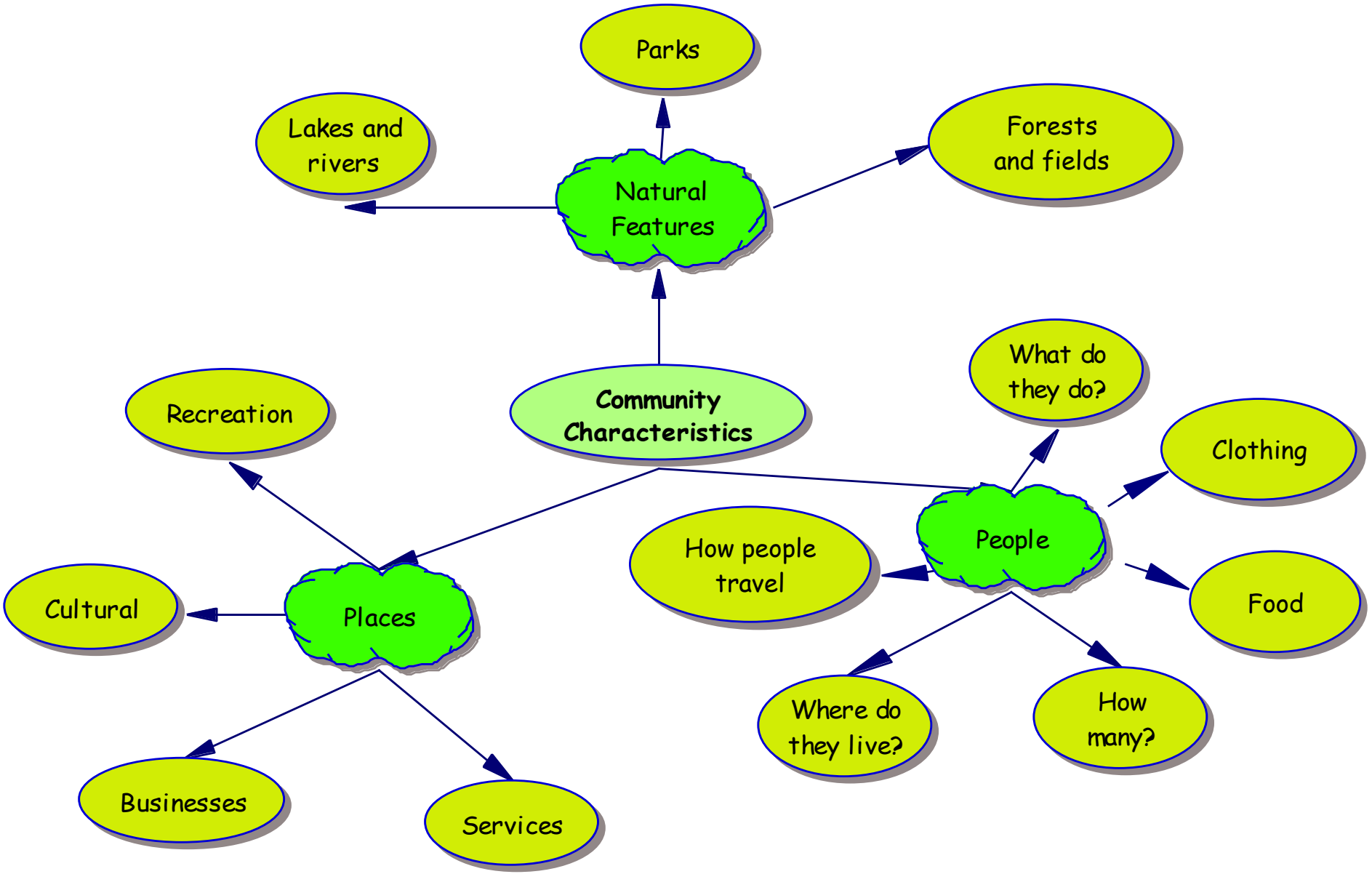
2.3.6f Global Connections - Chart

2.3.6g Connecting with Others: The Canadian Community

Characteristics of My Community	My community is **located**...
People in my community **eat**...	People in my community **travel**...
People in my community **live**...	People in my community **wear**...
People in my community **get help**...	People in my community **share**...

Characteristics of Communities - Research

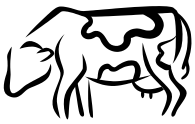
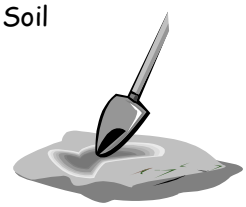
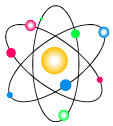
2.1.1
b



Natural Resources - Scavenger Hunt

2.1.2 a

What items can you find that are examples of these natural resources?

Plant 	
Animal 	
Soil 	
Mineral 	
Energy 	
Air 	
Water 	

Natural Resources - Definition

Working with a partner, explore the meaning of the term "natural resources."

Natural

List examples of natural items.

_____ _____

_____ _____

What is the meaning of natural?_____

_____

Resource

List resources that are used or needed by your community.

_____ _____

_____ _____

What is the meaning of the term "resource?"_____

_____

Natural Resources

What is a natural resource?_____

_____

_____

_____

Natural Resources - In and Around Our Community

2.1.2 c

List examples of community activities that depend on natural resources and/or the natural environment.

Natural Resource/Environment	Community Activity
Example: Lake	Swimming, fishing

Natural Resources - In and Around Our Community

2.1.2
c2

List one community activity that depends on a natural resource. Create an illustration and write about your illustration.

Natural Resource: _____

_____

_____

_____

_____

Natural Resources – W-5 Chart

Natural Resource/Feature _____

Who uses it?	**What** are the ways in which it is used?
Where is it found?	**Why** is it used?
When is it used?	**What** jobs do people do using the resource?

Natural Resources - Mock Interview

One person will play the role of an interviewer, the other student will take on the role of a natural resource (such as a plant, animal or mineral).

Interviewer: What are you?

Natural Resource: _____

_____

Interviewer: Where would I usually find you?

Natural Resource: _____

_____

Interviewer: Why are you important to the community?

Natural Resource: _____

_____

Interviewer: How do you help the people in this community?

Natural Resource: _____

_____

Interviewer: Do you help any other natural resources and how?

Natural Resource: _____

_____

Interviewer: What do you think would happen if you were to disappear?

Natural Resource: _____

_____

Interviewer: Thank you for your time.

Stories of the Past - Retelling

2.1.3
a

Dear Parents/Caregivers,

Please share a story of significant events and people in our local community's past. Your child will record the details and share the story with the class.

Who is in the story?	**What** happens in the story?
Where in our community does the story take place?	**When** did the story happen?
Why is the story important?	**How** does the story help us understand our community?

Culture and Heritage - T-Chart

Sort the following words in the chart. Add other culture and non-culture words.

Canada
running club
Northwest Territories
Aboriginal
soccer team
French
lunch hour games group
church choir
swim team
Edmonton Oilers
Girl Guides
drumming club
Cadets
chess club

Culture	Non-Culture

Culture, Language and Heritage—Family Tree

2.1.5 a

My Name

Mom's Name

Dad's Name

Grandma's Name

Grandpa's Name

Grandma's Name

Grandpa's Name

My place of birth _____

My Mom's place of birth _____

My Dad's place of birth _____

My family's ethnic origin is _____

Traditions and customs my family practice related to my ethnic origin are _____

_____

Culture, Language and Heritage—Summary

2.1.6
a

Using your family tree and information about your ethnic background fill in the following boxes.

Culture: knowledge, beliefs, customs, traditions, laws, ceremonies, celebrations, and other practices agreed upon by a group of people
Language: The words, forms and patterns of sounds and structures making the speech of a people, nation, or group of people
Heritage: Important things from the past. Heritage can be personal or family-related (memories or keepsakes), local (buildings), or national (languages or green spaces).
Traditions: Important activities from the past that continue to be practiced in families and/or in communities

What culture does your family practice?

What language does your family speak?



What items do you have in your home that celebrate your family's heritage?

What traditions does your family practice?

Leadership - Word Sort

Sort these words into the correct column, and then add your own words. Circle words that do not belong in either column.

bus driver
patrol
firefighter
Band Chief
neighbour
hockey player
brother
parents
doctor
grocer

principal
postal worker
Mayor
librarian
teacher
custodian
Aboriginal Elder
Band Councillor
gas-station attendant
bank teller

Leaders in the school	Leaders in the community

Leadership - Community Leader Profile

2.1.7 b

Name of leader _____

Describe their job.	Examples of ways they lead.
If I were a leader...	

Leadership - Examples

Dear Parent/Caregiver,

We are learning about leaders in our community. These could include a sports coach, Brownie leader, community group leader, et cetera. Please help your child identify a community leader and an example of a time your child demonstrated leadership.

Leaders in My Community

Example:

Name: John	John is a librarian.
	He helps us choose books.
	He teaches us how to care for books.
	He loves to read.

Community Leadership

Name:	
Photo	

My Leadership

Name:	
Photo	

Remembrance Day - Word Splash

Circle the words you know. Add other Remembrance Day words that are missing.

ambulance

battle

bravery

bugle

ceremony

cross

dove

enemy

field

fight

grave

medal

memorial service

November 11th

parade

peace

peacekeepers

poppy

remember

remembrance

soldier

veteran

volunteer

war

world

Remembrance Day - Conflict Chart

2.1.8 b

Where	Conflict	Peaceful ways to solve a conflict
School		
Community		







War Memorials

Remembrance Day - Symbols

2.1.8 d

Poppy



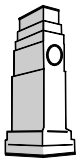
Cross



Dove



Cenotaph



Remembrance Day is important because...

Using your "Our Local Community" portfolio, reflect on the people, places, and stories of your community, and describe how you can contribute to the community.

_____

_____

_____

_____

_____

_____

_____

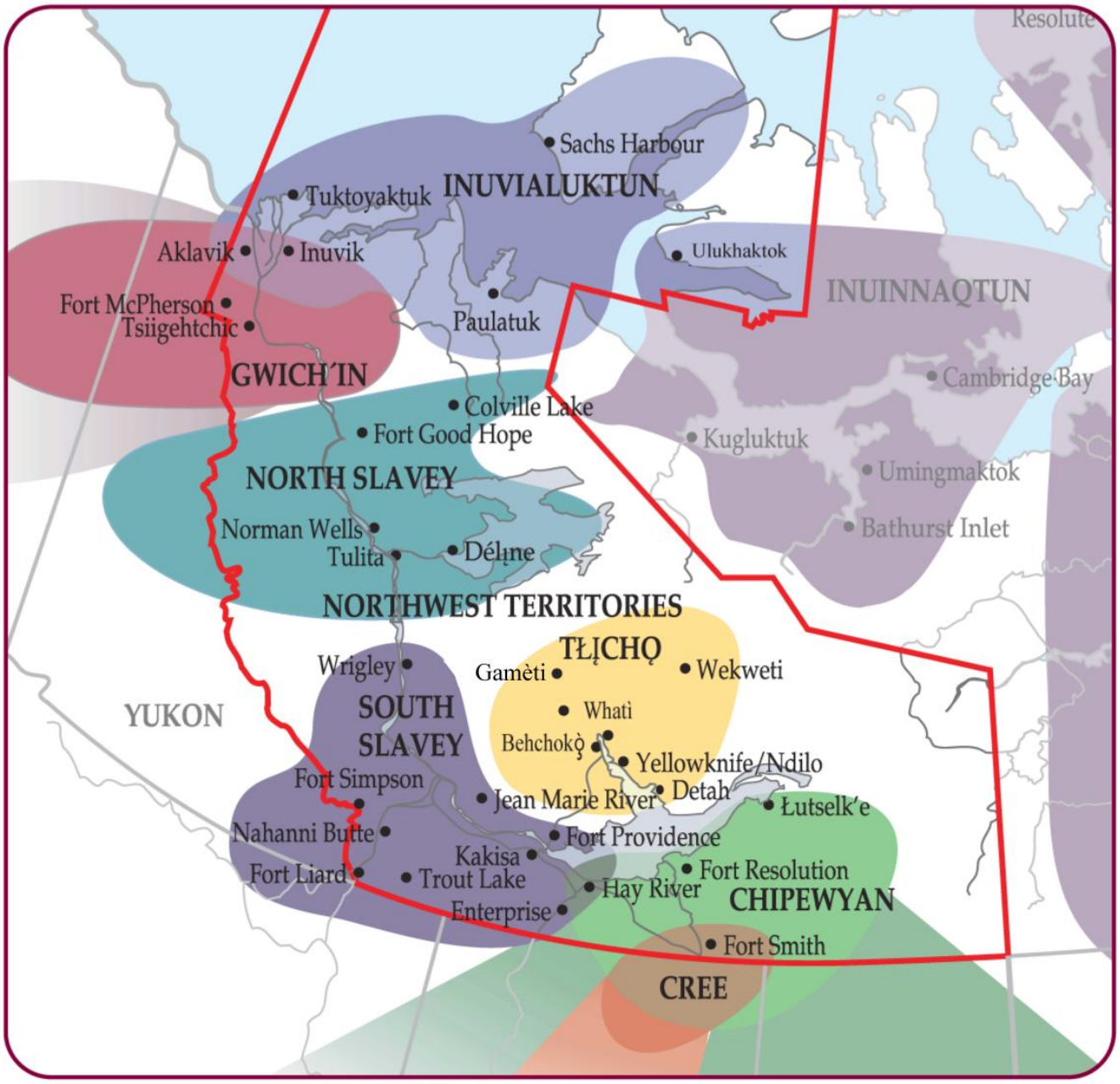
_____

Diverse Peoples - KWL

What I Know, Want to Know, and Learned.

I know….
I want to know…
I have learned…

Diverse Peoples – Locations of First Nations Communities in NWT



The Languages and Cultures of the Aboriginal People of the Northwest Territories

Diverse Peoples: Aboriginal Contributions and Inventions

Each of the illustrations represent an Aboriginal contribution or invention. See how many you know! There is space at the bottom of the chart for you to add other contributions and inventions that you know."

Item:	**Contribution/Invention:**
Willow Bark 	The active ingredient in pain relievers such as Aspirin was known to Aboriginal people for centuries. It is found in species of the willow tree, including the pussy willow.
Pine Tree Tea 	Pine trees were used to make a tea that helped relieve coughs. Many cough syrups today use the same ingredient.
Goggles 	Northern Aboriginal people developed bone, antler and ivory goggles to prevent blinding snow glare while they hunted.
Spruce Tree Gum 	Aboriginal people discovered the first chewing gum, which was collected from spruce trees.

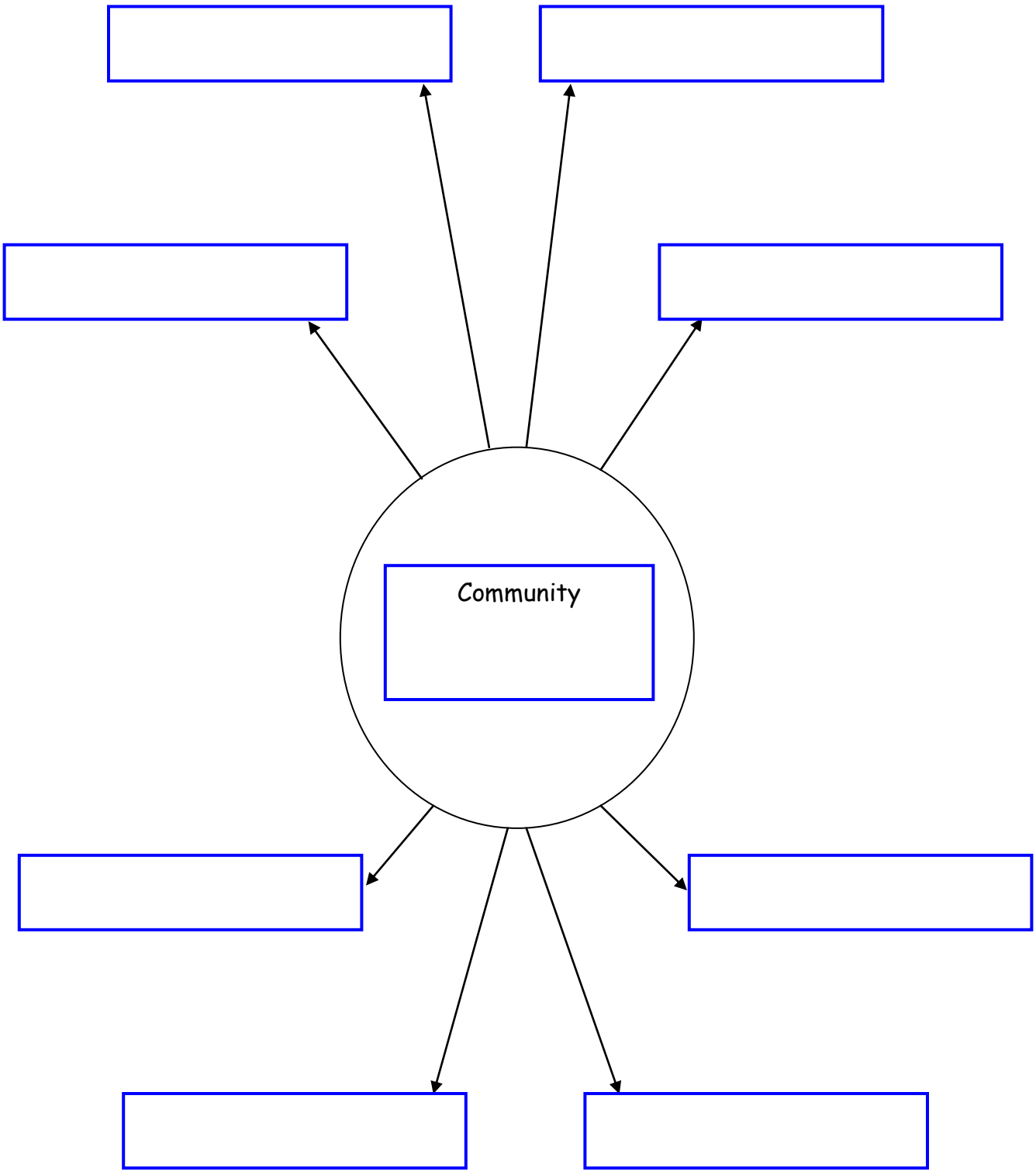
Diverse Peoples: Aboriginal Contributions and Inventions

Tree Bark and Needles 	Aboriginal people shared their cure for scurvy with European newcomers. The bark and needles of the hemlock or pine tree are boiled to make a vitamin C tonic.
Snowshoes 	Many kinds of snowshoes were developed by Aboriginal people. A very common style was made from spruce and rawhide thongs.
Canoe 	Canoes are an Aboriginal invention. Traditionally made of bark and pitch, they varied in size depending on what they were needed for. Today the canoe and kayak are used throughout the world.

Features of Canadian Communities - Spider Web

2.2.2
a

Name or describe the community and list its features.



Features of Canadian Communities
T-Chart

2.2.2 b

Some of the following items are found in our Northern Community and found in a community we are studying outside of the Northwest Territories. Are the following things listed below, natural or constructed (made)? Sort them into the correct column. You may need to use some words more than once (when the item is found in your community AND another Canadian community). Please add other things not on the list.

animals airport bank bridge building bus canoe car	church clouds hospital house grass lake library park	people post office rain river road school sidewalk snow	stop sign store tipi tree truck weather

Our Northern Community:	
Natural	**Constructed**

Other Community:	
Natural	**Constructed**

Features of Canadian Communities - Provincial and Territorial Tourism Information

NEWFOUNDLAND AND LABRADOR

Newfoundland and Labrador Tourism
P.O. Box 8700, St. John's NL, A1B 4J6
Toll-free: 1-800-563-6353
Phone: (709) 729-2830
Fax: (709) 729-0057
Web: <www.gov.nl.ca/tourism> or <www.canadaeastcoast.com>
Email: tourisminfo@gov.nl.ca

NOVA SCOTIA

Nova Scotia Department of Tourism and Culture
P.O. Box 456, Halifax, NS, B3J 2R5
Toll-free: 1-800-565-0000
Phone: (902) 425-5781
Fax: (902) 424-2668
Web: <www.novascotia.com> or <www.canadaeastcoast.com>
Email: explore@gov.ns.ca

NEW BRUNSWICK

New Brunswick Department of Tourism and Parks
P.O. Box 12345, Campbellton, NB, E3N 3H4
Toll-free: 1-800-561-0123
Fax: (506) 789-2044
Web: <www.TourismNewBrunswick.ca> or <www.canadaeastcost.com>

PRINCE EDWARD ISLAND

Prince Edward Island Visitor Services
P.O. Box 940, Charlottetown, PE, C1A 7M5
Toll-free: 1-888-PEI-PLAY
Phone: (902) 368-4444
Fax: (902) 368-6613
Web: <www.peiplay.com> or <www.canadaeastcoast.com>
Email: peiplay@gov.pe.ca

QUÉBEC

Tourisme Québec
P.O. Box 979, Montréal, QC, H3C 2W3
Toll-free: 1-877-BONJOUR
Phone: (514) 873-2015
Fax: (514) 864-3838
Web: <www.bonjourquebec.com>
Email: info@bonjourquebec.com

ONTARIO

Ontario Travel
900 Bay Street, Hearst Block, 10th Floor
Toronto, ON, M7A 2E1
Toll-free: 1-800-ONTARIO
Phone: (905) 282-1721
Fax: (905) 282-7433
Web: <www.ontariotravel.net>
Email: info@ontariotravel.net

MANITOBA

Travel Manitoba
155 Carlton Street, 7th Floor
Winnipeg, MB, R3C 3H8
Toll-free: 1-800-665-0040
Phone: (204) 945-3777
Fax: (204) 948-2517
Web: <www.travelmanitoba.com>

SASKATCHEWAN

Tourism Saskatchewan
1922 Park Street, Regina, SK, S4P 3V7
Toll-free: 1-877-2ESCAPE
Phone: (306) 787-9600
Fax: (306) 787-5744
Web: <www.sasktourims.com>
Email: travel.info@sasktourism.com

ALBERTA

Travel Alberta
P.O. Box 2500, Edmonton, AB, T5J 2Z4
Toll-free: 1-800-ALBERTA
Phone: (780) 427-4321
Fax: (780) 427-0867
Web: <www.TravelAlberta.com>
Email: travelinfo@travelalberta.com

BRITISH COLUMBIA

Tourism British Columbia
510 Burrard St., 12th Floor, Vancouver, BC,
V6C 3A8
Toll-free: 1-800-HELLO BC
Phone: (604) 660-2861
Fax: (604) 660-3383
Web: <www.HelloBC.com>

YUKON

Yukon Department of Tourism and Culture
P.O. Box 2703, Whitehorse, YT, Y1A 2C6
Toll-free: 1-800-661-0494
Phone: (867) 667-5036
Fax: (867) 667-3546
Web: <www.touryukon.com>
Email: vacation@gov.yk.ca

NORTHWEST TERRITORIES

Northwest Territories Arctic Tourism
P.O. Box 610, Yellowknife, NT, X1A 2N5
Toll-free: 1-800-661-0788
Phone: (867) 873-7200
Fax: (867) 873-4059
Web: <www.explorenwt.com>
Email: arctic@explorenwt.com

NUNAVUT

Nunavut Tourism
P.O. Box 1450, Iqaluit, NU, X0A 0H0
Toll-free: 1-866-NUNAVUT
Phone: (867) 979-6551
Fax: (867) 979-1261
Web: <www.nunavuttourism.com>
Email: info@nunavuttourism.com

Features of Canadian Communities - Map

2.2.2
d

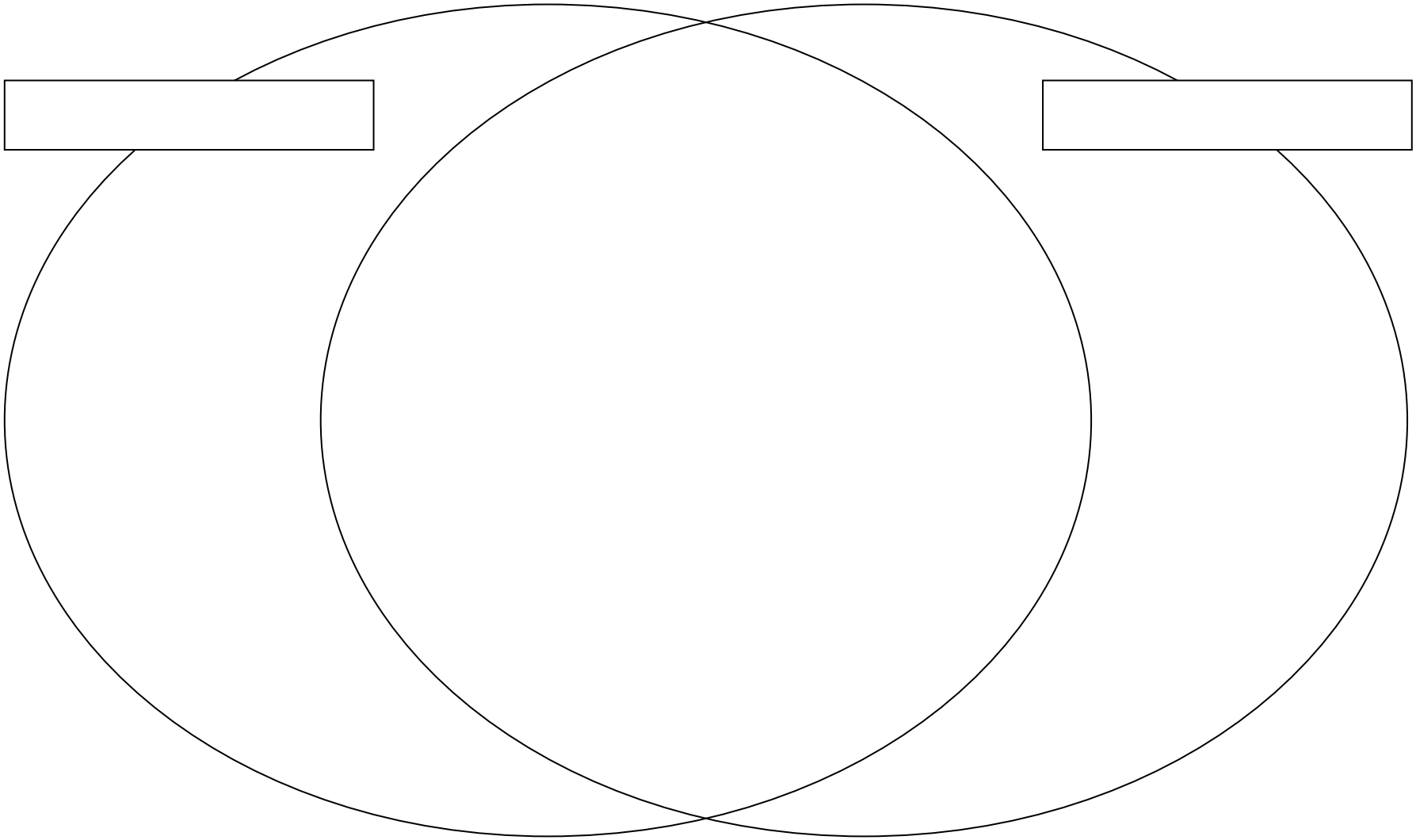
Locate the communities studied and identify examples of natural and constructed features.



Features of Canadian Communities - Venn Diagram

2.2.2
e

Compare two Canadian communities.



Natural Resources - Examples

Brainstorm examples of natural resources and ways each affects daily life.

	Plants	Animals	Minerals
Our Community	*Example:* Forests – places to camp and go hiking		
_____ Name of Community			

Natural Resources - Research

2.2.3 b

Name of community_____

Plants	Animals	Minerals
Why is it important for communities to conserve or restore natural resources?		

Natural Resources – Plants, Animals, Minerals

Example:

If you have trees (plant) in your community, you can:

build houses

play in the woods

have a pulp and paper mill

If you have _____(plant) in your community, you can:

_____

_____

_____

_____

_____

If you have _____(animal) in your community, you can:

_____

_____

_____

_____

_____

Natural Resources – Plants, Animals, Minerals

If you have _____(mineral) in your community, you can:

_____

_____

_____

_____

_____

Give examples of ways to conserve or save our natural resources, and explain why we need to conserve resources.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Natural Resources - Word Sort

Canada has many natural resources, including soil, air, and water. Sort these resources and products into the chart.

barley
beef
chicken
coal
corn
copper
diamonds
flax
canola
fish
straw
gold
lead
nickel
caribou
paper
pork
silver
soapstone
uranium
wheat
wood
wool
zinc

Plant 	Animal 	Mineral 

Natural Resources - Chart

2.2.3 e

	Examples of natural resources	How do they shape daily life?
Name of Community _____		
Name of Community _____		

Natural Resources - Community Profile

List examples of each natural resource. Explain how they are used and tell why we need to conserve the resources.

Name of Community

Examples	How are they used?	Why we need to conserve this resource.
Plants		
Animals		
Minerals		

Natural Resources – Outline Map of Canada

Legend



Natural Resources – Book Pages

_____ is a natural

resource in _____

_____

_____

_____

_____

_____

Work: Goods and Products, and Services - Word Sort

Sort and classify the following workers. I dentify the categories.
Add your own examples.

actor	farmer	librarian	photographer
bank teller	firefighter	logger	pilot
carpenter	fisher	miner	plumber
cleaner	renewable	mechanic	police officer
cook	resources officer	musician	tailor,seamstress
dentist	grocer	nurse	teacher
doctor	homemaker	pet shop owner	store clerk
electrician	lawyer	veterinarian	trapper
accountant	postal worker	travel agent	social worker
carver	hunter	secretary	taxi driver
bus driver	janitor	hairdresser	chief
day care worker	truck driver	waitress/waiter	lawyer

Work that produces Goods		Work that produces Service	

Work: Goods and Products, and Services - Jobs

2.2.4 b

Directions: Choose any three jobs below, place them in the parentheses below, and write about how your life is better because of that work

(_____)

_____

_____

_____

(_____)

_____

_____

_____

(_____)

_____

_____

_____

Work: Goods and Products, and Services - Jobs

2.2.4 c

Dear Parents/Caregivers,

We are learning about different types of work and goods produced in Canadian communities. Please share some stories with your child about the work you do, the goods you use and/or create, and other people you work with.

The work my parent/caregiver does…

The goods my parent/caregiver uses or creates at work are…

Other people my parent works with...

Work: Goods and Products, and Services - Work Chart

Make a list of businesses in the community, identify the community workers, and determine the goods or services that are produced.

Business 	Community Workers 	Goods Produced or Service Provided 

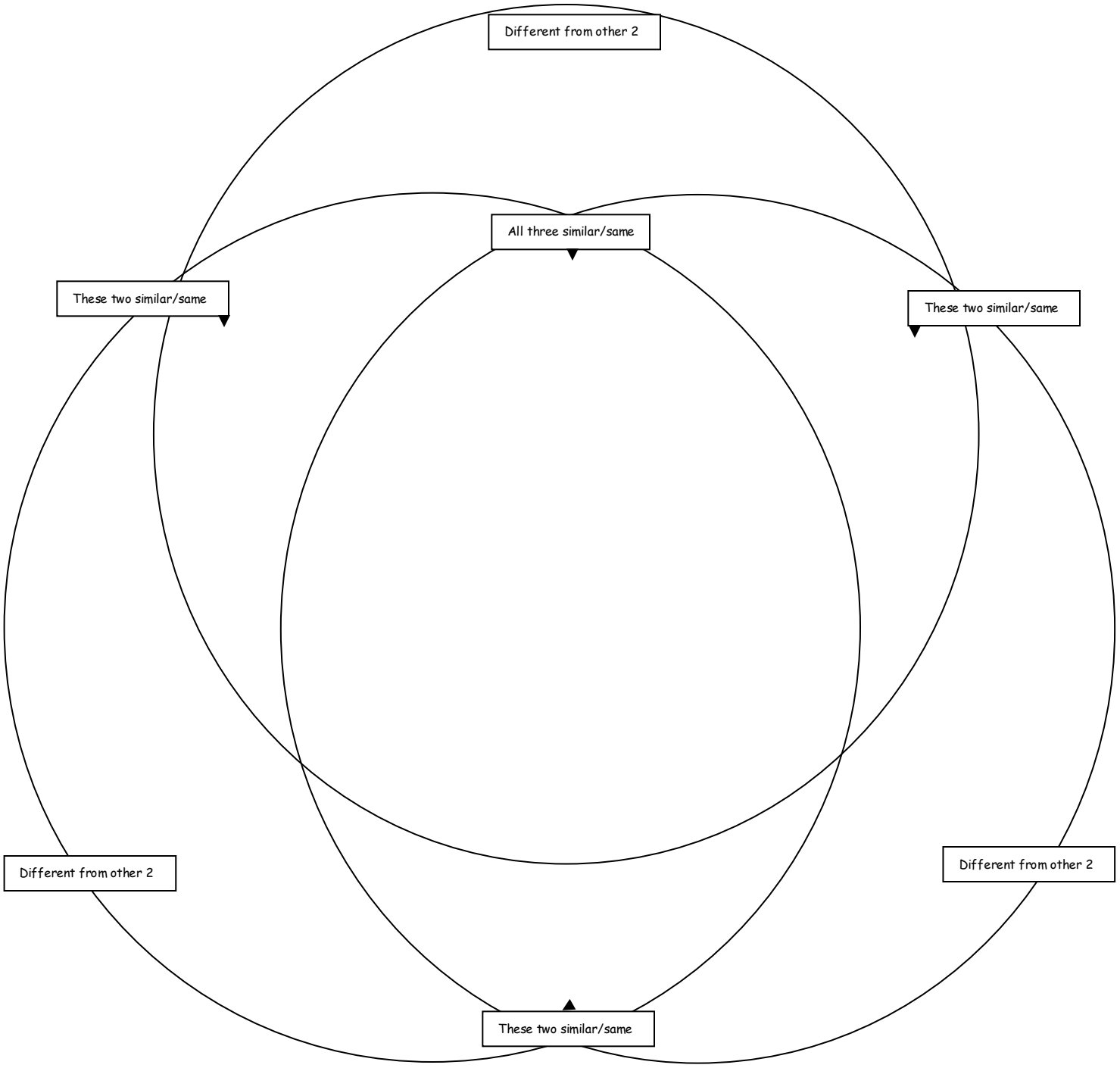
Work: Goods and Products, and Services - Scavenger Hunt

Find examples of goods at home and at school. List the goods where they are produced, and different types of workers who help produce or distribute them.

Goods	Where is it produced?	Workers who help produce or distribute it
canned salmon	Nanaimo, British Columbia	fishers, canners, truck drivers, grocers

Triple Venn Comparison of Worker's Experiences

My Home Community of _____



Southern Canadian Aboriginal Community of _____

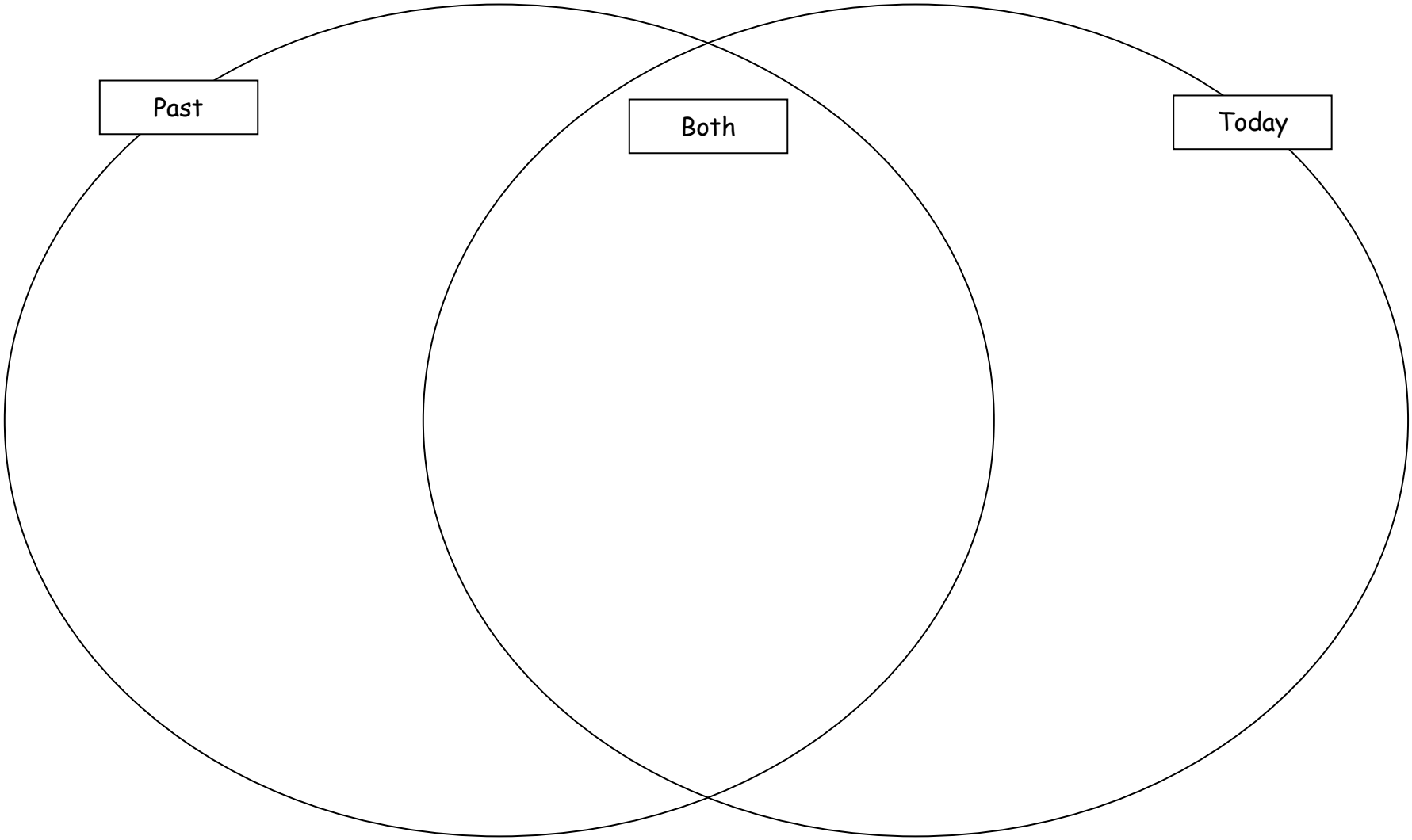
Other Southern Canadian Community of _____

Diversity and Change - Venn Diagram

2.2.5
a

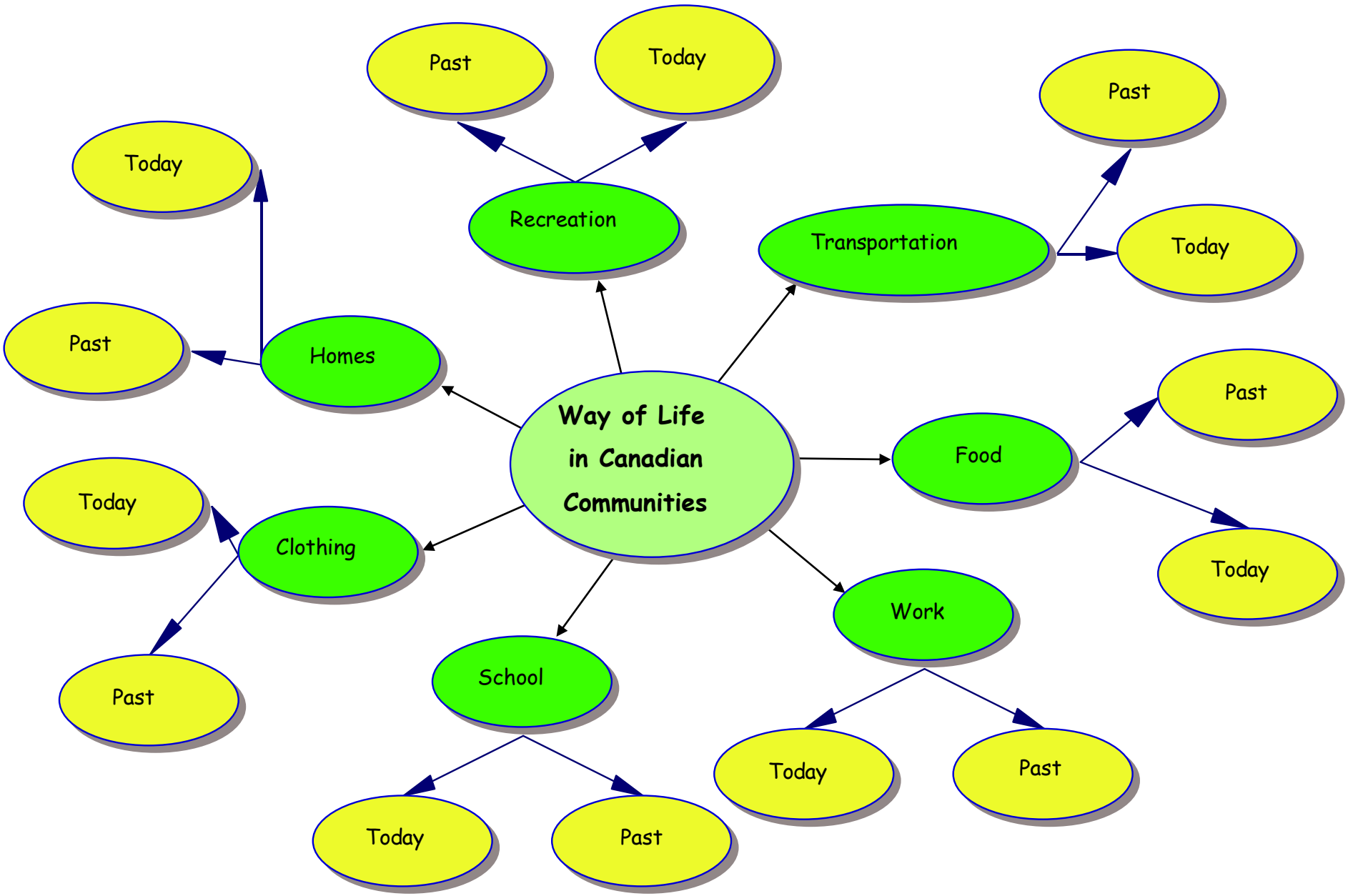
Compare daily life in the past with life today.

Name of Community _____



Diversity and Change - Past and Today

2.2.5 b



Communities in Canada: Connecting and Reflecting

Using your "Communities in Canada" portfolio, reflect on how communities are the same and different, and describe how you can contribute to the Canadian community.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Canadian Symbols - Currency





















Historical Influences – Scavenger Hunt

Using maps and atlases, identify examples of the following place names in Canada.

List two place names that describe or identify a physical feature.

_____ _____

List two place names that describe or identify an animal.

_____ _____

List two place names that describe or identify a plant.

_____ _____

List two place names that describe or identify a mineral.

_____ _____

List two francophone place names.

_____ _____

List two anglophone place names.

_____ _____

List two Aboriginal place names.

_____ _____

List two place names that honour a famous Canadian.

_____ _____

List two place names you think are interesting.

_____ _____

Features of Canadian Communities - Map



Algonquin		German		Nishga		Ukrainian	
Amharic		Greek		Nootka		Urdu	
Arabic		Gujarati		Norwegian		Vietnamese	
Armenian		Haida		Oji-Cree		Welsh	
Bantu		Hakka		Ojibway		Yiddish	
Bengali		Hebrew		Pashto		Inuvialuktun	
Blackfoot		Hindu		Polish		Inuinnaqtum	
Bulgarian		Hungarian		Portuguese		Gwich'in	
Byelorussian		Icelandic		Punjabi		North Slavey	
Cantonese		Inuktitut		Romanian		South Slavey	
Chinese		Italian		Russian		Cree	
Chipewyan		Japanese		Serbian		Chipewyan	
Cree		Kannada		Shuswap		Other:	
Croatian		Khmer		Sindhi			
Czech		Konkani		Sinhalese			
Dakota/Sioux		Kurdish		Slovak			
Danish		Lao		Twi			
Dene		Latvian		Somali			
Tlicho		Lithuanian		Spanish			
Dutch		Macedonian		Swedish			
English		Malayalam		Tagolog			
Estonian		Maltese		Tamil			
Farsi		Malay Bahasa		Telugu			
Filipino		Mandarin		Thai			
Finnish		Marathi		Tigringa			
French		Micmac		Tlingit			
Gaelic		Mohawk		Turkish			

Cultural Communities - Language Chart

2.3.3 b

English	French	Tlicho	Inuktitut	_____ Name of Culture
hello	bonjour	dagoht'e	qanugipiit	
thank you	merci	masi	kuana	
mom	ma mère			
dad	mon père			
happy birthday	bonne fête			

Cultural Communities - Language Picture Chart

2.3.3 c

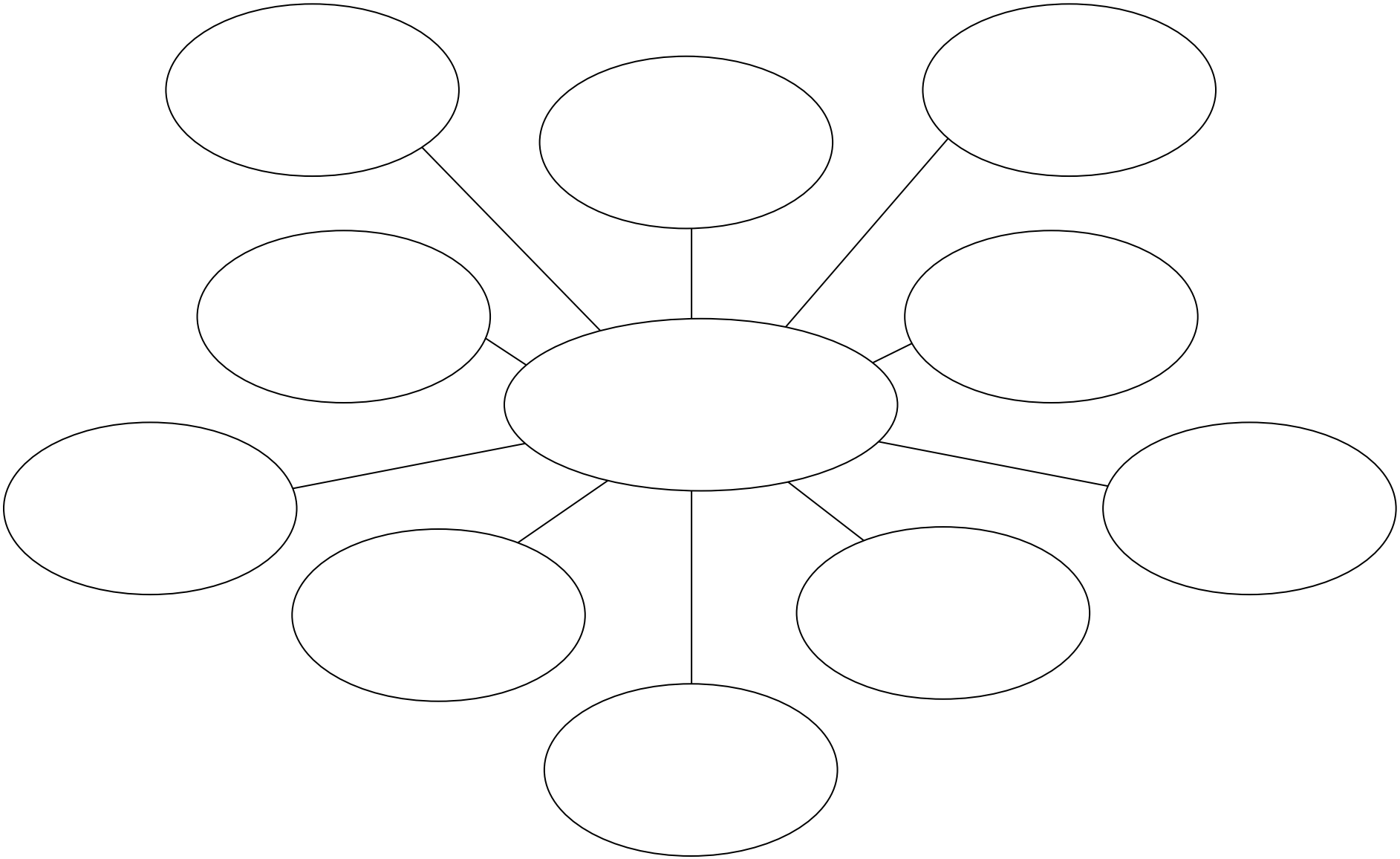
Word	Picture	Language

Cultural Communities - Letter

English

Diversity - Culture

Write the name of your school in the centre circle.
Put the name of a cultural group and the name of a student from that culture in the outer circles.



Canadian Needs, Choices, and Decisions - T-Chart

2.3.5
a

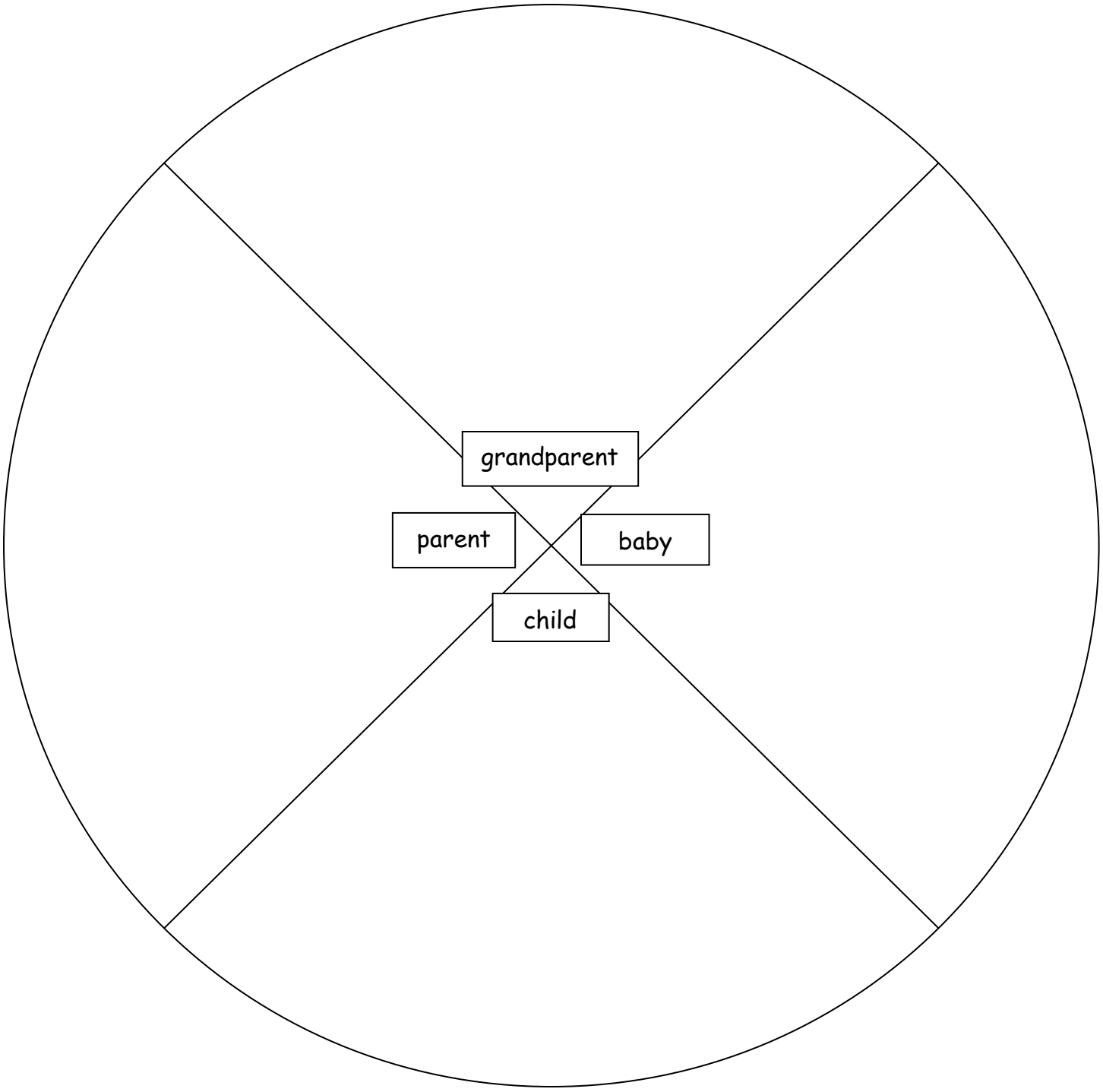
Decide if each word is a need or a want, and write it in the correct column.

basketball	clothing	horse	sunglasses
bed	computer	love	telephone
bike	doll	money	toys
candy	food	safety	vacation
car	game	shelter	water

Needs 	Wants 

Canadian Needs, Choices, and Decisions - Wheel

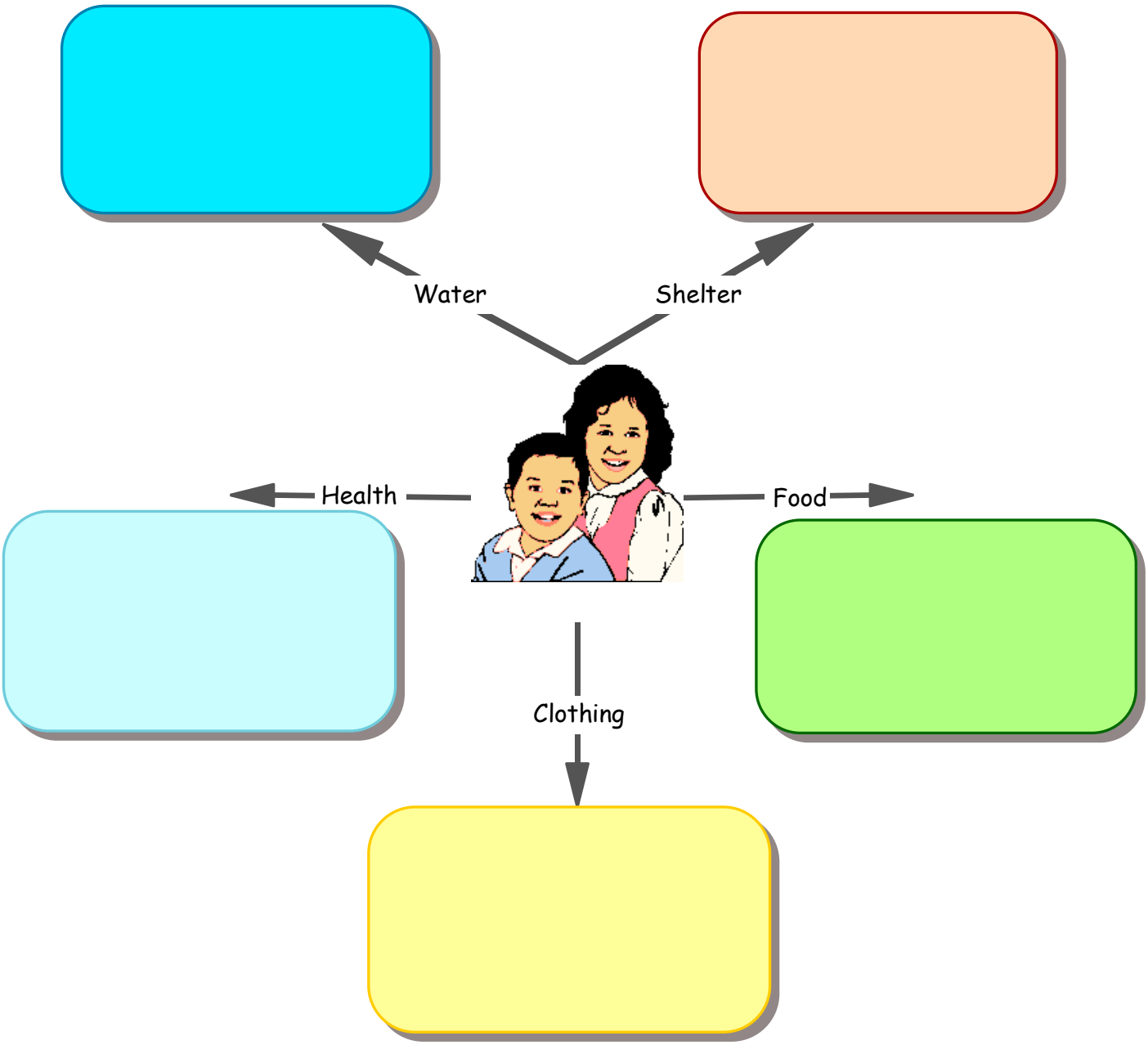
Draw pictures to show how needs are met at different times of life.



How do our needs change over time?_____

_____

_____


Water
Shelter
Health
Food
Clothing

Canadian Needs, Choices, and Decisions - Media Tally

2.3.5 d

Count the number of times you see each product/item in the media.

Product/Item	Television	Radio	Flyer	Billboard	Newspaper	Website	**Totals**

Canadian Needs, Choices, and Decisions - Commercial Tally

2.3.5 e

1. List the television programs you watch and the times they are shown.
2. List the products in each commercial you see on each program.

Program and Time	Commercial	Commercial	Commercial	Commercial

North America	Canada
South America	Russia
Europe	United States
Africa	China
Asia	Mexico
Australia	Greenland

Pacific Ocean	Atlantic Ocean
Japan	Equator
India	Indian Ocean
Arctic Ocean	Antarctica
Mediterranean Sea	Philippines
New Zealand	Brazil

Global Connections - Scavenger Hunt

Item	Country
Example: pineapple	Hawaii

Global Connections - Countries

2.3.6
c

Name of Country	Connection to Canada

Global Connections – Food

2.3.6 d

List different food items and the countries they come from

Food Item 	Country of Origin 

Global Connections –World Map

Legend



Global Connections – Chart

1. Decide if the items are from Canada or from another country. Write the name of the item, or draw a picture in the correct column.

2. On the back of this page, write a paragraph to explain why our connections to other countries are important.

Canadian	From Another Country (name the country)

The Canadian Community: Connecting and Reflecting

Using your "The Canadian Community" portfolio, reflect on your life and describe what you appreciate about living in Canada.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Charts and Checklists

GRADE 2

Appendix C

Social Studies skill outcomes (eg. “S-100”) and English Languages Arts skill outcomes (“ELA) are contained in the following **skills progress chart**. The practical path towards use of Appendix A and this closely connected Appendix C would be as follows:

1. select a strategy in a Learning Experience
2. note the Appendix A Skill # under the teacher/student icon
3. go to that skill in Appendix A and design a rubric for your learning strategy from the skills listed-- *before* the activity starts
4. check-off the acquired skills using the Appendix C “skills progress chart” *during* and *after* the learning
5. when applicable, encourage students to record the project, artifact, etc. they created on their copy of the **student portfolio tracking chart** that follows the progress charts
6. continued use of the chart will reveal whether or not certain strategies are being over or underused resulting in gaps or repeats in skill use

Generally, Appendix A provides instructional support in the using of a skill set and Appendix C provides a teacher tool to track skills used in the class, or individual student growth *throughout the course* for the various kinds of learning assessments (“as”, “for, and “of”).

Skills Progress Chart

Active Democratic Citizenship		
2-S-100 Cooperate and collaborate with others. *Examples: make collective decisions, share responsibilities, seek agreement...*		
	➢	Share information collected from electronic sources to add to a group task
	ELA- 1.1.1	Use conversation to explore personal understanding
	ELA- 2.1.2	Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding
	ELA- 3.1.3	Contribute relevant information and questions to assist in group understanding of a topic or task
	ELA- 5.1.1	Work in a variety of partnerships and groups to follow pre-established group processes by responding to others
	ELA- 5.2.3	Plan and contribute to celebrations in the classroom community
2-S-102 Resolve conflicts peacefully and fairly		
2-S-103 Interact fairly and respectfully with others.		
	ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
	ELA- 5.1.3	Acknowledge achievement of others
	ELA- 5.2.2	Explore personal understanding of self and others
2-S-104 Make decisions that reflect care, concern, and responsibility for the environment		
2-S-105 Consider the rights and opinions of others during interactions.		
	ELA- 1.2.2	Explore personal and other's opinions and understandings

Managing Information and Ideas		
2-S-200 Select information from oral, visual, material, print, or electronic sources.		
	➢	Follow a plan to complete an inquiry
	➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
	➢	Navigate within a document, compact disc or other software program that contains links
	ELA- 1.1.2	Express and explain preferences (for oral, print, and other media texts)
	ELA- 2.1.3	Use textual clues to construct and confirm meaning
	ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
	ELA- 2.2.1	Explore a variety of oral, print, and other media texts
	ELA- 2.3.1	Recognize differences between forms and genres of texts; talks about audience/purpose in relation to form/genre
	ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
	ELA- 3.1.4	Recall and follow directions for accessing and gathering information
	ELA- 3.2.2	Match information to inquiry or research needs
	ELA- 3.2.3	Use the specific library organizational system, including visual cues, to locate information and ideas
	ELA- 3.2.4	Make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions…]
2-S-201 Organize and record information using visual organizers.		
	➢	Organize information from more than one source
	ELA- 3.3.1	Categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order…]
	ELA- 3.3.2	Record key facts and ideas in own words; identify titles and writers of sources
	ELA- 4.1.1	Generate and focus ideas on a topic, using a variety of strategies
	ELA- 4.1.2	Prepare to create by exploring the connections between choice of forms, identified audience and purpose
2-S-202 Use appropriate terms or expressions to describe periods of time.		

Skills Progress Chart

-

2-S-203 Use tools and technologies to accomplish given tasks.		☐☐☐☐☐☐
	➢	Create visual images for particular audiences and purposes
	➢	Display data in a problem-solving context
	ELA- 4.1.3	Create original texts (oral, print, and other media)
	ELA- 4.2.3	Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing
	ELA- 4.3.1	Use an editing process to check for complete sentences
	ELA- 4.3.2	Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources
	ELA- 4.3.3	Use an editing process to check for end punctuation and capitalization
	ELA- 5.2.1	Tell, draw, and write stories about self and family
2-S-204 Use timelines to organize information chronologically.		☐☐☐☐☐☐
2-S-205 Construct maps that include a title, legend, and symbols.		☐☐☐☐☐☐
2-S-206 Interpret maps that include a title, legend, and symbols.		☐☐☐☐☐☐
2-S-207 Use cardinal directions to describe location.		☐☐☐☐☐☐

Skills Progress Chart

Critical and Creative Thinking		
2-S-300 Formulate questions for research		
	➢	Develop questions that reflect a personal information need
	➢	Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
	➢	Process information from one than one source to retell what has been discovered
	ELA- 1.1.3	Reflect about self as a reader, writer, viewer, listener, speaker, and representer
	ELA- 2.1.1	Use prior knowledge to make connections between self and texts (oral, print, and other media)
	ELA- 2.2.2	Respond to texts creatively and critically
	ELA- 2.2.3	Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities
	ELA- 2.3.3	Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts
	ELA- 3.1.1	Record personal knowledge of a topic to identify information needs
	ELA- 3.1.2	Ask questions to understand a topic and identify information needs
2-S-301 Consider advantages and disadvantages of solutions to a problem.		
	➢	Make predictions based on organized information
	ELA- 3.2.1	Select relevant information from a variety of sources to answer inquiry or research questions
	ELA- 3.3.3	Examine gathered information to decide what information to share or omit
2-S-302 Use information or observation to form opinions.		
	➢	Draw conclusions from organized information
	ELA- 1.2.1	Clarify new understandings of connections
2-S-303 Revise ideas and opinions based on new information.		
	➢	Formulate new questions as research progresses
	ELA- 3.3.4	Ask questions [such as "What did I do that worked well?"…] to reflect on inquiry or research experiences
	ELA- 4.2.1	Participate in focused conversations about own and others' draft and final representations
	ELA- 4.2.2	Clarify and extend ideas by adding some details and / or information

Skills Progress Chart

Communication		
2-S-400 Listen actively to others..		
2-S-401 Use language that is respectful of others.		
2-S-402 Express reasons for their ideas and opinions.		
2-S-403 Present information and ideas orally, visually, concretely, or electronically.		
	➢	Use technology to support a presentation
	ELA- 4.2.4	Experiment with language to create desired effect in oral, print, and other media text
	ELA- 4.4.1	Experiment with techniques used to enhance presentations
	ELA- 4.4.2	Present information and ideas orally to a familiar audience; respond to questions
2-S-404 Relate events and stories in chronological order.		

Name of Learning Experience	Portfolio Selections
2.1.1 Characteristics of Communities	• • •
2.1.2 Natural Resources	• • •
2.1.3 Stories of the Past	• • •
2.1.4 Culture and Heritage	• • •
2.1.5 Personal Identity	• • •
2.1.6 Contributing to Our Communities	• • •
2.1.7 Leadership	• • •
2.1.8 Remembrance Day	• • •

Name of Learning Experience	Portfolio Selections
2.2.1 Diverse Peoples	• • • •
2.2.2 Features of Canadian Communities	• • • •
2.2.3 Natural Resources	• • • •
2.2.4 Work, Goods, and Products	• • • •
2.2.5 Diversity and Change	• • • •

Name of Learning Experience	Portfolio Selections
2.3.1 Canadian Symbols	• •
2.3.2 Historical Influences	• • • •
2.3.3 Cultural Communities	• • • •
2.3.4 Canadian Diversity	• • • •
2.3.5 Canadian Needs, Choices, and Decisions	• • • •
2.3.6 Global Connections	• • • •

GRADE 2

Vocabulary Strategies

Appendix D

Vocabulary

Vocabulary development is integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster.

A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Activate

Using a word processor, students type the new vocabulary into a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to a peer, or highlight related words and explain their relationship to a peer.
Grades 1-4

Students come to class dressed in a costume that represents a new vocabulary word or dramatizes the meaning of new vocabulary. Students guess the meaning of the word/concept that is illustrated.
Grades K–4

Other strategies:

- Students will complete simple word searches
- Vocabulary songs such as BINGO using new words
- Bingo games using new vocabulary with pictures prompts
- Word webs/brainstorming
- Word of the day
- KWL charts
- Word Run Game. Post vocabulary words on the wall in different spots throughout the gym. The students stay in the middle until a word is called. They then run to that word. You could do this game with any new information. This can also be done inside hula hoops.
- Tic Tac Toe Game. Divide the class into two teams of X's and O's. Write sight words in the tic-tac-toe spaces. Team members take turns coming up and selecting a space to read. If the child reads the word correctly, he or she may put up an X or O for his or her team. If the answer is incorrect, the other team gets to send a player to the board to try to read the same word. An easy alternative to save time and keep the game moving is to have several tic-tac-toe boards made up with words ahead of time on overhead transparencies. Another alternative is to give each child a blank copy of the tic tac toe board, and put the list of words on the board. The children can place the words wherever they want to on their board. As the teacher calls the words out, the children will have to be told if the word is an X word or an O word. The first child to get tic-tac-toe is the winner
- Good ideas were referenced from website www.teachingfirst.net/wordwallact.htm

Grades K–4

Acquire

Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing new vocabulary. Alternatively, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.

Vocabulary

TIP: A volunteer may help students record and insert sound clips with the appropriate pictures
Grades 1–4

Enter vocabulary words in an electronic spelling program so that students may complete preprogrammed spelling activities
Grades 1–4

Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper
Grades 1–4

Students use sandpaper letters and crayons to do word rubbings for new vocabulary.
Alternatively, students cover pre-printed word cards with string, beads, or sparkles. Students recite the words aloud while tracing the outline of the word.
Grades K–2

Students physically create new vocabulary words in various media (e.g., with modeling clay or magnetic letters, in sand or with paint).
TIP: Create your own "Etch-a-Sketch®." Mix tempera paint, cornstarch, and water to a fairly thick consistency, and place the mixture in self-sealing plastic bags. Students use their fingers to trace words in the plastic.
Grades K–2

Students create songs or classroom chants to illustrate the meaning of new vocabulary words.
Grades K–4

Students use "Pocket Definitions" to reinforce new vocabulary. Students write new vocabulary on slips of paper and put them in their pockets. Several times throughout the day, call out "Pocket Definitions!" Students take the slips of paper out of their pockets and practise the words and definitions.
Grades 2–4

Use self-stick notes to label items displayed in an artifact centre (e.g., globe, map...).
Students find other items in the classroom that match the new vocabulary and label those items.
Grades K–2

Students create desktop vocabulary placemats. Students illustrate their placemats with new vocabulary, definitions, and pictures representing the new vocabulary. Students may refer to their placemats throughout the cluster.
Grades 1–4

Students match new vocabulary to magazine pictures or clip art illustrating the new word.
Grades K–4

Students practice new vocabulary using flash cards
TIP: Have students create a personal set of flash cards
Grades 2–4

Using print and electronic resources, students research new vocabulary, recording definitions, explanations, and images that illustrate or clarify the meaning of the word
Grades 2–4

Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Peers predict the vocabulary word each image represents, and check their answer by playing the sound clip.
Grades 2–4

Other strategies:

- Guess 'What am I ?' game
- 'Around the World' Game. All the students sit in a circle (or in their desks) One student stands behind another student who is sitting. The teacher flashes them a sight word. Whichever child says the word first will move on to the next student. The student who makes it back to his or her own desk or starting point is the winner.
- Game: BANG! Put all the words into a bag and if the child that picks the word can identify it they keep it. If someone pulls out the word BANG! all of the words go back in the bag. The student with the most cards at the end wins.
- Doing rhyming word activities such as…..
- Making words using Word tiles
- sentence strips at centres
- Multiple leveled vocabulary development game that is blended with a UN Social Justice project at; www.freerice.com
- Concept Bingo Game: Using the example of traditions as vocabulary, brainstorm examples of traditions and record with words or phrases on chart paper. Give each child a blank bingo card. They choose examples of traditions from the chart and record them randomly on the bingo cards. Teacher calls out traditions and the child with the first straight wins.
- Concept Riddles: Refer to class vocabulary list, provide an oral riddle or example of a situation that illustrates a concept and the children have to guess what the concept is.
- Scrambled words
- Create over the year a large class Social Studies vocabulary dictionary.
- Have students create a simple word search using cluster vocabulary.
- Using a graphic organizer, students create a word association chart that grows two words at a time.
- Create sensory charts of words; feels like, sounds like, looks like, etc

Grades K–4

Apply

Using a word processor, students play "Vocabulary Bingo." Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabualry words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls "Bingo!"
TIP: in the classroom with one computer, students may create individual bingo cards and print them
Grades 2–4

Vocabulary

Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabualry words. Students share word graphics in an electronic gallery walk.
Grade 2-4

Collaborative groups of students create "The Answer is ..." puzzles using new vocabulary and quiz peers (e.g., "The answer is 'north, south, east, and west.' What is the question? The answer is 'What are the four cardinal directions?'").
Grade 2-4

Students play new vocabulary "Password**."** Four students are divided into two teams of two. One student on each team is given a "secret" vocabulary word on a slip of paper. Taking turns, the first team provides a one-word clue to her or his partner who attempts to quess the "secret" word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.
Grade 2-4

Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.
Grade 2-4

Students play "Vocabulary Beach Ball." Label a beach ball with vocabulary words. Students sit in a circle and toss the beach ball to a peer. The student who catches the ball reads the word closest to his or her right thumb, defines the word, and/or uses it in a sentence. The student tosses the ball to another peer.
TIP: Students may ask peers for help/clues if they cannot remember the word.
Grade 2-4

Students play "I Spy," providing clues to match something in the classroom that represents new vocabulary (e.g., I spy something round; I spy something with a tiny bit of blue on it; I spy something that spins. Answer: the globe). Peers guess the vocabulary word.
Grades K–4

Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave for recess).
TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.
Grades K–4

Students play "Spelling in Motion" to practice new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and finally states an action word. Peers perform the action, spelling the word out loud (e.g., One student says "Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks." Peers do jumping jacks as they spell the word, performing one jumping jack for each letter.).
Grades K–4

Using "Hot Potatoes," students demonstrate the undertsanding of new vocabulary by completing a teacher-created activity (eg, cloze passage, crossword puzzle, multiple choice, or matching quiz), using new vocabulary in context.
Grades 1–4

Vocabulary

Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.
Grades 2–4

Using presentation software, students craete an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with peers who use the clues to guess the vocabualry word.
Grades 1–4

Other strategies:

- Making greeting cards using new vocabulary
- Creating a skit or song using new vocab.
- Journal entries and writing pieces
- Create a poster

Grades K–4

Cumulative Skills Chart

Appendix E

GRADES K to 4

The progression of skills over the five grades (K-4) in this appendix is Manitoba's expression. The use of "Grade 4" is for the benefit of the NWT teacher looking for the range of skill expectations over five grades (K-4) and provides an intended "profile" of a student approaching Grade 5. The NWT Gr. 4 skills list does not match Manitoba's rollout exactly but is generally aligned with it.

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-100	**0-S-100** Cooperate and collaborate with others. *Examples: take turns, share space and resources...*	**1-S-100** Cooperate and collaborate with others. *Examples: share space and resources, assume responsibilities, seek agreement...*	**2-S-100** Cooperate and collaborate with others. *Examples: make collective decisions, share responsibilities, seek agreement...*
S-101	**0-S-101** Consider others' needs when working and playing together.	**1-S-101** Consider others' needs when working and playing together.	**2-S-101** Resolve conflicts peacefully and fairly.
S-102	**0-S-102** Interact fairly and respectfully with others.	**1-S-102** Interact fairly and respectfully with others.	**2-S-102** Interact fairly and respectfully with others.
S-103	**0-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**1-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**2-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
S-104			**2-S-104** Consider the rights and opinions of others during interactions.

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.	**4-S-100** Collaborate with others to share ideas, decisions, and responsibilities in groups.	**S-100**
3-S-101 Resolve conflicts peacefully and fairly.	**4-S-101** Resolve conflicts peacefully and fairly.	**S-101**
3-S-102 Interact fairly and respectfully with others.	**4-S-102** Interact fairly and respectfully with others.	**S-102**
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	**4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**S-103**
3-S-104 Consider the rights and opinions of others during interactions.	**4-S-104** Negotiate constructively with others to build consensus.	**S-104**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-200	**0-S-200** Gather information from oral, visual, material, or print sources.	**1-S-200** Gather information from oral, visual, material, print, or electronic sources.	**2-S-200** Select information from oral, visual, material, print, or electronic sources.
S-201	**0-S-201** Sort information using selected criteria.	**1-S-201** Categorize information using selected criteria.	**2-S-201** Organize and record information using visual organizers.
S-202	**0-S-202** Use appropriate terms or expressions to describe periods of time.	**1-S-202** Use appropriate terms or expressions to describe periods of time.	**2-S-202** Use appropriate terms or expressions to describe periods of time.
S-203	**0-S-203** Use tools and technologies to accomplish given tasks.	**1-S-203** Use tools and technologies to accomplish given tasks.	**2-S-203** Use tools and technologies to accomplish given tasks.
S-204		**1-S-204** Use simple timelines to organize information chronologically.	**2-S-204** Use simple timelines to organize information chronologically.
S-205		**1-S-205** Construct simple maps to represent familiar places and locations.	**2-S-205** Construct maps that include a title, legend, and symbols.
S-206		**1-S-206** Interpret simple maps as representations of familiar places and locations.	**2-S-206** Interpret maps that include a title, legend, and symbols.
S-207		**1-S-207** Use relative terms to describe familiar locations.	**2-S-207** Use cardinal directions to describe location.
S-208			

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	**4-S-200** Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	**S-200**
3-S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	**4-S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	**S-201**
3-S-202 Use appropriate terms or expressions to describe periods of time.	**4-S-202** Use appropriate terms or expressions to describe periods of time. *Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...*	**S-202**
3-S-203 Select and use appropriate tools and technologies to accomplish tasks.	**4-S-203** Select and use appropriate tools and technologies to accomplish tasks.	**S-203**
3-S-204 Use timelines to organize information chronologically.	**4-S-204** Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	**S-204**
3-S-205 Construct maps that include a title, legend, and compass rose.	**4-S-205** Construct maps that include a title, legend, compass rose, and grid.	**S-205**
3-S-206 Interpret maps that include a title, legend, and compass rose.	**4-S-206** Interpret maps that include a title, legend, compass rose, and grid.	**S-206**
3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.	**4-S-207** Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.	**S-207**
	4-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. *Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...*	**S-208**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-300	**0-S-300** Use comparison in investigations.	**1-S-300** Use comparison in investigations.	**2-S-300** Formulate questions for research.
S-301	**0-S-301** Identify consequences of their decisions and actions.	**1-S-301** Identify consequences of their decisions and actions.	**2-S-301** Consider advantages and disadvantages of solutions to a problem.
S-302		**1-S-302** Use information or observation to form opinions.	**2-S-302** Use information or observation to form opinions.
S-303		**1-S-303** Revise ideas and opinions based on new information.	**2-S-303** Revise ideas and opinions based on new information.
S-304			
S-305			

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-300 Formulate questions for research.	**4-S-300** Formulate questions for research.	**S-300**
3-S-301 Consider advantages and disadvantages of solutions to a problem.	**4-S-301** Consider advantages and disadvantages of solutions to a problem.	**S-301**
3-S-302 Draw conclusions based on information and evidence.	**4-S-302** Draw conclusions based on information and evidence.	**S-302**
3-S-303 Revise ideas and opinions based on new information.	**4-S-303** Evaluate personal assumptions based on new information and ideas.	**S-303**
3-S-304 Distinguish fact from opinion.	**4-S-304** Distinguish fact from opinion.	**S-304**
	4-S-305 Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	**S-305**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-400	**0-S-400** Listen actively to others.	**1-S-400** Listen actively to others.	**2-S-400** Listen actively to others.
S-401	**0-S-401** Use language that is respectful of others.	**1-S-401** Use language that is respectful of others.	**2-S-401** Use language that is respectful of others.
S-402	**0-S-402** Express reasons for their ideas and opinions.	**1-S-402** Express reasons for their ideas and opinions.	**2-S-402** Express reasons for their ideas and opinions.
S-403	**0-S-403** Present information and ideas orally, visually, or concretely.	**1-S-403** Present information and ideas orally, visually, concretely, or electronically.	**2-S-403** Present information and ideas orally, visually, concretely, or electronically.
S-404	**0-S-404** Relate events and stories in chronological order.	**1-S-404** Relate events and stories in chronological order.	**2-S-404** Relate events and stories in chronological order.

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-400 Listen actively to others to understand their perspectives.	**4-S-400** Listen actively to others to understand their perspectives.	**S-400**
3-S-401 Use language that is respectful of human diversity.	**4-S-401** Use language that is respectful of human diversity.	**S-401**
3-S-402 Support their ideas and opinions with information or observations.	**4-S-402** Support their ideas and opinions with information or observations.	**S-402**
3-S-403 Present information and ideas orally, visually, concretely, or electronically.	**4-S-403** Present information and ideas orally, visually, concretely, or electronically.	**S-403**
		S-404

GRADE 2

Recommended Learning Resources

Appendix F

This is an alphabetical list of resources for Grade 2. The annotations are either in paragraph form or by topic. This list combines Integrated Resources, Series, Atlases, and Stand-Alone Resources.

These resources were evaluated and recommended in 2003 by a group of Manitoba teachers who were nominated by their school divisions. As additional materials are evaluated this resource list will be updated. Please check for updates online at <www.edu.gov.mb.ca/ks4/ cur/socstud/index.html>.

A complete K-8 annotated bibliography of recommended learning resources is available online at <www.edu.gov.mb.ca/ks4/learnres/ bibliographies.html>.

For information regarding the purchase of learning resources listed, please contact:

The Manitoba Text Book Bureau
Box 910
Souris, MB R0K 2C0
Toll free (in Manitoba and Saskatchewan): 1-866-771-6822
Telephone (outside Manitoba and Saskatchewan): (204) 483-5040
Fax: (204) 483-5041
Email: mtbb@merlin.mb.ca
Search and order online at <www.mtbb.mb.ca>.

Many of the resources listed are available for loan by contacting:

Instructional Resources Unit (IRU)
Manitoba Education, Citizenship and Youth
1181 Portage Avenue
Winnipeg, MB R3G 0T3
Telephone: (204) 945-7830/7851 (in Winnipeg)
1-800-282-8069, ext. 7830/7851 (Manitoba only)
Fax: (204) 945-8756
Email: iruref@gov.mb.ca
Internet: <http://library.edu.gov.mb.ca:4100>

Grade-Level Resources

(Resources organized by cluster follow this section.)

All About Canadian Communities

(Series). (The All About Series).
Nelson (NEL), 2003.

This resource contains a detailed Teacher's Guide, plus a series of nine 31-page softcover books comprising the following titles:

- Farming Communities
- Fishing Communities
- Forestry Communities
- Large Cities
- Mining Communities
- Northern Communities
- Rural Communities
- Suburban Communities
- Towns

It is based on the specific learning outcomes of the Manitoba Grade 2 social studies curriculum, and particularly supports Cluster 2.

This resource is well organized, user friendly, and includes effective and appropriate graphics, diagrams, and illustrations, as well as a detailed glossary and index. It is appropriate for Grade 2. It supports integration with the other content areas.

The information is current, accurate, and contains Canadian and Manitoba content. It includes diverse perspectives and promotes respect for diversity and inclusion.

Date Recommended: 2004-Mar-31

All About Canadian Communities: Farming Communities

(Series). O'Neill, Maryrose. (The All About Series).
Nelson (NEL), 2003. 30 p. ISBN 0-17-626700-X.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

All About Canadian Communities: Fishing Communities

(Series). O'Neill, Maryrose. (The All About Series).
Nelson (NEL), 2003. 30 p. ISBN 0-17-626716-6.

Suggested Use: Grade 2; - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

All About Canadian Communities: Forestry Communities

(Series). O'Neill, Maryrose. (The All About Series).
Nelson (NEL), 2003. 30 p. ISBN 0-17-626717-4.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

All About Canadian Communities: Large Cities

(Series). O'Neill, Maryrose. (The All About Series).
Nelson (NEL), 2003. 30 p. ISBN 0-17-626713-1.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

All About Canadian Communities: Mining Communities

(Series). O'Neill, Maryrose. (The All About Series).
Nelson (NEL), 2003. 30 p. ISBN 0-17-626718-2.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

All About Canadian Communities: Northern Communities

(Series). O'Neill, Maryrose. (The All About Series).
Nelson (NEL), 2003. 30 p. ISBN 0-17-626719-0.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

All About Canadian Communities: Rural Communities

(Series). O'Neill, Maryrose. (The All About Series).
Nelson (NEL), 2003. 30 p. ISBN 0-17-626715-8.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

All About Canadian Communities: Suburban Communities

(Series). O'Neill, Maryrose. (The All About Series).
Nelson (NEL), 2003. 30 p. ISBN 0-17-626714-7.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

All About Canadian Communities: Teacher's Guide

(Series). (The All About Series).
Nelson (NEL), 2003. 64 p. ISBN 0-17-620203-X.

The teacher resource book is designed to complement the student text series All About Canadian Communities. This softcover resource supports a number of specific learning outcomes of the Manitoba Grade 2 social studies curriculum. It includes blackline masters that also provide some support for the specific learning outcomes. It makes curricular connections to the other content areas.

The Teacher's Guide is well organized and user friendly, and makes good use of headings. It also includes learning activities that are relevant and meaningful to students, and a number of assessment strategies. It provides relevant links to websites but these resources have not been reviewed. It also includes an unannotated bibliography of suggested materials.

This resource is current, accurate and contains Canadian content.

Suggested Use: Grade 2;Grade 2 - Cluster 1; Grade 2 - Cluster 2 ; Grade 2- Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

All About Canadian Communities: Teacher's Guide

(Series). (The All About Series).
Nelson (NEL), 2003. 64 p. ISBN 0-17-620203-X.

This teacher resource book is designed to complement the student text series All About Canadian Communities. This softcover resource supports a number of specific learning outcomes of the Manitoba Grade 2 social studies curriculum. It includes blackline masters that also provide some support for the specific learning outcomes. It makes curricular connections to the other content areas.

The Teacher's Guide is well organized and user friendly, and makes good use of headings. It also includes learning activities that are relevant and meaningful to students, and a number of assessment strategies. It provides relevant links to websites, but these resources have not been reviewed. It also includes an unannotated bibliography of suggested materials.

This resource is current, accurate, and contains Canadian content.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

All About Canadian Communities: Towns

(Series). O'Neill, Maryrose. (The All About Series).
Nelson (NEL), 2003. 30 p. ISBN 0-17-620376-1.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

All About Canadian Symbols

(Series). McDermott, Barb. (The All About Series).
Reidmore Books (NEL), 2001. ISBN 0-17-620172-6.

This resource is a series of thirteen 28-page softcover books comprised of the following topics: The Arms of Canada, The Beaver, Currency, The Bluenose, The Maple Leaf, Official Birds, Official Flags, Official Flowers, Official Trees, The Peace Tower, The RCMP, and Symbols of the Arctic. It is based on the specific learning outcomes of the Manitoba Grade 2 social studies curriculum, and particularly supports Clusters 1 and 3. It also supports aspects of the Kindergarten, Grade 1, Grade 3 (Cluster 1), Grade 4 (Clusters 2 and 3), and Grade 5 (Clusters 1-4) curricula.

This resource is well organized, user friendly, and includes effective and appropriate graphics, diagrams, and illustrations, as well as a detailed glossary and index. It is appropriate for Grade 2, but could be used from Kindergarten to Grade 5, and is therefore valuable in a multi-age classroom. It supports integration with English language arts and art.

The information is current, accurate, and contains Canadian and Manitoba content. It includes diverse perspectives and promotes respect for diversity and inclusion.

Note: Teacher Background Information/Reference

Suggested Use:

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 3;

Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

All About Canadian Symbols Teacher Resource Package

(Series). McDermott, Barb. (The All About Series).
Reidmore Books (NEL), 2001.

This teacher resource package is designed to complement the student text series All About. Canadian Symbols. This softcover resource supports a number of specific learning outcomes of the Manitoba Grade 2 social studies curriculum. It includes blackline masters that also provide some support for the specific learning outcomes. It makes curricular connections to English language arts, science, art, technology, and social studies.

The resource is well organized, user friendly, and makes good use of headings and graphics. It also includes learning activities that are relevant and meaningful to students, and a number of assessment strategies. It provides relevant links to websites and videos, but these resources have not been reviewed. It also includes an unannotated bibliography of suggested materials.

This resource is current, accurate, and contains Canadian content, although it lacks Aboriginal perspectives.

Suggested Use:

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

At Grandpa's Sugar Bush

(Picture Book). Carney, Margaret.
Kids Can Press (KCP), 1997. ISBN 1-55074-341-4.

Grade 2 - Cluster 3 - The Canadian Community

- National and provincial symbols

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Beginner's Classroom Atlas of Canada and the World

(Atlas). Book, Rick.
Rand McNally Canada (RNC), 2002. 48 p. ISBN 0-88640-921-7.

This is a well-organized, user-friendly resource that meets specific learning outcomes from Grades 1, 2, and 3 of the Manitoba social studies curriculum.

This is a comprehensive resource with age-appropriate, clearly labelled maps that make effective use of colour. It also includes mapping skills, geographical terms, symbols, legends, compass rose, bar scale, longitude and latitude, cultural links, regional links, timelines for development of countries, and a complete glossary with page references.

Suggested Use:

Grade 1; Grade 1 - Cluster 2;

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 3; Grade 3 - Cluster 2; Grade 3 - Cluster 3; Atlas - Systems International Metric Standards

Student - Breadth and Depth

Date Recommended: 2003-Mar-10

Buffalo Dreams

(Fiction). Doner, Kim.
Graphic Arts Center Publishing Company (WHI), 2003. 40 p. ISBN 1-55868-476-X.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

The following two books are part of the Canada at Work Series:

- Fishing
- Mining

Canada at Work: Fishing

(Fiction). Love, Ann. (Canada at Work Series).
Kids Can Press (KCP), 1997. 32 p. ISBN 1-55074-919-6.
Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Canada at Work: Mining

(Fiction). Love, Ann. (Canada at Work Series).
Kids Can Press (KCP), 1997. 32 p. ISBN 1-55074-920-X.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Canada from A-Z

(Non-Fiction). Kalman, Bobbie.
Crabtree Publishing Company (CRA), 1999. 32 p. ISBN 0-86505-411-8.

Grade 2 - Cluster 3 - The Canadian Community

- National and provincial symbols

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

The following four books are part of the In My Neighbourhood Series:

- Canadian Fire Fighters
- Canadian Police Officers
- Canadian Postal Workers
- Garbage Collectors

Canadian Fire Fighters

(Picture Book). Bourgeois, Paulette. (In My Neighbourhood Series).
Kids Can Press (KCP), 1991. ISBN 1-55074-137-3.
Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

Canadian Police Officers

(Picture Book). Bourgeois, Paulette. (In My Neighbourhood Series).
Kids Can Press (KCP), 1992. ISBN 1-55074-133-0.

Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Note: Deals with personal safety issues regarding strangers.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

Canadian Postal Workers

(Picture Book). Bourgeois, Paulette. (In My Neighbourhood Series).
Kids Can Press (KCP), 1992. ISBN 1-55074-135-7.

Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

Canadian Holidays: Christmas

(Print-Non-Fiction). Foran, Jill. (Canadian Holidays).
Weigl Educational Publishers (WEI), 2003. 24 p. ISBN 1-894705-96-3.
Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community
- Important people, events, and places

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic…)

Note: Teacher Read-Aloud. It provides detailed information on Christmas, and is well organized and up-to-date.
Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 3; Teacher Reference
Date Recommended: 2004-Aug-23

Canadian Holidays: Easter

(Print-Non-Fiction). Foran, Jill. (Canadian Holidays).
Weigl Educational Publishers (WEI), 2003. 24 p. ISBN 1-894705-99-8.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community
- Important people, events, and places

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic…)

Note: Teacher Read-Aloud. It provides detailed information on Easter, and is well organized and up-to-date.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

Changes: From Mud to House: A Photo Essay

(Non-Fiction). Knight, Bertram T.
Scholastic Canada Ltd. (SCH), 1997. 32 p.

ISBN 0-516-20365-7.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Claire's Gift

(Picture Book). Trottier, Maxine.
Scholastic Canada Ltd. (SCH), 1999. 30 p. ISBN 0-439-98860-8.

Grade 2 - Cluster 3 - Communities in Canada

- Diversity (cultural, linguistic, geographic, artistic…)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Duncan's Way

(Fiction). Wallace, Ian.
Groundwood Books (DGL), 2000. 29 p. ISBN 0-88899-388-9.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Elders are Watching

(Fiction). Bouchard, David.
Raincoast Books (RAI), 1998. 56 p. ISBN 1-55192-110-3.

Grade 2 - Cluster 1 - Our Local Community

- Important people

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

A Fiddle for Angus

(Fiction). Wilson, Budge.
Tundra Books Inc. (RAN), 2001. ISBN 0-88776-500-9.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

The First Red Maple Leaf

(Fiction). Zeman, Ludmila.
Tundra Books Inc. (RAN), 1997. ISBN 0-88776-419-3.

Grade 2 - Cluster 3 - The Canadian Community

- National and provincial symbols

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Garbage Collectors

(Picture Book). Bourgeois, Paulette. (In My Neighbourhood Series).
Kids Can Press (KCP), 2004. ISBN 1-55337-739-7.

Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

A Happy New Year's Day

(Fiction). Carrier, Roch.
Tundra Books Inc. (RAN), 1991. ISBN 0-88776-267-0.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Hands-on Social Studies Grade Two

(Stand-Alone). Lawson, Jennifer, *et al*.
Portage & Main Press (PEG), 2003. 209 p. ISBN 1-55379-005-7.

This made-in-Manitoba resource is based on the specific learning outcomes in the Manitoba Grade 2 social studies curriculum, and supports teaching in all three clusters (Our Local Community, Communities in Canada, The Canadian Community). It provides a variety of student activities, background information for teachers, theme vocabulary, learning extensions, Canadian Literature Links, and blackline masters.

This is a well-organized resource that includes creative, interactive, and meaningful student learning activities that connect to social studies, English language arts, art, and science. Assessment strategies are provided and include teacher, student, and group forms.

The resource contains both Canadian and Manitoba content. When learning about languages, cultures, and celebrations, specific references are made to Aboriginal and Francophone communities. When sensitive issues are addressed in learning experiences, teacher notes provide suggestions for approaching the experience with sensitivity to individual, family, and cultural differences. The resource focuses on respecting cultural differences, and reinforces pride in one's own culture.

The resource is coil-bound. It includes a detailed table of contents, and a consistent format for learning experiences including background information for teachers, materials needed, activities, extensions, and activity centres.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

In the Global Classroom 1

(Stand-Alone). Pike, Graham.
Pippin Publishing Corporation (UTP), 1998. 255 p. ISBN 0-88751-081-7.

This is a softcover Kindergarten to Grade 8 teacher reference resource. This resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery, and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes materials related to citizenship, diverse perspectives, global, identity, and economic learning outcome experiences.

Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index. The grade level for which the activities are suggested is not included.

Suggested Use:

Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3;
Grade 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3;
Grade 2; Grade 2 - Cluster 3;
Grade 3; Grade 3 - Cluster 3;
Grade 4; Grade 4 - Cluster 2; Grade 4 - Cluster 3;
Grade 5; Grade 5 - Cluster 4;
Grade 6; Grade 6 - Cluster 2; Grade 6 - Cluster 4;
Grade 7; Grade 7 - Cluster 1; Grade 7 - Cluster 2; Grade 7 - Cluster 3; Grade 7 - Cluster 4;
Grade 8; Grade 8 - Cluster 2; Grade 8 - Cluster 3; Grade 8 - Cluster 4; Grade 8 - Cluster 5;
Teacher Reference

Date Recommended: 2003-Mar-10

The following five books are part of the In Touch Series:

- Internet and E-mail
- Newspapers
- Radio
- Telephone and Fax
- Television

In Touch: Internet and E-Mail

(Picture Book). Royston, Angela. (In Touch Series).
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-063-4.
Grade 2 - Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

In Touch: Newspapers

(Picture Book). Oxlade, Chris. (In Touch Series).
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-065-0.

Grade 2 - Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

In Touch: Radio

(Picture Book). Oxlade, Chris. (In Touch series).
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-066-9.

Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

In Touch: Telephone and Fax

(Picture Book). Royston, Angela. (In Touch Series).
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-067-7.

Grade 2 - Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

In Touch: Television

(Picture Book). Oxlade, Chris. (In Touch Series).
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-068-5.

Grade 2 - Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Is That Right? Critical Thinking and the Social World of the Young Learner

(Stand-Alone). Wright, Ian.
Pippin Publishing Corporation (UTP), 2002. 139 p. ISBN 0-88751-094-9.

This teacher resource emphasizes the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 3;

Grade 3; Grade 3 - Cluster 1; Grade 3 - Cluster 3;

Grade 4; Grade 4 - Cluster 2;

Grade 5; Grade 5 - Cluster 1;

Grade 6; Grade 6 - Cluster 4;

Grade 7; Grade 7 - Cluster 3; Grade 7 - Cluster 4;

Grade 8; Grade 8 - Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

Jingle Dancer

(Fiction). Leitich Smith, Cynthia.
HarperCollins Pubs., Inc. (HCP), 2000. 32 p. ISBN 0-688-16241-X.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

(Stand-Alone). Jones, Guy W.
(MON), 2002. 175 p. ISBN 1-929610-25-4.

This 175-page softcover professional resource contains valuable information on stereotypes and misconceptions about Aboriginal peoples in America. It has a U.S. focus, and is a general introduction to Aboriginal culture. Inuit or Canadian First Nations cultures are not featured.

It provides a detailed bibliography on Aboriginal culture, values, and heritage, including children's literature, with suggested activities that support integration across subject areas. It partially supports the Manitoba social studies curriculum outcomes for Kindergarten, Grades 1, 2, 4, and 5. It also provides age-appropriate learning activities.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2;

Grade 4; Grade 4 - Cluster 3;

Grade 5; Grade 5 - Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

Let's Call it Canada: Amazing Stories of Canadian Place Names

(Non-Fiction). Hughes, Susan. (A Wow Canada! Book Series).
Maple Tree Press (FIR), 2003. 96 p. ISBN 1-894379-49-7.

Grade 2 - Cluster 3 - The Canadian Community

- Origins of place names

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Life in a Plains Camp

(Non-Fiction). Kalman, Bobbie.
Crabtree Publishing Company (CRA), 2001. 32 p. ISBN 0-7787-0461-0.

Grade 2 - Cluster 1 - Our Local Community

- Individual and community heritage and culture

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

The Little House

(Fiction). Burton, Virginia Lee.
Houghton Mifflin Company (ALL), 1942. 40 p. ISBN 0-395-25938-X.

Grade 2 - Cluster 2 - Communities in Canada

- Communities change over time

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

The Lonely Inukshuk

(Fiction). Inuglak School (Whale Cove, Nunavut).
Scholastic Canada Ltd. (SCH), 1999. 24 p. ISBN 0-590-51650-7.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Maple Moon

(Picture Book). Crook, Connie Brummel.
Fitzhenry & Whiteside Limited. (FHW), 2000. ISBN 0-7737-6098-9.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

The Milk Makers

(Non-Fiction). Gibbons, Gail.
Scholastic Canada Ltd. (SCH), 1985. ISBN 0-590-45964-3.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities
- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

The Missing Sun

(Fiction). Eyvindson, Peter.
Pemmican Publications Inc. (PEM), 1997. 48 p. ISBN 0-921827-29-6.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

The Mummer's Song

(Picture Book). Davidge, Bud.
Groundwood Books (GROUND), 1993. ISBN 0-88899-178-9.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic…)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Music from the Sky

(Picture Book). Gillard, Denise.
Groundwood Books (GROUND), 2001. ISBN 0-88899-311-0.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic…)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

My Kokum Called Today

(Fiction). Loewen, Iris.
Pemmican Publications Inc. (PEM), 1993. ISBN 0-921827-36-9.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Nana's Cold Days

(Picture Book). Badoe, Adwoa.
Groundwood Books (GROUND), 2002. ISBN 0-88899-479-6.

Grade 2 - Cluster 3 - The Canadian Community

- Global connections (food, immigration, media…)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Nanabosho Grants a Wish

(Fiction). McLellan, Joseph. (Nanabosho Series).
Pemmican Publications Inc. (PEM), 1999. ISBN 0-921827-66-0.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

Native Homes

(Non-Fiction). Kalman, Bobbie.
Crabtree Publishing Company (CRA), 2001. 32 p. ISBN 0-7787-0463-7.

Grade 2 - Cluster 1 - Our Local Community

- Individual and community heritage and culture

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

Nelson InfoRead Social Studies Grade 2

(Series). (Nelson InfoRead Social Studies).
Nelson (NEL), 2004.

This series of twenty-four guided reading books is organized into seven topic areas with a teacher guide for each topic.

Being Part of a Community
- A Community Cares
- Dreamacres
- Saving the Park
- Welcome to the Community

Community Diversity
- Around the World in a Day
- Our Canada

Community Events
- Bread and Cheese
- Celebrating Across Canada
- The Elmira Maple Syrup Festival
- The Quebec Winter Carnival

Environments and Climate

- A Hat for Me
- Jambo, Joshua

Family Heritage

- Canada Day
- Family Night
- My Dad Is a Drummer
- When I Was Seven

Kinds of Communities

- Apples, Apples, Everywhere
- Chan-Ho Visits Canada
- City Places, Country Places
- Many People, Many Places

Map and Globe Skills

- Animals on the Move
- Have You Seen Lucy?
- Hello, Neighbour!
- The Treasure Map

The guided reading books can be used as a supplemental resource for ELA. Curricular connections can be made with art, math, music, drama, and science activities. The guided reading books are printed with a clear font and are appropriately sized for Grade 2. These resources promote parental and family involvement and address citizenship issues. The teacher guides include extension activities with some blackline masters for art, math, music, drama, and science.

Note: The following topic, Map and Globe Skills, includes four guided reading books that also support Grade 3 Cluster 2 outcomes. A Hat for Me also supports Grade 1 Cluster 2.

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Being Part of a Community

(Series). Barber, Karen, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. ISBN 0-17-627562-2.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: A Community Cares

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627630-0.

This guided reading book is part of "Being Part of a Community."

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Dreamacres

(Series). MacKenzie, Margaret. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627633-5.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Saving the Park

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627631-9.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Welcome to the Community

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627632-7.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Diversity

(Series). Burgess, Chris, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. ISBN 0-17-627560-6.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Around the World in a Day

(Series). Wishinsky, Frieda. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627628-9.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Our Canada

(Series). Siamon, Sharon. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627629-7.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Events

(Series). Farr, Carolyn, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. ISBN 0-17-626664-X.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Bread and Cheese

(Series). Gallant, Lorrie L. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627636-X.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-3

Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627637-8.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627635-1.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627634-3.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Environments and Climate

(Series). McGrail, Carol. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. ISBN 0-17-627563-0.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: A Hat for Me

(Series). Wishinsky, Frieda. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627638-6.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Jambo, Joshua

(Series). Siamon, Sharon. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627640-8.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Family Heritage

(Series). McGrail, Carol, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. ISBN 0-17-626666-6.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Canada Day

(Series). Siamon, Sharon, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627644-0.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Family Night

(Series). Wishinsky, Frieda. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627646-7.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: My Dad Is a Drummer

(Series). Gaudet, Marie. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627645-9.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: When I Was Seven

(Series). Siamon, Sharon. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627643-2.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Kinds of Communities

(Series). Farr, Carolyn, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. ISBN 0-17-627561-4.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Apples, Apples, Everywhere

(Series). Pearson, Debora. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627625-4.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada

(Series). Pearson, Debora. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627627-0.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: City Places, Country Places

(Series). Pearson, Debora. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627624-6.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Many People, Many Places

(Series). Pearson, Debora. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627626-2.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Map and Globe Skills

(Series). Farr, Carolyn, et al. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. ISBN 0-17-626665-8.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Animals on the Move

(Series). Hughes, Susan. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627639-4.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Have You Seen Lucy?

(Series). Hughes, Susan. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627640-8.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: Hello, Neighbour!

(Series). Hughes, Susan. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627642-4.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

Nelson InfoRead Social Studies Grade 2: The Treasure Map

(Series). Hughes, Susan. (Nelson InfoRead Social Studies).
Nelson (NEL), 2004. 24 p. ISBN 0-17-627641-6.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

A Northern Alphabet

(Fiction). Harrison, Ted.
Tundra Books Inc. (RAN), 1989. 32 p. ISBN 0-88776-233-6.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Oma's Quilt

(Fiction). Bourgeois, Paulette.
Kids Can Press (KCP), 2001. ISBN 1-5507-777-0.

Grade 2 - Cluster 1 - Out Local Community

- Past and present stories of their local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

The Peaceful School: Models That Work

(Print-Non-Fiction). Van Gurp, Hetty.
Portage & Main Press (PEG), 2002. 115 p. ISBN 1-55379-000-6.

This teacher's reference fits the K-4 Manitoba social studies curriculum for the topics of conflict/bullying and Remembrance Day. The resource describes activities that would be useful to help K-4 students understand and promote a peaceful world.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5

(Print-Non-Fiction). Shay, Thomas, C.
St. Paul's College (SPT), 2004. 149 p.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Teacher Reference

Date Recommended: 2004-Aug-23

People at Work

(Fiction). Jose, Isabella.
Scholastic Canada Ltd. (SCH), 2001. 12 p. ISBN 0-7791-1816-2.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

A Pioneers Thanksgiving: A Story of Harvest Celebrations in 1841

(Picture Book). Greenwood, Barbara.
Kids Can Press (KCP), 2002. 48 p. ISBN 1-55074-744-4.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community

Note: High reading level.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

A Prairie Alphabet

(Fiction). Bannatyne-Cugnet, Jo.
Tundra Books Inc. (RAN), 1992. 32 p. ISBN 0-88776-323-5.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Prairie: A Natural History

(Print-Non-Fiction). Savage, Candace.
Greystone Books (HCP), 2004. 308 p. ISBN 1-55054-985-5.

This teacher resource is recommended for Grades 2, 4, and 5. The clusters include:

Grade 2: Cluster 2: natural resources

Grade 4: Cluster 1: physical geography

Cluster 3: physical features

Grade 5: Cluster 1: mapping

Cluster 3: daily life (as background for the Fur Trade)

As a teacher reference, it discusses the Prairies in terms of a place in which to live with all the plants, insects, animals, and birds that co-exist there. The pictures/maps are colourful and the detailed content is well organized and easy to find. Black-and-white line drawings that illustrate the diversity of the Prairies are also included. The background information helps in dealing with environmental citizenship (restoring and conserving the prairie ecosystems). Integration with science is supported.

Note: Teacher Background Information/Reference.

Suggested Use: Grade 2; Grade 2 - Cluster 2; Teacher Reference

Date Recommended: 2004-Aug-23

The Prairie Fire

(Fiction). Reynolds, Marilynn.
Orca Book Publishers Ltd. (ORC), 1999. ISBN 1-55143-175-0.

Grade 2 - Cluster 2 - Communities in Canada

- Communities change over time

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Prairie Summer

(Fiction). Hundal, Nancy.
Fitzhenry & Whiteside Limited. (FHW), 1999. ISBN 1-55041-403-8.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Red Parka Mary

(Fiction). Eyvindson, Peter.
Pemmican Publications Inc. (PRN), 1996. ISBN 0-921827-50-4.

Cluster 1 - Our Local Community

- Important people, events, and places

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

A Road Goes By

(Non-Fiction). Sloan, Peter.
Scholastic Canada Ltd. (SCH), 2001. 12 p. ISBN 0-7791-1818-9.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Rookie Read-About Science: North, South, East and West

(Non-Fiction). Fowler, Allan. (Rookie Read-About Science Series).
Scholastic Canada Ltd. (SCH), 2000. 32 p. ISBN 0-516-06011-2.

Grade 2 - Cluster 2 - Communities in Canada

- Mapping

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

The Royal Canadian Mounted Police

(Fiction). Tétro, Marc.
Scholastic Canada Ltd. (SCH), 1995. 24 p. ISBN 0-590-24544-9.

Grade 2 - Cluster 2 - Communities in Canada

- Work

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Sarah, Plain and Tall

(Fiction). MacLachlan, Patricia.
HarperCollins Pubs., Inc. (HCP), n.d. ISBN 0-06-447126-8.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Shira's Hanukkah Gift

(Picture Book). Stuchner, Joan Betty.
Scholastic Canada Ltd. (SCH), 1998. 30 p. ISBN 0-439-98898-5.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Solomon's Tree

(Picture Book). Spalding, Andrea.
Orca Book Publishers Ltd. (ORC), 2002. ISBN 1-55143-217-X.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Storm at Batoche

(Fiction). Trottier, Maxine.
Fitzhenry & Whiteside Limited. (FHW), 2001. ISBN 0-7737-3248-9.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

The Strongest Man This Side of Cremona

(Picture Book). Graham, Georgia.
Fitzhenry & Whiteside Limited. (FHW), 1998. ISBN 0-88995-182-9.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Tales of a Gambling Grandma

(Fiction). Khalsa, Dayal Kaur.
Tundra Books Inc. (RAN), 2002. 32 p. ISBN 0-88776-335-9.

Grade 2 - Cluster 1 - Our Local Community

- Important people, events, and places

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

Tiger's New Cowboy Boots

(Picture Book). Morck, Irene.
Fitzhenry & Whiteside Limited. (FHW), 1996. ISBN 0-88995-153-5.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Where Did You Get Your Moccasins

(Fiction). Wheeler, Bernelda.
Portage & Main Press (PEG), 1992. 24 p. ISBN 1-895411-50-5.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

The following two books recommended for Grade 2 are part of the Yellow Umbrella Books for Early Readers Series:

- About 100 Years Ago
- On the Go

Yellow Umbrella Books for Early Readers: About 100 Years Ago

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7015-6.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

Yellow Umbrella Books for Early Readers: On the Go

(Picture Book). Weidenman, Lauren. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7014-8.

Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Grade 2: Alphabetical List of Resources by Cluster

Grade 2 Cluster 1

All About Canadian Communities: Farming Communities
All About Canadian Communities: Fishing Communities
All About Canadian Communities: Forestry Communities
All About Canadian Communities: Large Cities
All About Canadian Communities: Mining Communities
All About Canadian Communities: Northern Communities
All About Canadian Communities: Rural Communities
All About Canadian Communities: Suburban Communities
All About Canadian Communities: Teacher's Guide
All About Canadian Communities: Towns
All About Canadian Symbols
All About Canadian Symbols Teacher Resource Package
Beginner's Classroom Atlas of Canada and the World
Buffalo Dreams
Canadian Fire Fighters
Canadian Police Officers
Canadian Postal Workers
Canadian Holidays: Christmas
Canadian Holidays: Easter
Elders are Watching
Garbage Collectors
Hands-on Social Studies Grade Two
Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms
Life in a Plains Camp
Nanabosho Grants a Wish
Native Homes
Nelson InfoRead Social Studies Grade 2: A Community Cares
Nelson InfoRead Social Studies Grade 2: A Hat for Me
Nelson InfoRead Social Studies Grade 2: Animals on the Move
Nelson InfoRead Social Studies Grade 2: Apples, Apples, Everywhere
Nelson InfoRead Social Studies Grade 2: Around the World in a Day
Nelson InfoRead Social Studies Grade 2: Bread and Cheese
Nelson InfoRead Social Studies Grade 2: Canada Day
Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada

Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada
Nelson InfoRead Social Studies Grade 2: City Places, Country Places
Nelson InfoRead Social Studies Grade 2: Dreamacres
Nelson InfoRead Social Studies Grade 2: Family Night
Nelson InfoRead Social Studies Grade 2: Have You Seen Lucy?
Nelson InfoRead Social Studies Grade 2: Hello, Neighbour!
Nelson InfoRead Social Studies Grade 2: Jambo, Joshua
Nelson InfoRead Social Studies Grade 2: Many People, Many Places
Nelson InfoRead Social Studies Grade 2: Our Canada
Nelson InfoRead Social Studies Grade 2: My Dad Is a Drummer
Nelson InfoRead Social Studies Grade 2: Saving the Park
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Being Part of a Community
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Diversity
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Events
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Environments and Climate
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Family Heritage
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Kinds of Communities
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Map and Globe Skills
Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival
Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival
Nelson InfoRead Social Studies Grade 2: The Treasure Map
Nelson InfoRead Social Studies Grade 2: Welcome to the Community
Nelson InfoRead Social Studies Grade 2: When I Was Seven
Oma's Quilt
A Pioneers Thanksgiving: A Story of Harvest Celebrations in 1841
The Peaceful School: Models That Work
Red Parka Mary
Tales of a Gambling Grandma
Yellow Umbrella Books for Early Readers: About 100 Years Ago

Grade 2 Cluster 2

All About Canadian Communities: Farming Communities
All About Canadian Communities: Fishing Communities
All About Canadian Communities: Forestry Communities
All About Canadian Communities: Large Cities
All About Canadian Communities: Mining Communities
All About Canadian Communities: Northern Communities
All About Canadian Communities: Rural Communities
All About Canadian Communities: Suburban Communities
All About Canadian Communities: Teacher's Guide
All About Canadian Communities: Towns
Beginner's Classroom Atlas of Canada and the World
Canada at Work: Fishing
Canada at Work: Mining
Changes: From Mud to House: A Photo Essay
Duncan's Way
A Fiddle for Angus
Hands-on Social Studies Grade Two
Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms
The Little House
The Lonely Inukshuk
Maple Moon
The Milk Makers
The Missing Sun
My Kokum Called Today
Nelson InfoRead Social Studies Grade 2: A Community Cares
Nelson InfoRead Social Studies Grade 2: A Hat for Me
Nelson InfoRead Social Studies Grade 2: Animals on the Move
Nelson InfoRead Social Studies Grade 2: Apples, Apples, Everywhere
Nelson InfoRead Social Studies Grade 2: Around the World in a Day
Nelson InfoRead Social Studies Grade 2: Bread and Cheese
Nelson InfoRead Social Studies Grade 2: Canada Day
Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada
Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada
Nelson InfoRead Social Studies Grade 2: City Places, Country Places
Nelson InfoRead Social Studies Grade 2: Dreamacres
Nelson InfoRead Social Studies Grade 2: Family Night

Nelson InfoRead Social Studies Grade 2: Have You Seen Lucy?

Nelson InfoRead Social Studies Grade 2: Hello, Neighbour!

Nelson InfoRead Social Studies Grade 2: Jambo, Joshua

Nelson InfoRead Social Studies Grade 2: Many People, Many Places

Nelson InfoRead Social Studies Grade 2: My Dad Is a Drummer

Nelson InfoRead Social Studies Grade 2: Our Canada

Nelson InfoRead Social Studies Grade 2: Saving the Park

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Being Part of a Community)

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Diversity

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Events

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Environments and Climate

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Family Heritage

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Kinds of Communities

Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Map and Globe Skills

Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival

Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival

Nelson InfoRead Social Studies Grade 2: The Treasure Map

Nelson InfoRead Social Studies Grade 2: Welcome to the Community

Nelson InfoRead Social Studies Grade 2: When I Was Seven

People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5

People at Work

Prairie: A Natural History

The Prairie Fire

Prairie Summer

A Road Goes By

Rookie Read-About Science: North, South, East and West

The Royal Canadian Mounted Police

Sarah Plain and Tall

Solomon's Tree

Storm at Batoche

The Strongest Man This Side of Cremona

Tiger's New Cowboy Boots

Yellow Umbrella Books for Early Readers: On the Go

Grade 2 Cluster 3

All About Canadian Communities: Farming Communities
All About Canadian Communities: Fishing Communities
All About Canadian Communities: Forestry Communities
All About Canadian Communities: Large Cities
All About Canadian Communities: Mining Communities
All About Canadian Communities: Northern Communities
All About Canadian Communities: Rural Communities
All About Canadian Communities: Suburban Communities
All About Canadian Communities: Teacher's Guide
All About Canadian Communities: Towns
All About Canadian Symbols
All About Canadian Symbols Teacher Resource Package
At Grandpa's Sugar Bush
Canada from A-Z
Canadian Holidays: Christmas
Canadian Holidays: Easter
Claire's Gift
The First Red Maple Leaf
A Happy New Year's Day
Hands-on Social Studies Grade Two
In the Global Classroom 1
In Touch: Internet and E-Mail
In Touch: Newspapers
In Touch: Radio
In Touch: Telephone and Fax
In Touch: Television
Is That Right? Critical Thinking and the Social World of the Young Learner
Jingle Dancer
Let's Call it Canada: Amazing Stories of Canadian Place Names
The Mummer's Song
Music from the Sky
Nana's Cold Days
Nelson InfoRead Social Studies Grade 2: A Community Cares
Nelson InfoRead Social Studies Grade 2: A Hat for Me
Nelson InfoRead Social Studies Grade 2: Animals on the Move
Nelson InfoRead Social Studies Grade 2: Apples, Apples, Everywhere

Nelson InfoRead Social Studies Grade 2: Around the World in a Day
Nelson InfoRead Social Studies Grade 2: Bread and Cheese
Nelson InfoRead Social Studies Grade 2: Canada Day
Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada
Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada
Nelson InfoRead Social Studies Grade 2: City Places, Country Places
Nelson InfoRead Social Studies Grade 2: Dreamacres
Nelson InfoRead Social Studies Grade 2: Family Night
Nelson InfoRead Social Studies Grade 2: Have You Seen Lucy?
Nelson InfoRead Social Studies Grade 2: Hello, Neighbour!
Nelson InfoRead Social Studies Grade 2: Jambo, Joshua
Nelson InfoRead Social Studies Grade 2: Many People, Many Places
Nelson InfoRead Social Studies Grade 2: My Dad Is a Drummer
Nelson InfoRead Social Studies Grade 2: Our Canada
Nelson InfoRead Social Studies Grade 2: Saving the Park
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Being Part of a Community
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Diversity
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Events
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Environments and Climate
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Family Heritage
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Kinds of Communities
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Map and Globe Skills
Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival
Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival
Nelson InfoRead Social Studies Grade 2: The Treasure Map
Nelson InfoRead Social Studies Grade 2: Welcome to the Community
Nelson InfoRead Social Studies Grade 2: When I Was Seven
A Northern Alphabet
A Prairie Alphabet
Shira's Hanukkah Gift
Where Did You Get Your Moccasins

Additional Aboriginal Resources Available from The Manitoba Text Book Bureau

MTBB Number	Document Title	Cost
84408	Native Studies: Early Years Framework & Teachers Resource Book	$7.85
80388	Common Curriculum Framework: Aboriginal Language and Culture Programs (Kindergarten to Senior 4)	$9.95
60022	The Way We Speak: An Annotated Bibliography of Aboriginal Language Resources in Manitoba (Kindergarten to Senior 4)	$8.55
60021	Aboriginal Peoples: Resources Pertaining to First Nations, Inuit and Metis (Kindergarten to Senior 4)	$8.50
9680	Seeking A Balance: A Parent's Guide to Helping Children Succeed (Kindergarten to Grade 4)	$2.95
80420	Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators (2003)	$7.75

Prices are subject to change without notice and may be subject to applicable taxes and shipping.

Out-of-Print Titles

The following books were approved but are now out of print. This list has been included for those schools that may still have these out-of-print books in their libraries.

Canada at Work: Farming

(Out of Print)
(Fiction). Love, Ann. (Canada at Work Series).
Kids Can Press (KCP), 2000. 32 p. ISBN 1-55074-821-1.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Canada at Work: Forestry

(Out of Print)
(Fiction). Drake, Jane. (Canada at Work Series).
Kids Can Press (KCP), 2000. 32 p. ISBN 1-55074-819-X.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

Yellow Umbrella Books for Early Readers: Toys Long Ago

(Out of Print)
(Picture Book). Cipriano, Jeri S. (Yellow Umbrella Books for Early Readers Series).
Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-1721-2.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

Resources Organized by Learning Experiences

Appendix G

GRADE 2

Grade 2 Resources Organized by Learning Experiences

Sensitive Content and Local Selection of Learning Resources

Although each resource listed in this bibliography has been reviewed by a team of Manitoba social studies teachers, school divisions/districts are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of **caution** appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, **all books/videos need to be reviewed for local sensitivities.**

Definitions of Terms Used in the Learning Experiences

The following terms and definitions are used to describe how the resources should be used.

- **Student Breadth: i**dentifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

How To Access Learning Resources

The resources listed here are available from the Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

To register as a patron, renew resources and inquire about loans, contact:

Instructional Resources Unit	Telephone	(204) 945-5371
Manitoba Education, Citizenship and Youth	Toll Free	(800) 282-8069 ext. 5371
1181 Portage Avenue		
Winnipeg, MB R3G 0T3	Email	irucirc@gov.mb.ca

Online Catalogue

To conduct your own searches of the Library's collections, visit the online catalogue at: <http://libcat.merlin.mb.ca>.

Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability, and videos will not always be available as needed. Please consult the IRU for a list of DVD resources to support the learning experiences. At time of publication that list was not available.

Free Materials and Websites

Please note that the free materials and websites listed in this document were available at time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

Cluster 1: Our Local Community

2.1.1 Characteristics of Communities

Specific Learning Outcomes: KL 018; KI 004; KI 005

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Events
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Kinds of Communities
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

Student Breadth

- All About Canadian Symbols

Student Depth

- Garbage Collectors
- Yellow Umbrella Books for Early Readers: On the Go

Student Breadth & Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Canadian Fire Fighters
- Canadian Police Officers
- Canadian Postal Workers
- Nelson InfoRead Social Studies Grade 2: Welcome to the Community
- Nelson InfoRead Social Studies Grade 2: Bread and Cheese
- Nelson InfoRead Social Studies Grade 2: City Places, Country Places
- Nelson InfoRead Social Studies Grade 2: Many People, Many Places
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

Free Materials

- Destination Winnipeg
  <www.destinationwinnipeg.ca>
  for brochures and pamphlets about Winnipeg

- CBC Archives
  <cbc.ca/archives> (videos, clips, etc)
- Free Atlas of Canada/CCGE lesson plans are now on-line.
  <atlas.gc.ca>
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.1.2 Natural Resources

Specific Learning Outcomes: KL 016; KL 017

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

Student Breadth

- All About Canadian Symbols

Student Breadth & Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

Free Materials

- Statistics Canada
  <www.statcan.ca/english/edu>
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.1.3 Stories of the Past

Specific Learning Outcomes: KH 025; VH 008

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package

- Canadian Holidays: Christmas
- Canadian Holidays: Easter
- Hands-On Social Studies Grade Two

Student Breadth
- All About Canadian Symbols

Student Depth
- Buffalo Dreams
- Nanabosho Grants a Wish
- Oma's Quilt
- A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
- Yellow Umbrella Books for Early Readers: About 100 Years Ago (Out of Print)

Student Breadth & Depth
- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World

Free Materials
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.1.4 Culture and Heritage

Specific Learning Outcomes: KI 006; KI 010

Teacher Reference
- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Two
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Diversity
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Family Heritage
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

Student Breadth
- All About Canadian Symbols

Student Depth
- Life in a Plains Camp
- Native Homes

Student Breadth & Depth
- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

Free Materials
- Learning Circle-Department of Indian and Northern Affairs Canada <www.ainc-inac.gc.ca/ks/12000_e.html>
  - 'Word Wiz' is a multi-level interactive on-line trivia game on Aboriginal issues, created for children. Look for the game under the "What's New" or "Cool Stuff" sections of the Kids' Stop website at <www.ainc-inac.gc.ca/ks/index_e.html>
  - The book Claire and Her Grandfather is also posted on the Web, including interactive activities for young children.
  - Order Forms for Indian and Northern Affairs materials:
    a) QS 6120-008-EE-A1 Travel in the NWT and Nunavut
    b) QS 6120-009-EE-A1 Inuit Art
    c) QS 6120-010-EE-A1 Far North Food
    d) QS 6120-011-EE-A1 My Summer on the POW-WOW Trail
    e) QS 6120-012-EE-A1 Stories the Totems Tell
    f) QS 6120-013-EE-A1 Aboriginal Veterans
    g) QS 6120-014-EE-A1 Aboriginal Names
    h) QS 6155-000-BB-A1 Crunchers
    i) QS 6120-001-EE-A1 Nunavut, Third Territory
    j) QS 6120-005-EE-A1 Life in an Aboriginal Community
    k) QS 6120-006-EE-A1 Aboriginal Sports
    l) QS 6120-007-EE-A1 First Nations Music
    m) QS 6154-000-EE-A1 Share in the Celebration Learning and Activity Guide
    n) QS 6152-000-BB-A1 Claire and her Grandfather
    o) QS 6120-003-EE-A1 Chances Are, It's Aboriginal! A Conversation about Aboriginal Foods
    p) QS 6115-010-BB-A1 Pow-Wow
    q) QS 6142-005-BB-A1 The Colourful Share in the Celebration! Bookmark
    r) QS 6142-000-BB-A1 The Share in the Celebration! pamphlet

s) QS 7044-000-BB-A1 June 21 National Aboriginal Day Calendar
t) QS 6127-001-EE-A1 The Learning Circle Ages 8-11
u) QS 6153-000-BB-A1 An Aboriginal Booklist for Children

- Virtual Museum of Metis History and Culture
  <www.metismuseum.ca>
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.1.5 Personal Identity

Specific Learning Outcomes: KI 007; KI 008; KI 009; VI 005

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two

Student Breadth

- All About Canadian Symbols

Student Depth

- Elders are Watching
- Red Parka Mary
- Tales of a Gambling Grandma
- Roses Sing on New Snow

Student Breadth & Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: Family Night
- Nelson InfoRead Social Studies Grade 2: My Dad is a Drummer
- Nelson InfoRead Social Studies Grade 2: When I Was Seven

Free Materials

- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.1.6 Contributing to our Communities

Specific Learning Outcomes: KC 001; VC 001; VC 002

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Being Part of a Community

Student Breadth

- All About Canadian Symbols

Student Breadth & Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: A Community Cares
- Nelson InfoRead Social Studies Grade 2: Dreamacres
- Nelson InfoRead Social Studies Grade 2: Saving the Park
- Nelson InfoRead Social Studies Grade 2: Welcome to the Community

Free Materials

- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.1.7 Leadership

Specific Learning Outcomes: KP 033; KP 034; VP 011

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Hands-On Social Studies Grade Two

Student Breadth

- All About Canadian Symbols

Student Breadth & Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities

- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World

Free Materials

- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.1.8 Remembrance Day

Specific Learning Outcomes: KC 003; KP 035; VP 012

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Hands-On Social Studies Grade Two
- The Peaceful School: Models That Work
- A Poppy Is to Remember (Read-Aloud)

Student Breadth

- All About Canadian Symbols

Student Breadth and Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World

Free Materials

- The Memory Project-Peace and War
  <www.TheMemoryProject.com>
  To arrange for a local veteran to visit your students, or to request materials, contact the Dominion Institute toll-free at 1-866-701-1867 or by Email at: <memory@dominion.ca>
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

Cluster 2: Communities in Canada

Learning Experiences in Cluster 2 are intended for the study of both a Canadian Community and an Aboriginal Community. The resources listed below are for one or both of these studies.

2.2.1 Diverse Peoples

Specific Learning Outcomes: KH 027; KH 028

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

Student Depth

- Nations of the Plains
- Nations of the Western Great Lakes
- Powwow

Student Breadth & Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

Free Materials

- Learning Circle-Department of Indian and Northern Affairs Canada <www.ainc-inac.gc.ca/ks/12000_e.html>
  - 'Word Wiz' is a multi-level interactive on-line trivia game on Aboriginal issues, created for children. Look for the game under the "What's New" or "Cool Stuff" sections of the Kids' Stop website at <www.ainc-inac.gc.ca/ks/index_e.html>
  - The book Claire and Her Grandfather is also posted on the Web, including interactive activities for young children.
  - Order Forms for Indian and Northern Affairs materials (See 2.1.4 on p. G6 Culture and Heritage for a list of items and codes for ordering.)

- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.2.2 Features of Canadian Communities

Specific Learning Outcomes: KI 012; KL 019; KL 023

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Two
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Environments and Climate
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Map and Globe Skills
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

Student Depth

- Duncan's Way
- The Lonely Inukshuk (reprinted as Inuksuk)
- Maple Moon
- The Milk Makers
- The Missing Sun
- Prairie Summer
- A Road Goes By
- Rookie Read-About Science: North, South, East, and West
- Sarah, Plain and Tall
- Storm at Batoche
- The Strongest Man This Side of Cremona
- Tiger's New Boots
- Nations of the Plains
- Nations of the Western Great Lakes
- Powwow

Student Breadth & Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: Our Canada
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

Free Materials

- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.2.3 Natural Resources

Specific Learning Outcomes: KL 020; KL 021; KL 022; VH 009

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource
- People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2-5
- Prairie: A Natural History

Student Depth

- Canada at Work: Fishing
- Canada at Work: Mining
- Changes: From Mud to House: A Photo Essay
- The Milk Makers
- People at Work
- Prairie Summer
- A Road Goes By

Student Breadth and Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

Free Materials

- Statistics Canada
  <www.statcan.ca/english/edu>
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.2.4 Work, Goods, and Products

Specific Learning Outcomes: KE 036; KE 037; VE 013

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

Student Depth

- Canada at Work: Fishing
- Canada at Work: Mining
- The Royal Canadian Mounted Police

Student Breadth & Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

Free Materials

- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.2.5 Diversity and Change

Specific Learning Outcomes: KH 026; VI 006

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

Student Depth

- A Fiddle for Angus (Out of Print)
- The Little House
- The Prairie Fire

Student Breadth and Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nations of the Plains
- Nations of the Western Great Lakes
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)
- Powwow

Free Materials

- Learning Circle-Department of Indian and Northern Affairs Canada
  <www.ainc-inac.gc.ca/ks/12000_e.html>
  - 'Word Wiz' is a multi-level interactive on-line trivia game on Aboriginal issues, created for children. Look for the game under the "What's New" or "Cool Stuff" sections of the Kids' Stop website at <www.ainc-inac.gc.ca/ks/index_e.html>
  - The book Claire and Her Grandfather is also posted on the Web, including interactive activities for young children.
  - Order Forms for Indian and Northern Affairs materials (See 2.1.4 on p. G6 Culture and Heritage for a list of items and codes for ordering.)
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

Videos

- Sheena Azak of Canada.
  Media Booking #5153
  See Annotation on page G22

Cluster 3: The Canadian Community

2.3.1 Canadian Symbols

Specific Learning Outcomes: KC 002

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package
- Hands-On Social Studies Grade Two

- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

Student Breadth
- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package

Student Depth
- At Grandpa's Sugar Bush
- Canada from A-Z
- The First Red Maple Leaf
- The Royal Canadian Mounted Police

Student Breadth & Depth
- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival
- Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival
- Nelson InfoRead Social Studies Grade 2: Canada Day

Free Materials
- Canadian Heritage
  Telephone: (204) 983-3601
  <www.canadianheritage.gc.ca/pc-ch/pubs/cpsc-ccsp_e.cfm>
  The following free materials are available on-line:
  - Flag Etiquette in Canada
  - The Canadian Coat of Arms
  - The National Flag of Canada
  - The National Anthem of Canada
  - Calendar of Events for the year
    <www.canadianheritage.gc.ca/pc-ch/calen/2005/10_e.cfm>
  - Celebrate Canada (National Aboriginal Day)
    <www.canadianheritage.gc.ca/special/canada/index_e.cfm>
  - Fun Zone
    <www.canadianheritage.gc.ca/special/canada/zone/index_e.cfm>
    Includes images of Coat of Arms; Flags; a Mountie; Snowbird; Celebrate Canada 1,2,3,4; and the National Anthem.
- The Monuments of Canada
  <www.bigthings.ca>
- The Big Things of Manitoba
  <www.bigthings.ca/bigmb.html>
  The "big things" at this website are images of monuments and statues in Manitoba.

- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.3.2 Historical Influences

Specific Learning Outcomes: KH 029; KH 030

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package

Student Breadth

- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package
- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

Student Depth

- Let's Call it Canada: Amazing Stories of Canadian Place Names

Student Breadth and Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World

Free Materials

- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.3.3 Cultural Communities

Specific Learning Outcomes: KI 013; KI 014; KI 015; VC 003

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

Student Breadth
- All About Canadian Symbols

Student Depth
- Life in a Plains Camp
- My Kokum Called Today

Student Breadth and Depth
- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

Free Materials
- Learning Circle-Department of Indian and Northern Affairs Canada
  <www.ainc-inac.gc.ca/ks/12000_e.html>
  - 'Word Wiz' is a multi-level interactive on-line trivia game on Aboriginal issues, created for children. Look for the game under the "What's New" or "Cool Stuff" sections of the Kids' Stop website at <www.ainc-inac.gc.ca/ks/index_e.html>
  - The book Claire and Her Grandfather is also posted on the Web, including interactive activities for young children.
  - Order Forms for Indian and Northern Affairs materials (See 2.1.4 on p. G6 Culture and Heritage for a list of items and codes for ordering.)
- Virtual Museum of Metis History and Culture
  <www.metismuseum.ca>
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

Videos
- Passport to Canada. Volume 1: From Coast to Coast
  Media Booking #6566
  See Annotation on page G22

2.3.4 Canadian Diversity

Specific Learning Outcomes: KI 011; VI 004; VL 007

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package
- Canadian Holidays: Christmas
- Canadian Holidays: Easter
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

Student Breadth

- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package

Student Depth

- Claire's Gift
- A Happy New Year's Day
- Jingle Dancer
- The Mummer's Song
- Music from the Sky
- A Northern Alphabet
- A Prairie Alphabet
- Shira's Hanukkah Gift
- Where Did You Get Your Moccasins

Student Breadth and Depth

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

Free Materials

- Canadian Heritage
  Telephone: (204) 983-3601
  <www.canadianheritage.gc.ca/pc-ch/pubs/cpsc-ccsp_e.cfm>
  The following free materials are available on-line:
  - Flag Etiquette in Canada
  - The Canadian Coat of Arms
  - The National Flag of Canada
  - The National Anthem of Canada
  - Calendar of Events for the year
    <www.canadianheritage.gc.ca/pc-ch/calen/2005/10_e.cfm>
  - Celebrate Canada (National Aboriginal Day)
    <www.canadianheritage.gc.ca/special/canada/index_e.cfm>
  - Fun Zone
    <www.canadianheritage.gc.ca/special/canada/zone/index_e.cfm>Includes images of Coat of Arms; Flags; a Mountie; Snowbird; Celebrate Canada 1,2,3,4; and the National Anthem.
- Canada's Citizenship Week materials Citizenship Education and Activities
  <www.cic.gc.ca/english/citizen/menu-promotion.html>
- Canada's Citizenship Week materials Celebrate Citizenship Year Round
  <www.cic.gc.ca/english/citizen/celebrate.html>
- Canada's Citizenship Week materials Look at Canada – citizenship booklet
  <www.cic.gc.ca/english/citizen/look/look-00e.html>
- National Library of Canada
  <www.nlc-bnc.ca>
  The National Library of Canada showcases Canadian Music, Literature and History at this site. There are links to Sheet Music from Canada's Past, Images in the News: Canadian Illustrated News 1869-1883, and a wealth of other Canadian content. In addition, the following can be obtained: Read Up On It-kits and order forms; Canadian Information By Subject bookmarks; Kids' Page bookmarks.
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

Videos

- A Feast for One's Eyes.
  Media Booking #3544
  See Annotation on page G22

2.3.5 Canadian Needs, Choices, and Decisions

Specific Learning Outcomes: KE 038; KE 039

Teacher Reference

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference

- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

Student Breadth
- All About Canadian Symbols

Student Depth
- In Touch: Internet and E-Mail (Out of Print)
- In Touch: Newspaper (Out of Print)
- In Touch: Radio (Out of Print)
- In Touch: Telephone and Fax (Out of Print)
- In Touch: Television (Out of Print)

Student Breadth and Depth
- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: A Hat for Me

Free Materials
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

2.3.6 Global Connections

Specific Learning Outcomes: KL 024; KG 031; KG 032;VG 010

Teacher Reference
- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

Student Breadth
- All About Canadian Symbols

Student Depth
- Nana's Cold Days

Student Breadth and Depth
- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities

- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: Around the World in a Day
- Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada

Free Materials

- Statistics Canada
  <www.statcan.ca/english/edu>
- Atlas of Canada
  <atlas.gc.ca>
  Free Atlas of Canada/CCGE lesson plans are now on-line.
- Free Stuff for Canadian Teachers
  <www.thecanadianteacher.com>
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

Grade 1 Video Annotations

(Alphabetical Order by Title)

A Feast for One's Eyes. (2004). [videocassette]. Series: My Brand New Life. [Canada]: Productions La Fete (Trading) Inc. & National Film Board of Canada. Media Booking #3544

This video is useful for Grade 2 Cluster 3 when discussing diversity and connections.

It profiles two young people from different cultures who share food served at special occasions. They both help to prepare and then participate in tasting the dishes unique to each other's culture.

Passport to Canada. Volume 1: From Coast to Coast. (2002). [videocassette]. Series: Passport to Canada. Montreal: National Film Board of Canada. Media Booking #6566

This video is useful for Grade 2 Cluster 3 when learning about the Canadian Community. The first three segments are suitable for grade 2.

Volume 1 depicts the scenery, history, and many cultures of Canada. The first segment, without words, promotes tolerance, respect, and sense of community amongst diverse peoples. It also celebrates citizenship. Segment two uses contemporary and archival footage to present our national anthem without words. Segment three presents a musical montage of images of Canada and Canadians without words. Ranging from diverse landscapes to the faces of our people, the segment emphasizes the creativity and innovation which makes us unique. The first 3 segments come to an end when a section entitled 'Postcards from Canada' begins (approximately the first 10 minutes of the video).

Sheena Azak of Canada. (1995). [videocassette]. Series: Children of Other Lands. [United States]: Warren Colman. Media Booking #5153

This video is useful for Grade 2 Cluster 2.

The video profiles nine-year-old Sheena Azak, a Native Canadian Nisga'a girl who lives with her family in Canyon City, British Columbia. The video depicts their involvement with the social customs and traditions of the Nisga'a people as well as their participation in the more modern ways of Canadian society.

Recommended Learning Resources - Short List and Websites

Appendix H

GRADE 2

This appendix includes an NWT short list of resources--pilot-tested and evaluated. This list was initially composed at Early Childhood & School Services, Yellowknife (ECE) after research of Appendix F. After being tested by pilots during the 2007-2008 school year, this short-list of resources was group-evaluated by the various grade teacher groupings and finally posted here in this appendix. It must be noted resources in Appendix F, not found on this short list, were used by pilots. Therefore, use this appendix as a guide—not a comprehensive, one-stop list. Also, a small number of resources not found in Appendix F have been added to the short-list.

Because Social Studies skills are so well correlated to ELA outcomes, many pilots relied on literature titles normally used in ELA instruction to teach the outcomes and skills of Social Studies. These titles were often in the school or teacher's libraries.

This list is organized by clusters. Each item is rated according to its effectiveness. Even "N" (not recommended) rated resources are included since dropping them would leave them unflagged in Appendix F and G.

This appendix ends with a list of internet-based resources which were found to be helpful in the implementation of this course. A number of password-protected resources have been subscribed to by ECE and made accessible to all students, parents, and teachers in the NWT through use of the provided usernames and passwords.

Recommended Learning Resources - Short List and Websites

CLUSTER 1: "Our Local Community"

Not recommended (of little use; connections intended to be made were not obvious)
Acceptable (met basic thematic requirements; learning was supported; title was helpful)
Very Effective (strong connections were made; learning was considerably enhanced)

Cluster 1 Titles	Author(s)	N	A	V
Hands-on Social Studies Grade 2 This Resource must have a priority rating since it is written with the curriculum in mind and has essential assessment methods	Jennifer Lawson, Joni Bowman, Gail Ruta Fontaine et **NOTE:** this is from *Portage and Main Press* (do not confuse with a similarly titled book from Ontario)			V
Is That Right?	Ian Wright		A	
The Bluenose	Barb McDermott, Gail McKeown			V
Official Flags	Barb McDermott, Gail McKeown			V
The RCMP	Barb McDermott, Gail McKeown			V
Official Birds	Barb McDermott, Gail McKeown			V
The Maple Leaf	Barb McDermott, Gail McKeown			V
Official Trees	Barb McDermott, Gail McKeown			V
The Speakers Mace	Barb McDermott, Gail McKeown			V
Symbols of the Arctic	Barb McDermott, Gail McKeown			V
The Beaver	Barb McDermott, Gail McKeown			V
The Peace Tower	Barb McDermott, Gail McKeown			V
Official Flowers	Barb McDermott, Gail McKeown			V
Currency	Barb McDermott, Gail McKeown			V
The Arms of Canada	Barb McDermott, Gail McKeown			V
Rural Communities	Maryrose O'Neill			V
Farming Communites	Maryrose O'Neill			V
Nothern Communities	Maryrose O'Neill			V
Fishing Communities	Maryrose O'Neill			V
Forestry Communites	Maryrose O'Neill			V
Large Cities	Maryrose O'Neill			V
Mining Communites	Maryrose O'Neill			V
Towns	Maryrose O'Neill			V
Suburban Communites	Maryrose O'Neill			V

Welcome to the Community	Margaret MacKenzie, Carolyn March			V
Our World ,Canadian Communites	Don Massey		A	
The Elders Are Watching	David Bouchard, Roy Henry Vickers			V
Buffalo Dreams	Kim Doner	N		
Beginners Classroom Atlas of Canada and the World	--		A	
A Poppy Is to Remember	Heather Patterson, Ron Lightburn			V
Native Soldiers: Foreign Battlefields	Government of Canada		A	
Lessons from Turtle Island	Guy W. Jones and Sally Moomaw		A	

CLUSTER 2: "Communities in Canada"

Not recommended (of little use; connections intended to be made were not obvious)

Acceptable (met basic thematic requirements; learning was supported; title was helpful)

Very Effective (strong connections were made; learning was considerably enhanced)

Cluster 2 Titles	Author(s)	N	A	V
The Milk Makers	Gail Gibbons		A	
People at Work	Isabella Jose		A	
A Road Goes By	Peter and Sheryl Sloan		A	
Mining	Jane Drake, Ann Love, Pat Cupples		A	
The Missing Sun	Peter Evyindson			V
The Little House	Virginia Lee Burton		A	
The Lonely Inukshuk	Students of Inuglak School			V
Plains Camp	Bobbie Kalman		A	
Maple Moon	Connie Brummel Crook, Scott Camerson			V
Duncan's Way	Ian Wallace			V
The Royal Mounted Canadian Police	Marc Tetro, Martin Loranger		A	
Nations of the Plains	Bobbie Kalman	N		
Nations of the Western Great Lakes	Bobbie Kalman	N		
Claire and her Grandfather				V
Video *Across Canada* and *Postcards From Canada*				V
Scholastic *Children's Canadian and World Atlas*				V

Recommended Learning Resources - Short List and Websites

CLUSTER 3: "The Canadian Community"

Not recommended (of little use; connections intended to be made were not obvious)

Acceptable (met basic thematic requirements; learning was supported; title was helpful)

Very Effective (strong connections were made; learning was considerably enhanced)

Cluster 3 Titles	Author(s)	N	A	V
Claire's Gift	Maxine Trottier, Rajka Kupesic		A	
A Northern Alphabet	Ted Harrison			V
Music From the Sky	Denise Gilliard		A	
Canada from A to Z	Bobbie Kalman			V
At Grandpa's Sugar bush	Margaret Carney, Janet Wilson			V
Where Did You Get Your Moccasins?	Bernelda Wheeler			V
My Kokum Called Today	Iris Loewen			V
Jingle Dancer	Cynthia Leitich Smith			V
O Canada (bookmark translations)	Government of the Northwest Territories		A	
O Canada (CD)	Government of the Northwest Territories		A	
My World—An Elementary Atlas This resource was flagged by all K-3 teachers—purchase a class set	Ethel Johnston, Duval House Publishing, a division of Nelson Canada			V

INTERNET RESOURCES

Source/ Web Address:	An example of a use …	Once there, follow this path:
HISTORYTREK www.historytrek.ca	**K.3.3** Globes and Maps KL-016 Recognize globes, maps, and models as representations of actual places	Places> Northwest Territories>Aklavik> Inuvilauit Place Names
CULTUREGRAMS http://online.culturegrams.com Username: govnorthwest Password: welcome	**K.3.5** Basic Needs in Other Places (p. 144)	Kids Editions> eg. Asia> eg. China>eg. photo gallery etc.,
PRINCE OF WALES NORTHERN HERITAGE CENTER http://pwnhc.learnnet.nt.ca	**K.3.5** Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.	Databases> Hi-Resolution Photo Gallery>eg. many choices are available
ELIBRARY http://elibrary.bigchalk.com/ca Username: govont0201 Password: elca	Grade 3, Cluster 4: Exploring an Ancient Society	Search field: aztecs
LEARNALBERTA www.LearnAlberta.ca enter this site as a guest (this will take considerable bandwidth)	Video: "A Classroom Example of Investigating Pictures"	Enter this site as a guest; Online guide to implementation (in blue text)> English> Search resources or Implementation Support-

		--Select a program of study> Social Studies K-12>etc.
MANITOBA EDUCATION http://www.edu.gov.mb.ca	for any Cluster or LE	Kindergarten to Grade 12; Curriculum (on left); Social Studies; Kindergarten to Grade 4; pick your grade and "Supporting Websites"
UNICEF http://www.unicef.ca	"Helping Children Around the World" "Children's Rights"	English>Kids and Teens>Games and Cartoons
ENCYCLOPORTAL http://www.northernblue.ca/OP/index.php/Welcome_to_the_Encycloportal Username: EducationNWT Password: nwtece999	This is a portal to the next four sites below. It has the CIA factbook and teacher portals as well.	
CANADAWIKI http://canadawiki.org/index.php/Main_Page Username: EducationNWT Password: nwtece999	Quick facts: they can contribute with your password and supervision	Login at top with the Username and Password Note index of topics
THE HISTORY OF CANADA ONLINE (HCO) http://canadachannel.ca/HCO/index.php/Main_Page Username: EducationNWT Password: nwtece999	Very useful site to project images from the textbook on the wall of Early Canada; Original Peoples, etc.	Login at top with the Username and Password Note index of topics

THE FIRST CANADIANS http://www.odawa.org/CFPJr/index.php/ Username: EducationNWT Password: nwtece999	Very useful site to project images from the textbook on the wall of Early Canada; Original Peoples, etc.	Note index of topics
CANADA'S FIRST PEOPLE http://www.canata.ca/index.php Username: EducationNWT Password: nwtece999	Very useful site to project images from the textbook on the wall of Early Canada; Original Peoples, etc.	Note index of topics
WORLD ATLAS OF MAPS, FLAGS, and GEOGRAPHY FACTS and FIGURES http://www.worldatlas.com/	Excellent maps by country, continent, state, province, pictures, etc.	Especially good for Grade 2, 3

GRADE 2

Long Range Planning

Appendix I

Appendix I provides two tools intended for long-range planning of Social Studies curriculum implementation.

The first tool outlines a suggested roll-out of Learning Experiences over the course of the year with an emphasis on monthly sequence.

The second tool provides an example of a two theme per term approach (for a three term school year schedule). The emphasis is meant to be on content and theme integration.

The third tool offers two long-range planner--daily checklists. These checklists facilitate the tracking of “classes used” to maintain a balance of time for each Learning Experience.

Sequencing of Learning Experiences

The list of the Learning Experiences as ordered in the curriculum:

Cluster#1—	Cluster#2—	Cluster #3 –
"Our Local Community" 2.1.1 Characteristics of Communities 2.1.2 Natural Resources 2.1.3 Stories of the Past 2.1.4 Culture and Heritage 2.1.5 Personal Identity 2.1.6 Contributing to Our Communities 2.1.7 Leadership 2.1.8 Remembrance Day	"Communities in Canada" 2.2.1 Diverse Peoples 2.2.2 Features of Canadian Communities 2.2.3 Natural Resources 2.2.4 Work: Goods and Products, an Services 2.2.5 Diversity and Change	"The Canadian Community" 2.3.1 Canadian Symbols 2.3.2 Historical Influences 2.3.3 Cultural Communities 2.3.4 Canadian Diversity 2.3.5 Canadian Needs, Choices, and Decisions 2.3.6 Global Connections

The list of Learning Experiences in a recommended monthly order:

Sept.	2.1.5 Personal Identity 2.1.1 Characteristics of Communities
Oct.	2.1.2 Natural Resources 2.1.6 Contributing to Our Communities
Nov.	2.1.8 Remembrance Day 2.1.7 Leadership
Dec.	2.1.3 Stories of the Past 2.1.4 Culture and Heritage
Jan.	2.3.4 Canadian Diversity 2.2.1 Diverse Peoples
Feb.	2.3.3 Cultural Communities 2.2.2 Features of Canadian Communities
Mar.	2.3.1 Canadian Symbols 2.2.3 Natural Resources
Apr.	2.3.5 Canadian Needs, Choices, and Decisions 2.3.6 Global Connections
May	2.2.4 Work: Goods and Products, an Services 2.2.5 Diversity and Change
June	2.3.2 Historical Influences

Appendix I – Long Range Planning

A SIX THEME PLANNING GUIDE

1ST TERM	
Theme#1: "My Community—Part 1: What It Is Like and How It Came to Be" **Learning Experiences Covered**: 2.1.1 Characteristics of Communities 2.1.2 Natural Resources 2.1.3 Stories of the Past 2.1.4 Culture and Heritage **Project Form:** Model Bulletin Board (interactive, Ongoing, 3D): Infrastructure and History Oriented	**Theme#2:** "My Community—Part 2: Our Community—It's All About People!" **Learning Experiences Covered**: 2.1.5 Personal Identity 2.1.6 Contributing to Our Communities 2.1.7 Leadership 2.1.8 Remembrance Day **Project Form:** Model Bulletin Board (interactive, Ongoing, 3D): Student and People Oriented
2nd TERM	
Theme#3: "Many Kinds of Canadians: *Southern Canadian Community*: _____" (see 2.1.1--Description of Learning Experience and Note) **Learning Experiences Covered**: 2.2.1 Diverse Peoples 2.2.2 Features of Canadian Communities 2.2.3 Natural Resources 2.2.4 Work: Goods and Products, an Services 2.2.5 Diversity and Change **Project Forms:** Diorama + One-half of a "Fair" Presentation Board	**Theme#4:** "Many Kinds of Canadians: *Southern Aboriginal Community*: _____" (see 2.1.1--Description of Learning Experience and Note) **Learning Experiences Covered**: 2.2.1 Diverse Peoples 2.2.2 Features of Canadian Communities 2.2.3 Natural Resources 2.2.4 Work: Goods and Products, an Services 2.2.5 Diversity and Change **Project Form:** Another Diorama + the Second Half of the "Fair" Presentation Board
3rd TERM	
Theme#5: "Canada Part 1: How It Came to Be and What It Is Like" **Learning Experiences Covered:** 2.3.1 Canadian Symbols 2.3.2 Historical Influences 2.3.3 Cultural Communities 2.3.4 Canadian Diversity **Project Form:** A Passport-Part 1: Within Canada / Mini-Book	**Theme#6**: "Canada Part 2: Canada in the World: What We Need—What Others Need" **Learning Experiences Covered:** 2.3.5 Canadian Needs, Choices, and Decisions 2.3.6 Global Connections **Project Form:** A Passport-Part 2: Outside Canada or Digital Presentation

LONG RANGE PLANNER – **GRADE 2 (19 Separate Learning Experiences)**

SS Alone: 5400 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#LE) = ___ classes per LE

ELA Alone: 12600 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#Themes/Units) = ___ classes per theme

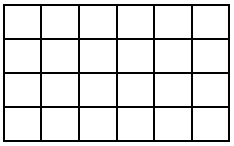
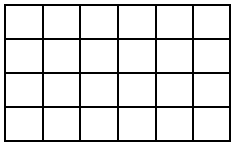
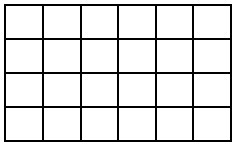
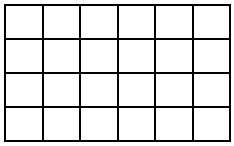
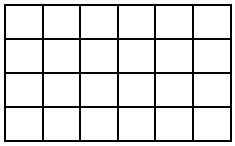
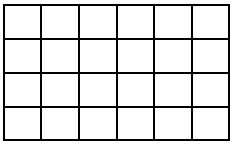
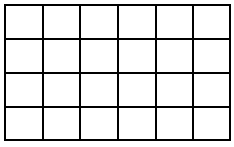
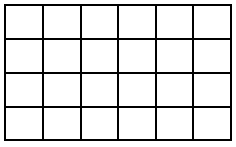
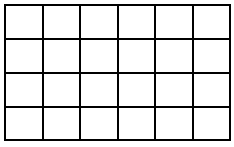
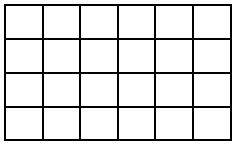
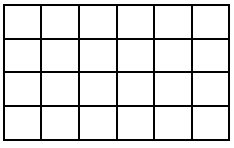
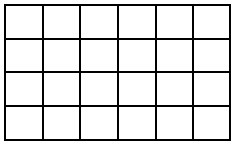
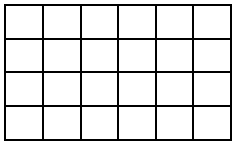
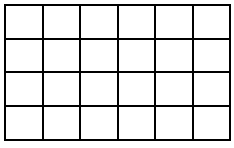
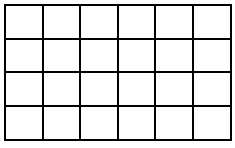
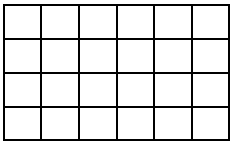
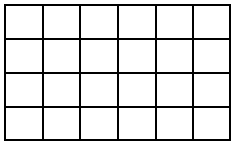
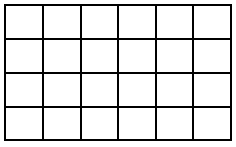
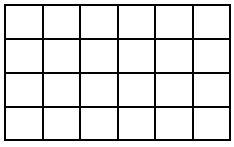
Together: 18000 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#LE) = ___ classes per LE

NOTE: 210 hrs (12600 mins) of ELA instruction is required in the NWT. In this new curriculum, Social Studies skill outcomes have been integrated with ELA outcomes to promote the teaching of the two at the same time (See Appendix A).

CHECKLIST of CLASSES USED – 19 Learning Experiences

(do the calculation above to determine how many classes to spend on each Learning Experience (LE))

DIRECTIONS: check off each class (square) after it is taught

LE Title _____ 	LE Title _____ 	LE Title _____ 	LE Title _____ 	LE Title _____ 
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LONG RANGE PLANNER – **GRADE 2 (6 Theme Approach (2 per term))**

SS Alone: 5400 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#LE) = ___ classes per LE
ELA Alone: 12600 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#Themes/Units) = ___ classes per theme
Together: 18000 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#LE) = ___ classes per LE

NOTE: 210 hrs (12600 mins) of ELA instruction is required in the NWT. In this new curriculum, Social Studies skill outcomes have been integrated with ELA outcomes to promote the teaching of the two at the same time (See Appendix A).

CHECKLIST of CLASSES USED – **6 Themes (2 per term)** using 19 Learning Experiences
(do the calculation above to determine how many classes to spend on each Learning Experience (LE))

DIRECTIONS: check off each class (square) after it is taught

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Learning Experience Poster Series

GRADE 2

Appendix J

Appendix J provides an 8.5 X 11 “thumbnail” of each poster in a series intended to be used as a resource with each Learning Experience. The appendix begins with the User’s Guide explaining the multi-purpose nature of the series.

These posters can be accessed in the following ways:

1. Glossy full-sized posters have been sent along with each curriculum document. These are ready to display and use in a circle time setting as anchor charts.

2. At time of publication, “Teacher Resourses” at <http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/indexK12.htm> displays the same thumbnails as listed in this Appendix. At a future time, these may be shown in “Curriculum Services” within “Social Studies” at the above website. These pdf’s can be viewed with a digital projector or printed off from the website in “grayscale” if necessary.

3. The posters are also found on the disk that contains the PDF of these curriculum documents. Again, a digital projector connected to your computer can display these posters from the disk or the posters could be printed off in grayscale as well.

4. These 8.5 x 11 thumbnails can be photocopied in grayscale if your copier has a photograph mode.

Learning Experience Poster Series

The Learning Experience posters are designed as a resource to support the new K-3 Social Studies curriculum.

Multi-Purpose Use of the Poster Series:

- Introduce each Learning Experience
- Provide an engaging visual to activate interest
- Offer a critical challenge
- Create a location to anchor the development of the Learning Experience

1) Introduce each Learning Experience; A List of the Outcomes for the Teacher

Kindergarten Social Studies is made up of three *Clusters*, or units of study. These clusters are broken into smaller units called *Learning Experiences*. In the kindergarten context, there are five or six learning experiences in each cluster, At the outset of each *Learning Experience*, teachers lead students through the first teaching strategy called *activation* (the second and third stages are *acquiring* and *applying*). In the *Curriculum and Guide to Implementation,* many *activation* strategies have been provided for teachers. At the *activation* stage, the teacher's interest is in reviewing and activating prior knowledge students possess about the topic through various introductory activities.

Through this poster series, the course offers another *activation* opportunity—it might be the first one used. The poster pictures are of an "open meaning" nature that allow the course outcomes to be raised and discussed in a relevant context. This discussion can lead to the posting of student responses on stickies around the poster.

The learning outcomes for the course are called *Specific Learning Outcomes* (*SLOs*). The *SLOs* for each *Learning Experience* are shown on the bottom of the posters, coded as Knowledge (K) or Value (V) type outcomes. These *SLOs* are the actual curriculum expectations that teachers are responsible to explore in K-3 Social Studies. The display of these *SLOs* provides a focusing device for the teacher to continue curriculum-centered lesson planning and discussion with students throughout the entire *Learning Experience*.

2) Provide an engaging visual to activate interest

For students who are visual learners, the high resolution photo provides a differentiated access to the *SLOs*. The photo was selected for its effectiveness in prompting responses about prior knowledge, opening the discussion about the intended learning outcomes, and encouraging critical thought around the photo's meaning. Other teacher-chosen photos could be used as well.

3) Offer a critical challenge

An emphasis particularly important in NWT Social Studies curriculum is that of critical thinking (or "criterial thinking") within a skills-based approach, as opposed to passive reception of pre-established, non-contentious "answers" often inherent in a traditional content-based curriculum approach. By critical thought, we mean the kind of thinking that is brought to bear upon a situation (in this case a photo) where students are tasked with reasoning through the plausibility and sensibleness of judgments that can be made about problematic situations—where the truth is "in doubt". The photos offer students the opportunity to reason with and beyond the available data, using photo details as evidence toward fair-minded conclusions or encouraging inferences and plausible conclusions. Every attempt has been made to find multi-use photo--in keeping with the multi-purpose nature of this poster series--that are at a developmentally appropriate level.

The subject of the photo will determine the kind of critical challenge to be conducted. The basic task is framed around the critical thinking vocabulary of "clue" and "conclusion" where students are expected to discuss clues in the photo to support the conclusions they draw—using the 5WH chart as an organizing tool. A similar chart may also be created on a word processor, photocopied and given to small groups or individuals for independent learning. The WHs may be modified depending on the photo and lesson intent.

The basic critical task could be differentiated in other ways. For the photo on "Guide to Use: As an Anchor Chart for Stickies, Arts …", for example, we might ask for criteria for what a "best" version of the concept being discussed would be, (eg. "What makes a good interest or ability?") and how well the object in the photo measures against that criteria--or the question of which of these criterion the poster best illustrates (eg. "The smiling lady really shows that an interest is something you love!"). Note the use of this second type of critical challenge at the bottom of the "Guide to Reading" poster.

The "Critical Question" gets at the heart of the *Learning Experience's SLO's*. It can be especially useful for feedback for learning (FFL), assessment for learning (AFL), and assessment of learning (AOL). For more information on critical challenges in elementary school, see the Critical Thinking Consortium web site (http://tc2.ca/).

4) Create a location to anchor the development of the Learning Experience

Anchor charts are used particularly in English Language Arts to increase the comprehension strategies of developing readers. The new Social Studies curriculum uses many "textual" resources making comprehension skills fundamental to the exploration of *SLOs*.

It is expected the posters-charts will become a vehicle to facilitate the development of the following comprehension strategies:

- monitor comprehension
- make connections to themselves, the world, and other 'texts'
- post questions that arise and require further inquiry
- display images that are visualized
- record inferences made
- highlight matters of importance and draw conclusions
- synthesize learning by organizing or reordering the "postings"

The poster is meant to be large enough for the photo to be viewed by all students in a "circle time" setting, yet small enough to be placed in the middle of a larger easel-type paper where the student-created stickies, pictures, or other media can be anchored around the poster. These "postings" will indicate their thought development throughout the three stages of the *Learning Experience.*

Further on in this guide, "Guide to Use: As an Anchor Chart for Stickies, Arts …" provides visual examples of postings that could be made as the *Learning Experience* continues. The nature of the postings will be determined by student writing and drawing abilities. Sometimes the teacher will scribe the student's comments and have the student post the sticky.

To learn more about the use of the charts and other such strategies, refer to *Strategies That Work* by Stephanie Harvey and Anne Goudvis (2007, Pembroke Publishers Limited, Markham, Ontario).

Guide to Reading and Use

Cluster order

Social Studies – Grade 1 *Connecting and Belonging*
CLUSTER 2- My Environment

LEARNING EXPERIENCE: 1.2.3 – My Address

Learning Experience code and title:

1 (Grade 1)
2 (*Cluster* #1)
3 (*Learning Experience* #3)



Image that illustrates the *SLO's*

Definitions of critical thinking vocabulary

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue
Clues are hints or pieces of information that help you find out something

	Conclusions	Clues
What is the best way to get to this community?		
What are some landmarks in this community?		
Where would you enter the community from an ice road?		
How many ways is your community like this one?		

The 4WH chart where students first draw conclusions then state what clues in the photo support their conclusions

A sample of a central critical question which could be used in, "as", "for", and "of" kinds of assessment

Critical Question: What is the best way for you to tell someone how to find your house in your community (what landmarks are the best ones for them to look for)?

1.2.3 My Address

KL-013 Identify their address or describe the relative location of their home in their community, town, or city

The *Specific Learning Outcomes* of the course. "K" means knowledge; "L" means land

<u>More Rigorous Use of the Poster: Developing and Applying Criteria Before Using the Photo</u>

1) Before the *Learning Experience* poster is used, prepare a poster-size piece of blank paper (or use the white board) with a column labeled, "Criteria for Really Good Directions" (ask, "what do really good directions to someone's house have to be like?")
2) List the student-given criteria in the column.
3) Show the *Learning Experience* poster to the students and ask them to use the criteria to write or orally give good directions to a place in this community

Guide to Use: As an Anchor Chart for Stickies, Arts …

- monitor comprehension
- make connections to themselves, the world, and other 'texts'
- post questions that arise and require further inquiry
- display images that are visualized
- record inferences made
- highlight matters of importance and draw conclusions
- synthesize learning by organizing or reordering the "postings"

Monitor Comprehension

"When we read *Pet Care*, the voice inside my head made me think of how good I can brush the hair on my cat, Pumpkin." (K.1.1)

Make Connections between the 'text' (T) and themselves (T-S), the world (T-W), and other texts (T-T).

"The woman in the picture reminds me of my mom. She is always knitting." (T-S) (K.1.1)

Post Questions that arise and require further inquiry.

"How can people make art while other people are watching them?" (K.1.1)

"Some people are ever nice to kids. But, when we read, *Carol is a Daycare Worker*, I wondered what happens when kids are sad and want their mommy back?" (K.1.1)

Social Studies – Kindergarten "Being Together"
CLUSTER 1- *Me*

LEARNING EXPERIENCE: K.1.1 - Interests and Abilities



Studying Pictures

Clues are hints or pieces of information which help you find out something
Conclusions are answers or ideas that you think of because of a clue

	Clues	Conclusions
What is the lady doing?		
Where is this?		
Who is this she?		
Why is the lady doing what she is doing?		

Critical Question: What is one thing you like to do best? Why?

K.1.1 Interests and Abilities

KI-008	Recognize that everyone has particular interests and abilities
VI-002	Value their own and others' interests and abilities
VI-002A	Value the special talents and strengths as gifts given to them

Teacher Note:

- The literature titles referred to in the above samples of anchor postings are from the list of recommended resources for the Kindergarten Social Studies Curriculum.
- Also, student responses will reflect their growing awareness of letters, words, and sentences.
- A variety of *Learning Experiences* are referred to above from Cluster 1 and 2 to facilitate the illustrating of each type of response

Display images that visualize the content



"These are the important people in my life" (K.1.3)

Record inferences

Using the facts from *Carol is a Daycare Worker* that kids in daycares eat food, play games, have a nap, all like home.

"Maybe, when they cry, they get hugged like their Mother does at home… ." (K.1.1)

Highlight Matters of Importance and draw conclusions

"The last page says that parents know Carol takes good care of the kids. I think being a worker means doing a good job." (K.1.1 or K.2.2)

Synthesize Learning by organizing or reordering the "postings"

"I looked at all my postings and now I think Daycares would be fun places." (K.1.1 or K.1.2 or K.2.2)



CRITICAL THINKING ACTIVITY--PLANNING SHEET: Grade _____

Critical thinking is reasoning through multiple, competitive alternatives to judge the most plausible, sensible or appropriate course of action or decision to be taken. Critical thinking can exist where there is contentious information and doubts about actual outcomes (44) and acknowledges many problems are "intractable" and require action with insufficient information (33). Critical thinking is "more than retrieval of information, rote application of a strategy, or mere assertion of a preference" (131). Critical thinking is not invited by, "Guess-the-one-right-answer-'Where's Waldo'", or, "All-answers-are-acceptable" type questions (132). (adapted from Wright, Ian. (2002). Is That Right? Toronto: Pippin).

K-3 Learning Experience Code _____ Title _____

Critical Question: _____?

Activation Stage: **PERSONAL KNOWLEDGE/ PREFERENCES** (class-wide) 1. (examples, personal experiences) 2. (concept definition/background knowledge)	1. _____ 2. _____
Acquiring Stage: **DEVELOP CRITERIA FOR "BEST" or "SHOULD"** (small groups and class-wide) 3. ("handle" some "specimens"; examine some examples, or non-examples for comparison; discuss a "***best***"*or* "***should***" example, method, way, type, etc.) 4. (develop criteria for "***best***" or "***should***") 5. (group report on criteria generated /used and rationale; develop class list of common criteria for "best")	3. _____ _____ 4. _____ _____ 5. _____ _____
Application Stage: **MAKE JUDGMENTS FROM CRITERIA** (individual, peers, class-wide) 6. (using the common criteria for "best" or "should" (above), generate a solution/answer/rule that solves a local problem, or answers a persisting question) 7. (present creation, solution, answer, etc.; share reasons; how the decision taken was based on common criteria for "best") 8. (debriefing: Are there any problems with these best decisions/solutions/examples, or with the criteria used? Has anything been overlooked?	6. _____ _____ 7. _____ _____ 8. _____ _____

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 1- Our Local Community

LEARNING EXPERIENCE: 2.1.1 – Characteristics of Communities



Colville Lake--Caption: Lodge at Colville Lake. 1989—1111.68Kb. 10.00 x 6.63 inches. Credit: DP&S/NWT Archives/G-1995-001-5065

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What other NWT communities look like this community? **What** would each of these buildings be used for?		
What are the tall poles for? **How** does the community use the water?		

Critical Question: Not counting your house, what building in your community do you enjoy the most?

2.1.1 Characteristics of Communities

KL-018	Locate their local community on a map of Canada
KCC-004	Identify the defining characteristics of communities
KCC-005	Describe characteristics of their local community
	Examples: transportation, services, schools…

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 1- Our Local Community

LEARNING EXPERIENCE: 2.1.2 – Natural Resources



Wekweeti--Caption: Snare Lake. 1987--NWT Archive; PW&S/NWT Archives/G-1995-001-4494

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **Where** was the picture taken?		
Who is using the airplane?		
Why are there so many types of vehicles near the lake? **What** are they being used for?		

Critical Question: What natural resource does your community use the most—land or water?

2.1.2 Natural Resources

KL-016	Name natural resources in their local community
KL-017	Give examples of ways in which the natural environment influences their communities

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 1- Our Local Community

LEARNING EXPERIENCE: 2.1.3 – Stories of the Past



Rae-Edzo--Caption: Hudson Bay Company trader, Robert Dodman, makes a deal with the retired Dogrib Indian Chief when over the counter deals were carried out. Fort Rae. 1939. [Chief Monfwi, also known as Murphy]. Copyright/Credit: Finnie/NWT Archives/N-1979-063-0044.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What kind of building is this? **What** is happening in the picture? **What** is being used in place of money in this deal?		
What person is the most "important" person in the photo? **Who** has power? **What** can you trade for in this store?		

Critical Questions: What stories about the past in your community do you like to hear told the most? What story do you like to retell to others? Who are your local heroes?

2.1.3 Stories of the Past

KT-025/KT-025A/KT-025F
Relate stories of significant events and people in their local community's past / Aboriginal community's past / francophone community's past

VT-008/VT-008A/VT-008F
Value personal connections to stories of their community's past / Aboriginal community's past / francophone community's past

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 1- Our Local Community

LEARNING EXPERIENCE: 2.1.4 – Culture and Heritage



Yellowknife--Caption: Big drum dance - Yellowknife. 1990. {This event was billed as The World's Largest Drum Dance" and took place in the Mildred Hall School yard.]--Credit: PW&S/NWT Archives/G-1995-001-6347

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **Where** was the picture taken?		
What cultural objects can be seen in the picture?		
Why are the people not looking at the stage?		

Critical Question: What cultural event or tradition in your community do you and your parents like to attend the most? What cultural object would you like to own?

2.1.4 Culture and Heritage

KCC-006	Identify cultural groups in their local communities
KI-010	Identify their culture, language, and heritage
KI-010A	Identify their Aboriginal cultures, languages, and heritages
KI-010F	Identify their francophone culture, language, and heritage

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 1- Our Local Community

LEARNING EXPERIENCE: 2.1.5 – Personal Identity



George Blondin telling stories to children at a school. Photo Credit: Tessa MacIntosh

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **Where** are these people?		
What are the children being told? **What** are the children thinking or feeling?		
How do different storytellers act when they tell their stories? **How** is this storyteller telling his story?		

Critical Question: What story have you heard that you remember the best? What did you learn about yourself from the story?

2.1.5 Personal Identity

KI-007	Give examples of factors that shape who they are *Examples: language, family, community, traditions, gender, where they live, …*
KI-008	Recognize that stories of their seniors, groups, and communities help define who they are
KI-008A	Recognize that stories of their Aboriginal ancestors, Elders, and communities connect them to the past, present, and future
KCC-009/009A	Describe groups with which they identify *Examples: cultural, linguistic, community, First Nations*
VI-005	Value their groups and communities

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 1- Our Local Community

LEARNING EXPERIENCE: 2.1.6 – Contributing to Our Communities



Old Folks home care worker—Rae—1993. Photo credit: Tessa MacIntosh

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening? **How** is the lady helping the elder?		
What contribution did someone make that is sitting on the plate?		
How is the elder helping the lady?		

Critical Question: How can a young person in Grade 2 help the community? What do you think would be the best way?

2.1.6 Contributing to Our Communities

KC-001	Recognize that all members of communities have responsibilities and rights
KC-001A	Recognize that all members of communities have a contribution to make
VC-001	Value the contributions of individuals to their communities
VC-002	Be willing to contribute to their groups and communities

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 1- Our Local Community

LEARNING EXPERIENCE: 2.1.7 – Leadership



© [2008] Jupiterimages Corporation. Image is from a clipart collection.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **How** are the people sitting on the floor helping the activity?		
Is the boy a leader or just taking a turn? Are you still a leader if everyone has to take a turn and get up to speak?		
What jobs and chores in this classroom would need a leader to get them done?		

Critical Question: What is one time you remember being a good leader and others were glad you were serving them?

2.1.7 Leadership

KP-033	Identify leaders in their communities *Examples: mayor, reeve, chief, Elders, community volunteers…*
KP-034	Give examples of ways in which they may demonstrate leadership
VP-011	Be sensitive to others when taking on leadership roles
VP-011A	Recognize that leadership is serving others

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 1- Our Local Community

LEARNING EXPERIENCE: 2.1.8 – Remembrance Day



Rae-Edzo. Caption: Dr. J.H. Riopel, district medical officer and Indian Agent is welcomed to Fort Rae by Dogrib Chief Jimmy Bruno. Revered by his people, Chief Bruneau died on 16 January 1975 in Fort Rae. Copyright/Credit: Finnie/NWT Archives/N-1979-063-0052

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **Why** are the other people watching?		
In what ways are these two men different from each other and different from the other people watching?		
How do these two men show they want to be friends and understand each other?		

Critical Question: What is the best way to make peace with others when you disagree with them or have a conflict? How have you solved a problem with someone recently?

2.1.8 Remembrance Day

KC-003	Describe Remembrance Day as a time to think about peace and war
KP-035	Identify possible sources of conflict in groups and communities
VP-012	Value peaceful, non-violent ways of resolving conflicts

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 2- Communities in Canada

LEARNING EXPERIENCE: 2.2.1 – Diverse Peoples



Picture taken on Risser's Beach, Lunenburg County, Nova Scotia of an interpretive sign explaining Samuel de Champlain's 1604 map of Green Bay, Nova Scotia as he first encountered it four years before he started the settlement at Quebec City, in 1608. Photo credit: Blake Wile, July 2006

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
How old is the map? **What** is the map about? What does it show?		
What language is the key to the map written in? Why?		
Who is already living in the area when the explorer made the map?		

Critical Question: What are the best things to say to someone who has arrived at a place before you have and knows more about it than you do?

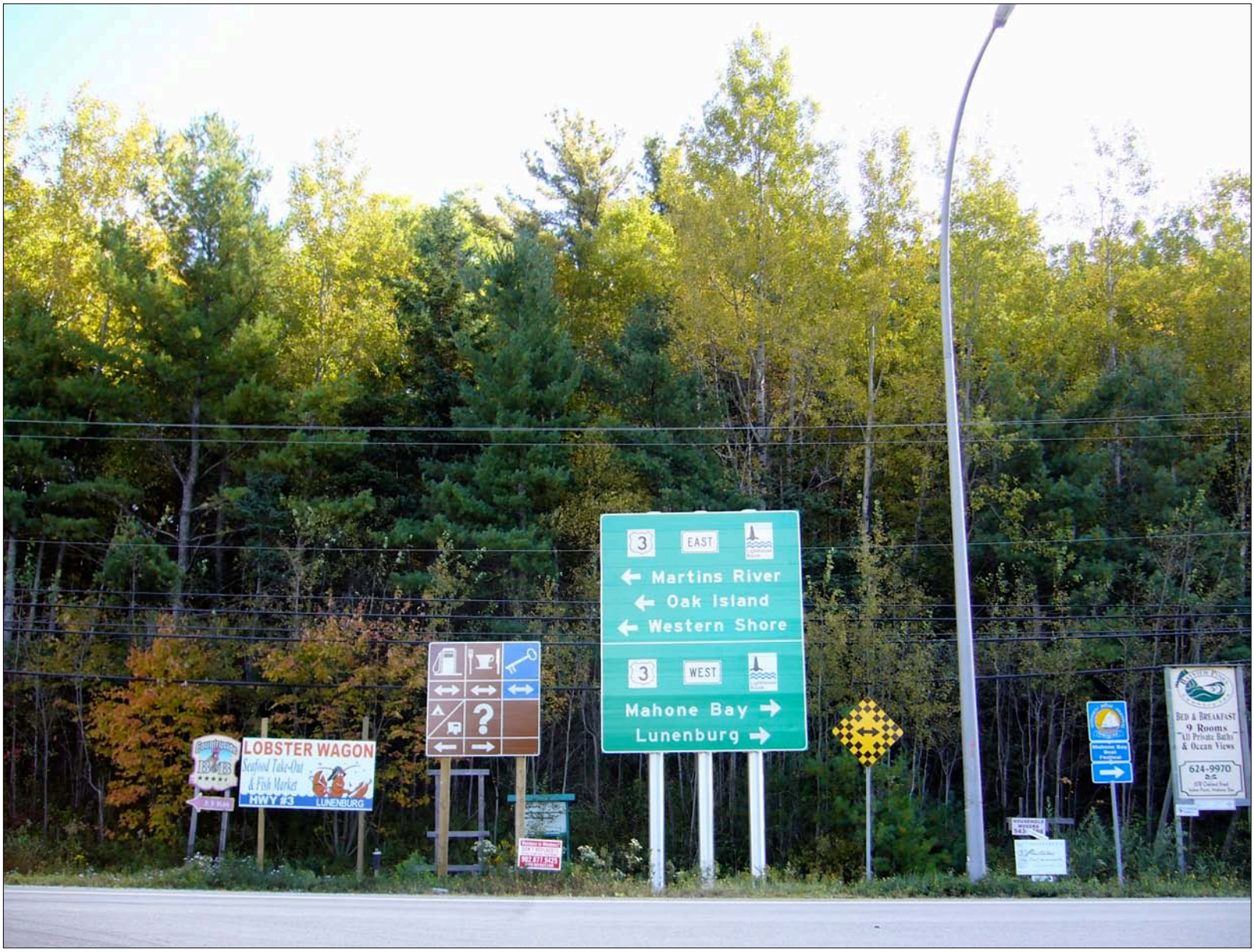
2.2.1 Diverse Peoples

KT-027	Recognize that First Nations and Inuit people are Canada's original peoples
KT-028	Recognize that many people came to Canada from other parts of the world to establish communities

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 2- Communities in Canada

LEARNING EXPERIENCE: 2.2.2 – Features of Canadian Communities



Picture taken near an exit off Highway 103, Lunenburg County, Nova Scotia. October 2007. Photo by Blake Wile

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is the tall pole for? **Why** is it needed in this place? **What** are the lines near the trees used for?		
In what part of Canada is this picture taken? **Who** reads these signs?		

Critical Question: There are many things small and great that could be learned about another Canadian community. What are the most important things that one should study for sure?

2.2.2 Features of Canadian Communities

KCC-012	Identify common features of Canadian communities *Examples: transportation, services, schools*
KL-019	Describe natural and constructed features of communities studied *Examples: landforms, climate, waterways, buildings, bridges…*
KL-023	Locate communities studied on a map of Canada

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 2- Communities in Canada

LEARNING EXPERIENCE: 2.2.3 – Natural Resources



Town of Lunenburg, Nova Scotia, looking north from the Bluenose Golf Course. Agriculture takes place on the cleared drumlins like the one on which this golf course is built. Recreational sailboats and fishing vessels both use the harbour in this picture. A fish processing plant is nearby to the right (not in the picture) Photo credit Blake Wile. The inset is an aerial view of the town looking north as well, again with the golf course in the foreground. Notice the drumlins in the top half of the picture. Photo credit courtesy Jeff Vienneau

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What natural resources are around the town of Lunenburg, Nova Scotia?		
What kind of jobs would people have done over the years using these natural resources?		
What could happen in the future to the natural resources in this community and region if people are not careful?		
How is the town using the cleared land (called a "drumlin") at the bottom of the pictures?		

Critical Questions: If you moved to this community, which natural resource would you most enjoy? Which one would most change your daily life?

2.2.3 Natural Resources

KL-020	Give examples of natural resources in communities studied
KL-021	Give examples of ways in which the natural environment defines daily life in the communities studied
KL-022	Explain the importance of conserving or restoring natural resources
VT-009	Value oral history as a way to learn about a relationship with the land

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 2- Communities in Canada

LEARNING EXPERIENCE: 2.2.4 – Work: Goods and Products, and Services



A Balsam Fir Christmas tree grower in Lunenburg County, Nova Scotia prunes the trees one last time a few weeks before the trees are harvested. The tree must have "three frosts" to stabilize the needles before cutting, hauling, baling, trucking, retailing, and finally dressing the tree. These trees grow rapidly in the sun. All that must be done is to harvest any taller trees nearby, usually spruce, alder, or birch that are creating shade and blocking the light. Although some trees are sold locally in a U-Pick fashion, most are sent to American markets—especially in Puerto Rico. The limbs of Balsam Fir trees of poorer quality are cut up and bound into wreaths that are sent across Canada. Many thousands have been placed on doors of some NWT communities, such as Yellowknife (above). Photo credits: Blake Wile.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What tools are used for this kind of work? **What** parts of the tree would need pruning?		
A grower usually gets around $10 for a tree from the company that bales them and sells them. **Could** this grower have Christmas tree farming as his only job since he only cuts about 500 trees a year?		
How are Canadian lives made better by this man's work? **How** important is the growing of Christmas trees to this place in Canada?		

Critical Question: What Canadian goods, products, or services would your family miss the most, if they suddenly stopped coming to your community?

2.2.4 Work: Goods and Products, and Services

KE-036	Give examples of goods produced in Canadian communities
KE-037	Describe different types of work in Canadian communities studied
VE-013	Appreciate that their quality of life is enhanced by the work, products and services of other Canadian communities *Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain…*

Northwest Territories Education, Culture and Employment

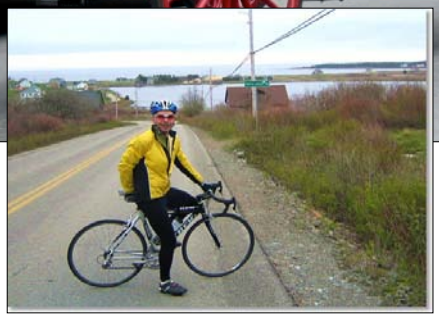
Social Studies – Grade 2 *Communities in Canada*
CLUSTER 2- Communities in Canada

LEARNING EXPERIENCE: 2.2.5 – Diversity and Change









Pictures clockwise: A tour of Old Town Lunenburg can be enjoyed from a horse-drawn carriage; a Belgian draft horse in this case. The modern cars in the background contrast this form of transportation used less than a hundred years ago. Lunenburg has a unique architectural feature that has come to be known as the "Lunenburg Bump." It is an extended dormer that overhangs the main entrance. This is no longer included in modern housing. Photo credits Blake Wile. Champion champion rider Clifford Shand with his high wheel. Lunenburg, N.S . (1887). Al and Merrill Heubach Lunenburg Bike Barn. Used with permission.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
How has transportation changed over time in this community?		
What have citizens in Lunenburg, Nova Scotia been doing for recreation (fun) for over 100 years?		
What features does this house have that modern houses do not have?		
The name of the object on the right, "velocipede", means "fast foot." What does "bicycle" mean? **How** has cycling changed since 1887—how has it stayed the same?		

Critical Questions: What have been some changes in your community that you have seen? What changes have your parents and grandparents seen over time? According to your family, was has been the most important change of all?

2.2.5 Diversity and Change

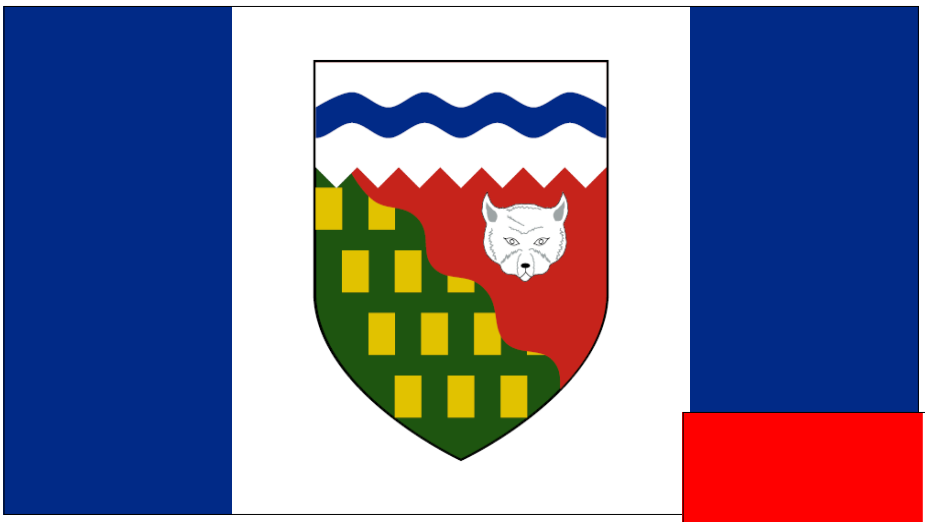
KT-026	Identify ways in which life in Canadian communities has changed over time
VCC-006	Appreciate the diversity of ways of life in Canadian communities
VCC-006A	Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada
VCC-006F	Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 3- The Canadian Community

LEARNING EXPERIENCE: 2.3.1 – Canadian Symbols

Tli Cho Logistics

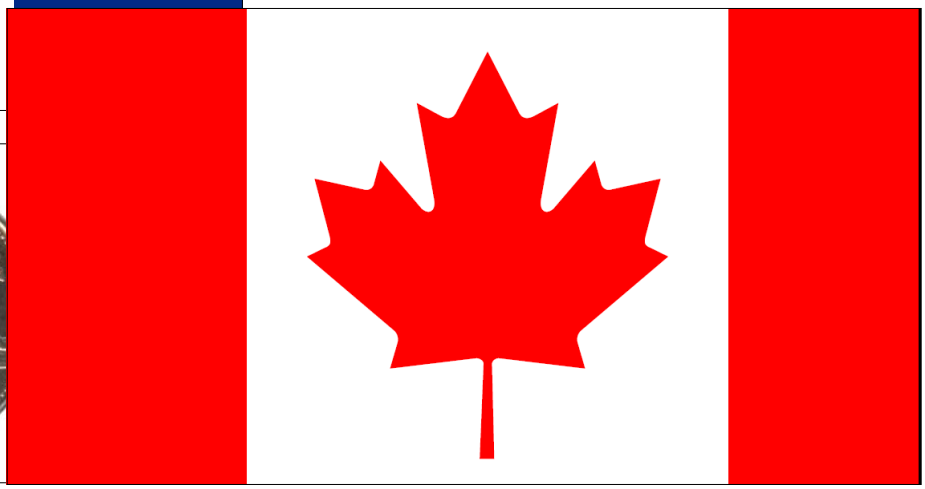












NWT Flag: http://www.worldatlas.com/webimage/flags/countrys/namerica/canada/nwt.htm
Tli cho Logistics logo used by permission.

Canadian flag description: http://worldatlas.com/webimage/flags/countrys/namerica/canada/caflag.htm
Quarters by Nard the Bard in 2007. Creative Commons Attribution ShareAlike 2.0
Dime by Wuffyz (talk) Creative Commons Attribution ShareAlike 2.0

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
Where in Canada is the caribou very important? **Why** is the caribou being shown in this business name?		
What do the symbols (objects) on the flags mean? **What** important symbols are on the coins?		
What is an important symbol in your school?		

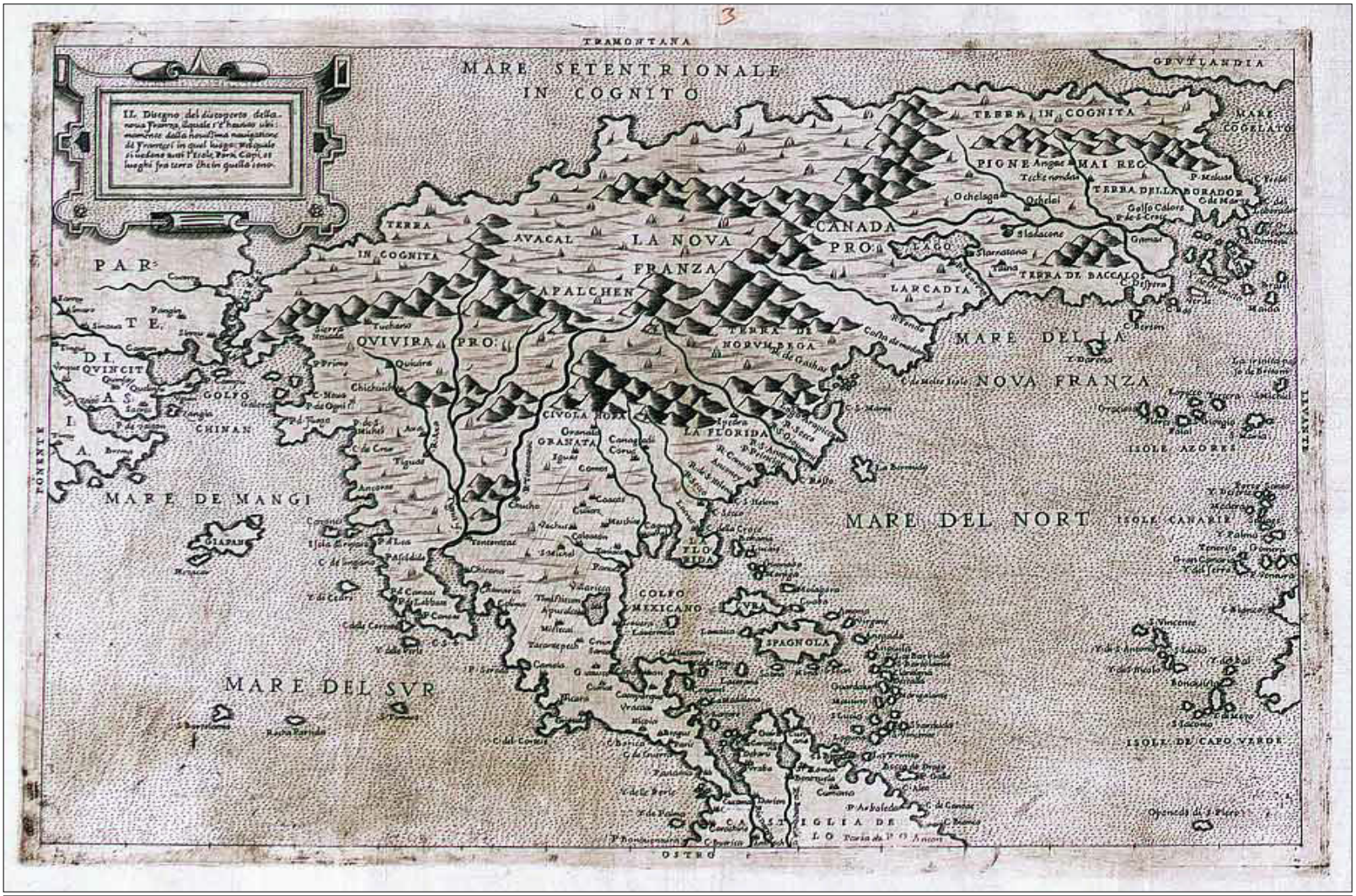
Critical Question: What symbols best show what NWT and Canada are like?

2.3.1 Canadian Symbols

KC-002 Identify significant Canadian, and Northwest Territorial symbols, places, and monuments
Examples: Canadian flag, NWT flag and floral emblem, Maple Leaf, caribou, polar bear, beaver, buffalo, NWT Legislative Assembly building, National War Memorial, drums, inuksuit, igloo, tipi

Social Studies – Grade 2 Communities in Canada
CLUSTER 3- The Canadian Community

LEARNING EXPERIENCE: 2.3.2 – Historical Influences



North America, ca. 1566. http://commons.wikimedia.org/wiki/Image:Map_North_America_1566.jpg. One of the first maps to show North America only and to include the name "Canada." The name previously appeared on Paolo Forlani's map of the world. One can read "La Nova Franza," "Canada pro.," "Terra Dellaborador," "Stadacone" (Quebec City), "Ochelaga" (Montreal), etc. on the map. This is the first appearance of other names, such as the Anian Strait (Bering Strait) between North America and Asia, on a printed map. Venice : Paolo Forlani, 1565?].This image (or other media file) is in the public domain because its copyright has expired For history of place names see, "List of place names in Canada of Aboriginal origin" in Wikipedia.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
This map is one of the first to use the name "Canada." **Where** is the name?		
What land in today's Canada is the map calling "in cognito" ("unknown")? Can you find it at the top of the map?		
In the 1530's the explorer Jacques Cartier heard First Nations talking about their village. They called it "Kanata." This is the story about the beginnings of what name?		
This map is written in Italian. Though not on this map, **what** province in today's Canada has a Latin name?		

Critical Question: What is the best way to find out the truth about the history of a place?

2.3.2 Historical Influences

KT-029	Describe the origins of a variety of place names in Canada
KT-030	Give examples of the historical francophone influence on the Canadian community *Examples: place names, stories of historical figures, celebration…*
KT-030A	Give examples of historical Aboriginal influence on the Canadian community *Examples: place names, stories of historical figures, celebration…*

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Social Studies – Grade 2 *Communities in Canada*
CLUSTER 3- The Canadian Community

LEARNING EXPERIENCE: 2.3.3 – Cultural Communities



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Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What community would build a gate that looks like this? What do the words on the gate say? How could you find out?		
What might be down the street behind the gate? Do you see any other evidence of this culture?		
This gate is in Montreal. **What** main culture and language would be very large and popular in Montreal, Quebec, Canada?		
What are some other languages you have heard spoken in your life so far?		

Critical Question: What is the best way to communicate with someone who speaks another language?

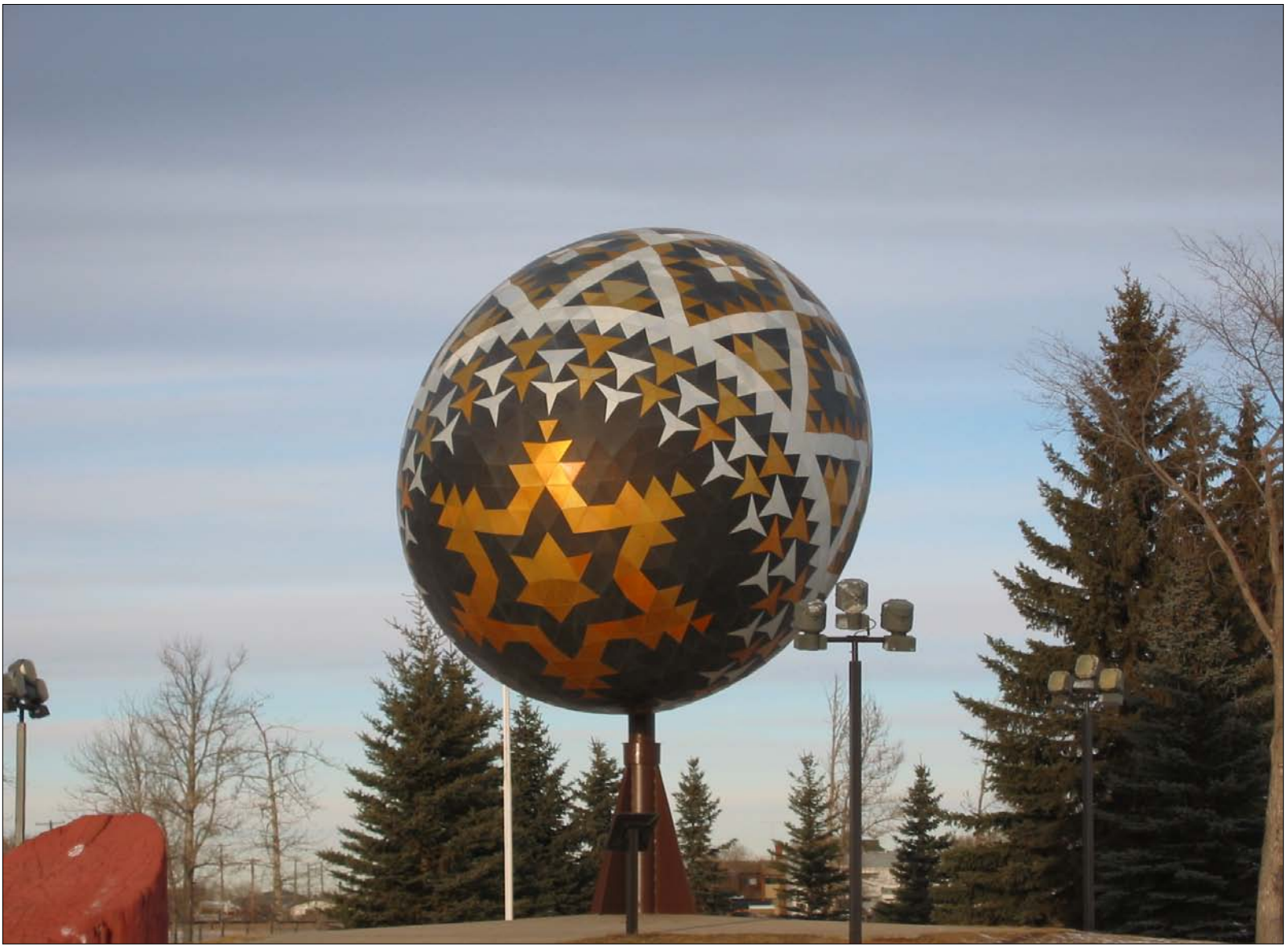
2.3.3 Cultural Communities

KCC-013	Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community
KCC-014	Identify English and French as the two official languages of Canada (with nine official Aboriginal languages in the NWT)
KCC-015	Recognize that a variety of languages are spoken in Canada
VC-003	Value being a member of the Canadian community

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 3- The Canadian Community

LEARNING EXPERIENCE: 2.3.4 – Canadian Diversity



Ukrainian Pysanka (egg) in Vegreville, Alberta, Canada, 27 December 2002, Chris Stubbs http://en.wikipedia.org/wiki/Image:VegrevillePysanka.JPG. "Because the egg shape is axisymmetrical, the analogy with the earth is convenient. The pointed end on top is the North Pole (the POINT) and the fat end on the bottom is the South Pole (the END). The axis of symmetry is tilted 60 degrees from vertical. The area near the equator is a barrel shape. The poles are made of computer simulated caps. At the poles are 6-point stars, which is a common motif in Canada." To read further, check http://www.geocities.com/williamwchow/egg/e-egg.htm

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is this large object? (research: "Vegreville, Alberta" or "Pysanka")		
Why would any town put such a large one up on a pedestal?		
Think of some groups of people who are different from your group of people. Can you name **what** is special about these groups? Do they have any special objects (as in the above picture) or special ways of doing things?		

Critical Question: If your town was going to place a large object up on a pedestal, what would be the best way to decide as a community what it would be? What should happen if your community cannot agree?

2.3.4 Canadian Diversity

KCC-011	Recognize the diversity that characterizes Canada *Examples: cultural, linguistic, geographical, artistic…*
KCC-004	Be willing to consider diverse points of view
VL-007	Appreciate diverse artistic representations of the land *Examples: poetry, painting, music…*

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 3- The Canadian Community

LEARNING EXPERIENCE: 2.3.5 – Canadian Needs, Choices, and Decisions



Friday lunch on Queen Street West, Toronto, Canada. Originally posted to Flickr as *friday* lunch by *416style*. Permission is granted to copy, distribute and/or modify this document under the terms of the GNU Free Documentation license.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
Where in Canada is this? What clues could help you find out when doing more research?		
What are some needs shown in this picture that all Canadians must have?		
Where are there advertisements in the picture? What advertisements could cause you to decide to buy something?		
How do you meet your needs in a different way than the way the needs are being met in this picture?		

Critical Question: What is the best way to decide how you are going to spend your money?

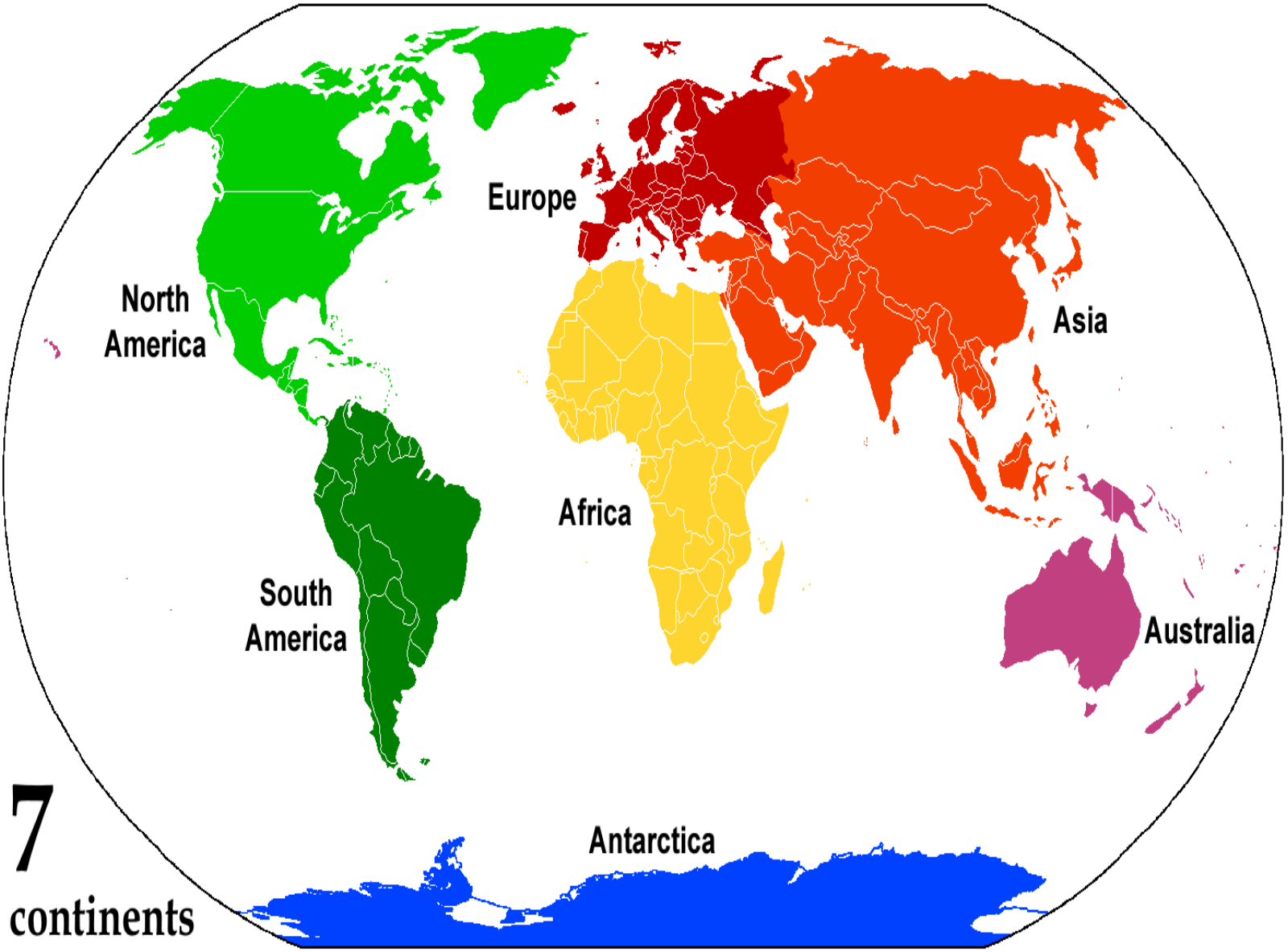
2.3.5 Canadian Needs, Choices, and Decisions

KE-038 Give examples of needs common to all Canadians
KE-039 Give examples of media influences on their choices and decisions

Northwest Territories Education, Culture and Employment

Social Studies – Grade 2 *Communities in Canada*
CLUSTER 3- The Canadian Community

LEARNING EXPERIENCE: 2.3.6 – Global Connections



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Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What does the map use to show the borders of countries? Canada's land makes it a very large country. Can you find a bigger country?		
In what color group of countries (continent) is Canada? **Which** country is Canada? **What** is another country in the light green group?		
Pick a country you think would be too far away from Canada to have any connections to Canada. Find out if is has a connection.		

Critical Question: Canada has many resources and much land to provide for its citizens. Should we be connected to other countries? What kind of connections would be helpful, or even necessary?

2.3.6 Global Connections

KL-024	Locate Canada on a world map or globe
KG-031	Identify Canada as one of many countries in the world
KG-032	Give examples of connections linking Canada to other countries *Examples: food, immigration, media…*
VG-010	Value Canada's global connections