

# Atlantic Canada Social Studies Curriculum



Education  
English Program Services

# Social Studies Grades Primary-2

Implementation Draft  
October 2005

# CURRICULUM



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# Introduction

## Background

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

## Aim of Social Studies

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

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

In particular, the social studies curriculum

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

## Purpose of Curriculum Guide

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

This curriculum guide has three purposes:

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

## Guiding Principles

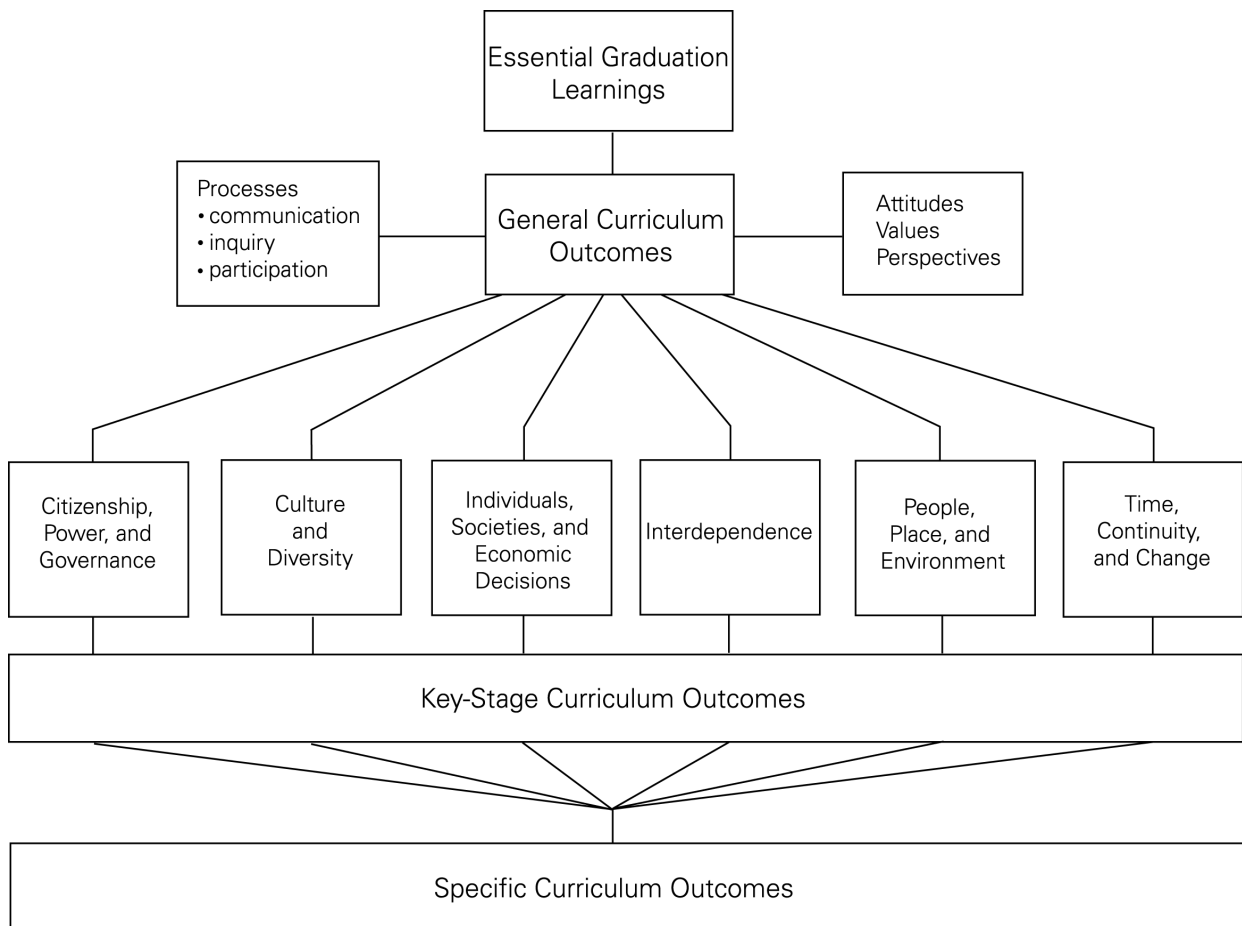
All primary to grade 9 curricula and resources should reflect the principles, rationale, philosophy and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by

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

# Program Design and Components

## Overview

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



## Essential Graduation Learnings

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

### Aesthetic Expression

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

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

- give examples of how culture is transmitted

### Citizenship

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

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

- recognize that laws influence their personal lives

### Communication

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

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

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

### Personal Development

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

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

- identify various factors that influence their decisions as consumers

### Problem Solving

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

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

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

### Technological Competence

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

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

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

## **General Curriculum Outcomes (Conceptual Strands)**

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

### **Citizenship, Power, and Governance**

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

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

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

### **Culture and Diversity**

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

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

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

### **Individuals, Societies, and Economic Decisions**

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

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

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

### **Interdependence**

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

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

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

## **People, Place, and Environment**

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

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

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

## **Time, Continuity, and Change**

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

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

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

## **Processes**

The social studies curriculum consists of three major processes: communication, inquiry, and participation (see Appendix B for a Process–Skills Matrix). The processes are reflected in the suggestions for learning and teaching and the suggestions for assessment found in social studies curriculum guides. These processes constitute many skills—some of these skills are responsibilities shared across curriculum areas while others are critical to social studies.

### **Communication**

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

### **Inquiry**

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

### **Participation**

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

## Attitudes, Values, and Perspectives

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

### By Conceptual Strand

#### Citizenship, Power, and Governance

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

#### Culture and Diversity

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

#### Individuals, Societies, and Economic Decisions

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

#### Interdependence

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

#### People, Place, and the Environment

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

#### Time, Continuity, and Change

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

## **By Process**

### **Communication**

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

### **Inquiry**

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

### **Participation**

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



# Contexts for Learning and Teaching

## The Primary Years

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

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

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

## The Primary Learner

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

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

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

## Aesthetic

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

add to children's understanding of the world, their culture, and their community. Children, with an aesthetic sensibility, value culture, environment, and personal surroundings.

## **Emotional**

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

## **Intellectual**

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

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

## **Physical**

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

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

## Social

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

## Equity and Diversity

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

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

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

## Principles Underlying the Social Studies Curriculum

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

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

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

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

## **The Social Studies Learning Environment**

### **The Effective Social Studies Classroom**

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

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

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

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

## Supporting Equity and Diversity

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

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

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

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

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

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

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

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

## **Resource-Based Learning**

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

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

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

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

The range of possible resources include

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

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

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

## **Literacy through Social Studies**

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

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

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

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

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

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

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

ICT and related technology (digital video and digital cameras, scanners, CD-ROMs, word processing software, graphics software, video-editing software, html editors, and the Internet, including the



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

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

## Assessing and Evaluating Student Learning

### Introduction

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

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

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

Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, or how to best address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential

to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

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

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

## Guiding Principles

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

These principles highlight the need for assessment that ensures

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

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

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

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

## Assessment

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

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Such strategies include, but are not limited to

- formal and informal observations
- work samples
- anecdotal records
- conferences
- portfolios
- learning journals
- questioning
- performance assessment
- peer- and self-assessment

## Evaluation

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

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

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

## Reporting

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have the responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning.

Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which

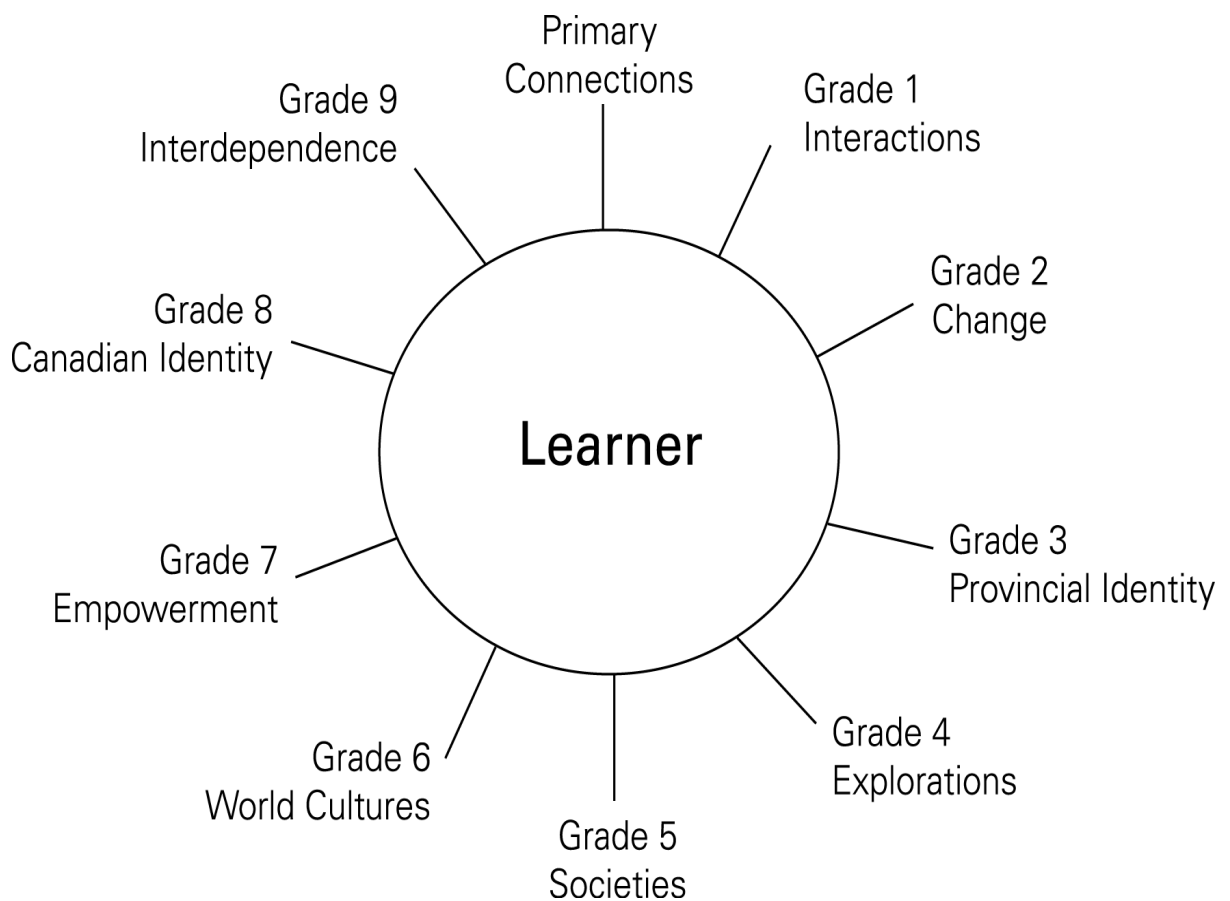
students can improve their learning and identify ways in which teachers and parents can best provide support.

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

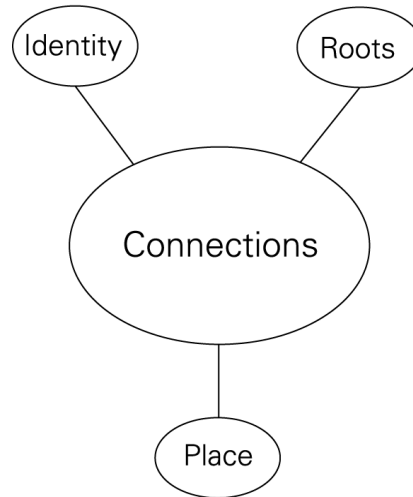
# Curriculum Overview

## Primary–9 Social Studies Program

The social studies program for primary to grade 9 is designed around ten conceptual organizers.



## Primary: Connections



### Unit One: Identity

*Students will be expected to*

- P.1.1 demonstrate an understanding of themselves as unique and special
- P.1.2 identify needs and wants that are common to all children
- P.1.3 identify and describe groups to which they belong
- P.1.4 demonstrate an understanding that the need for co-operation is an important part of being a member of a group

### Unit Two: Roots

*Students will be expected to*

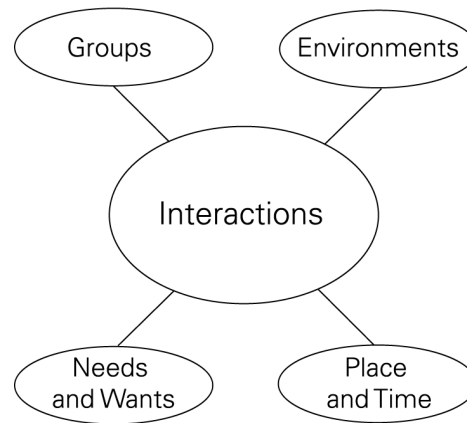
- P.2.1 demonstrate an understanding that families have historic roots
- P.2.2 demonstrate an understanding of how the roles of family members change over time
- P.2.3 recognize that families (local, national, and global) have varied traditions, rituals, and celebrations

### Unit Three: Place

*Students will be expected to*

- P.3.1 describe some of the natural and constructed features of their community
- P.3.2 use basic mapping skills to identify, locate, and name familiar places within the community
- P.3.3 identify connections between their community and other communities (local, national, and global)

## Grade 1: Interactions



### Unit One: Groups

*Students will be expected to*

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

### Unit Two: Environments

*Students will be expected to*

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

### Unit Three: Place and Time

*Students will be expected to*

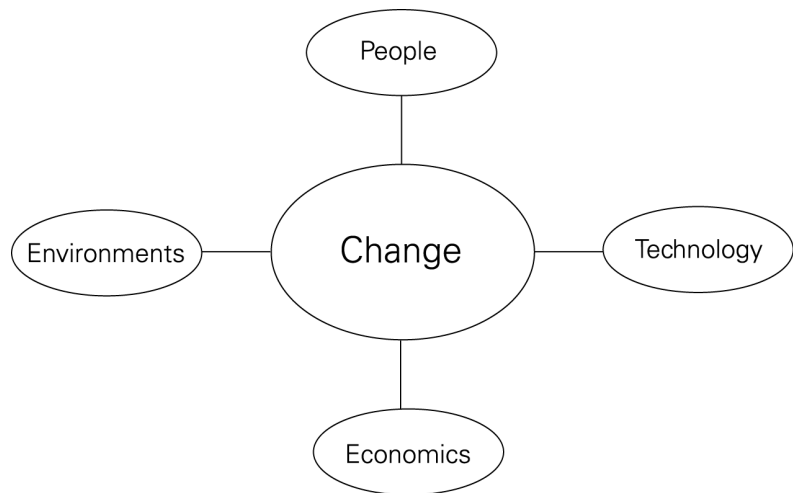
- 1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations
- 1.3.2 demonstrate an understanding that the way people live in their community evolves over time
- 1.3.3 demonstrate an understanding that Aboriginal peoples' relationship with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

### Unit Four: Needs and Wants

*Students will be expected to*

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

## Grade 2: Change



### Unit One: People

*Students will be expected to*

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

### Unit Two: Technology

*Students will be expected to*

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

### Unit Three: Economics

*Students will be expected to*

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

### Unit Four: Environments

*Students will be expected to*

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



# How to Use the Four-Column Curriculum Layout

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

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

## Column 1: Outcomes

This column provides the specific curriculum outcomes and the accompanying delineations (subsets) describing what students are expected to know, be able to do, and value by the end of the year. The delineations are intended to help elaborate upon the outcomes.

## Column 2: Suggestions for Learning and Teaching

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

### Sensitive Topics

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

Column 1

PRIMARY CONNECTIONS	
Unit 1: Identity	
Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <p><b>P.1.3</b> identify and describe groups to which they belong</p> <ul style="list-style-type: none"> <li>• identify the attributes of a family group (local, national, and global)</li> <li>• develop an awareness that groups form for a variety of reasons and have a variety of purposes</li> <li>• identify positive and negative feelings associated with belonging or wanting to belong to a group</li> </ul>	<p>♥ <b>Teacher Talk</b></p> <p>The family is the basic group in society. Point out that families, whether they be in their own community, country, or firm around the world, share common attributes. It can be a delicate subject to approach family make-ups. While introducing the concept of the contemporary family, maintain a sensitive and open approach. Encourage the natural curiosity that children have about themselves, but if you are aware of uneasy situations, family issues that would be best to avoid at this time, choose to explore families from other looks. However, make certain that the storybooks you use represent a variety of families and cultures from a local, national, and global perspective.</p> <ul style="list-style-type: none"> <li>• Teachers can begin by reading several books about families. Be certain to read a cross-section that can open the discussion about what children consider to be attributes of the family. In your discussion focus on the characteristics/attributes that local, national and global families have in common.</li> <li>• Teachers can prepare a mind-map/web with the word "families" in the centre bubble of the web. In each thread of the web record a common characteristic/attribute of families using a symbol and a word. Focus on the diversity of what is considered a family, such as a child and a grandparent, not just a child, mom and dad, or the people the child loves regardless of where they live. Exclude each common attribute shared by families (for example, a bubble that says "take care of children," "work together," "share traditions," "have fun together," or "look after each other") paste pictures of the unique ways an attribute is carried out. Create a family quilt using construction paper, one square for each child. The squares are held together with yarn. Display the quilt.</li> </ul>

Column 2

**Column 3:  
Suggestions for  
Assessment**

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

**Column 4:  
Notes**

This column provides additional information to assist teachers, including the prescribed resources and provides space for teachers to record their own notes.

Column 3

Column 4

PRIMARY CONNECTIONS	
<b>Unit 1: Identity</b>	
<p><b>Suggestions for Assessment</b></p> <ul style="list-style-type: none"> <li>Students can construct a graph that shows how many people are in their immediate family. For their portfolios, have them individually do pictorial number sentences to show how many children and adults are in their families. For example, three adults, one child and three pets make seven in my immediate family. During the group activity, observe for openness to all kinds of configurations of families. Listen for language that suggests that they have an understanding that they must respect how others define their family. For example, when Jack says he has two dads, two moms, a cat, a dog, and two brothers and that makes nine, counting himself, the others respect his point of view.</li> </ul>	<p><b>Notes</b></p> <p><b>Print Resources</b></p> <ul style="list-style-type: none"> <li><i>Discovery Links Social Studies Grade Primary Classroom Kit (16716)</i></li> <li>Big Book                             <ul style="list-style-type: none"> <li><i>It's about Me ... It's about You</i></li> <li><i>My Group</i></li> </ul> </li> <li>Links Book</li> <li>My Group</li> <li>Photo Cards</li> <li>Co-operation</li> <li><i>Discovery Links Social Studies Grade Primary Teachers Guide (16713)</i></li> </ul>
ATLANTIC CANADA SOCIAL STUDIES CURRICULUM: GRADES PRIMARY-2, IMPLEMENTATION DRAFT, OCTOBER 2006 37	

# **Primary: Connections**

# Primary: Connections

## Year Overview

The conceptual organizer for the Primary year is “connections.” Children will make many new connections to people, places, and events during the year. The Primary year is organized into three units in which children will examine

- connections to their **identity** by further developing an awareness of self and others
- connections to their **roots** by exploring how they are connected to family
- connections to **place** by developing an awareness that they live in a particular community and that there are other communities in their province, country, and world

Children will be provided a variety of opportunities, through age-appropriate, play-based learning activities, to explore and experience social studies through the lens of personal experiences in their daily lives.

# Unit 1: Identity

## Overview

In this unit, children will explore their relationship with others and with the world beyond themselves. They will develop an awareness of themselves as being unique and special and identify needs and wants that are common to all children. They will identify and describe groups to which they belong and demonstrate an understanding that co-operation is an important part of being a contributing member of a family or group.

## Outcomes

*Students will be expected to*

- P.1.1 demonstrate an understanding of themselves as unique and special
- P.1.2 identify needs and wants that are common to all children
- P.1.3 identify and describe groups to which they belong
- P.1.4 demonstrate an understanding that the need for co-operation is an important part of being a member of a group

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 1: Identity

### Outcomes

*Students will be expected to*

P.1.1 demonstrate an understanding of themselves as unique and special

- identify characteristics about themselves that make them unique and special persons
- develop an awareness that all individuals have characteristics that make them unique and special

### Suggestions for Learning and Teaching

- Teachers can select and use an appropriate book as a read aloud to celebrate that all children have characteristics that make them unique and special.
- Teachers can discuss a child's right to a name. The right to a name is one of the articles of the United Nations Convention on the Rights of the Child. It is important that all people honour the name given to a child. It is something to be respected. On chart paper, teachers can write the name of each child after each child gives their own name orally. When finished, the class can celebrate the diversity of special names they have. The teacher can prominently display the chart of names in the classroom.
- Teachers can have students engage in centre activities and take note of something that they value about the work they are doing. Draw attention to this and invite those engaged in this play, or in proximity to the student you are focussing on, to identify some characteristic they value in this person's work—for example, you might recognize that Janna has built an interesting block structure. Ask her to explain it, and point out things that you like and had not noticed until she told you about it. Or point out to Ben that he helps by cleaning up after lunch; ask him how it is that he is so organized. Modelling the behaviour of drawing attention to student strengths will catch on in your class quickly and soon others will be pointing out and celebrating the characteristics that make each individual unique and special.

Identify characteristics particular to a student: name, address, birth date, likes, dislikes, and height.

Graph some of these. Use this as part of a class Wall of Fame. Display photographs and information about each student as part of the Wall of Fame.

- Students can [using newsprint paper which can be obtained from your local newspaper (end of rolls) or some form of large paper], lie on the paper while the teacher traces an outline of the child. Have children draw in their own features such as hair and eye colour, and clothes they are wearing on that particular day.
- Teachers can select one student as the student for the week by pulling a name out of a hat: suggestions would be first in the line-up, class helper; a chart just about that child could also be displayed.

## Unit 1: Identity

### Suggestions for Assessment

Finish the day or whatever time period is allocated for free choice in centres by featuring a student to “Show and Share” what she/he was working on that day. The student can speak about, demonstrate, etc., the work he/she was engaged in. Focus on what has been good about the child’s day during the week; what did you like? Did you do anything special today? What are some of the problems you may have had? Give the listeners time to comment and ask questions. Note the kinds of questions and comments. This will indicate their ability to appreciate the contributions of other members of their class.

Look for

- body language that suggests interest in what the speaker is saying
- body language that suggests the speaker feels he/she has something valuable to contribute
- a sense of pride from the speaker about what he/she is sharing with the others
- questions and comments that suggest the listeners want to acknowledge the value of what the speaker is saying (For example, “Timmy, I think your Lego plane is wonderful. You did good work!”)

#### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing

#### Inquiry

- asking questions

#### Participation

- sharing and discussing

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade Primary Classroom Kit* (16716)

Big Book

- It’s about Me ... It’s about You
  - *My First Birthday Gift*
  - *We Are All Special*

*Discovery Links Social Studies, Grade Primary Teachers Guide* (16719)

*I Like Me* (13473)

#### Video Resources

*Talespinners Collection: Part 2, “Christopher Changes His Name”* (V2585)

*Glasses* (V2586)

*Amazing Grace* (22311)

## Unit 1: Identity

### Outcomes

*Students will be expected to*

P.1.2 identify needs and wants that are common to all children

- identify the difference between needs and wants
- develop awareness that all children have basic needs and wants
- recognize that children (local, national, and global) have special wants that relate to their needs
- give examples of themselves as consumers satisfying needs and wants

### Suggestions for Learning and Teaching

- Teachers can develop an area in the classroom (or school) that recognizes characteristics that are particular to children (local, national, and global). Of course, the definition of childhood is broad, based on cultural and economic values. Therefore, it is important not to try to diminish this subject by pasting a definition to it. Rather ask the students what they think being a child means. Things you as a teacher can place in this area are games from around the world and art and children's literature that depicts children during different historical periods. Use language such as multiculturalism and refer to other places (local, national and global). National Children's Day is November 20.
- Teachers can take the opportunity (when a situation arises during free play time in centres) to examine the differences between what a child may want and what they truly need. For example, there are a limited number of triangular blocks and Brent believes he needs all of them for his structure. However, Justin has a plan, which requires that he use two of these blocks. If there is conflict then this is the time to have a discussion about needs and wants. A variety of suggestions will arise out of this. More than likely, someone will suggest that more triangular blocks are needed for the class set. When a situation arises in which more equipment is one of the solutions to a problem, then brainstorm with the students an action they might take to acquire what is needed.
- If purchasing equipment is the answer, then look through catalogues and establish a price. Talk about the addition of taxes and shipping costs. Brainstorm with the students about how you could raise the money needed. For example, make and sell candy necklaces by stringing Fruit Loops together. Expose the children to the real cost of the cereal by writing the numbers with a dollar sign up on chart paper. Explain how the cost of the cereal must be taken out of your profits. The point of this is not for them to have a mastery over such concepts as cost and profit, but to expose them to the process.



## Unit 1: Identity

### Suggestions for Assessment

- Listen for the language the children use in their daily interactions.
- Are they using terms related to needs and wants?
- Do they say things like “I need that crayon.” “You mean you want it.”
- Are they able to think of responses for the categories of needs (physical, safety, belonging, etc.) ?
- Do they discuss how they found out about the snack they brought from a commercial and whether it is as good as it looked on television?
- Are students able to identify themselves as a consumer if you ask them a question related to it? For example, “How many of you were a consumer this week?” to which they are able to respond what they bought, where they shopped, etc. Or if it is hot lunch day, and you ask them “Who will be a consumer today at lunch?” and they are able to correctly respond.
- Observe children setting up some kind of pretend business in the class. Are they exhibiting an understanding of consumerism in their actions? Are they selling a product that the other children want? Do they make or use pretend money? Are they marketing their product in some fashion? Take photographs and when they are developed have the children involved recount what they were doing as you record it. Place the photos and the text in their portfolios.

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade Primary Classroom Kit* (16716)

#### Big Book

- *It’s about Me ... It’s about You*  
– *We Need ...*

#### Little Book

- *We Need ...*

#### Poster

- *Needs and Wants*

*Discovery Links Social Studies, Grade Primary Teachers Guide* (16719)

## Unit 1: Identity

### Outcomes

*Students will be expected to*

P.1.2 identify needs and wants that are common to all children

- identify the difference between needs and wants
- develop awareness that all children have basic needs and wants
- recognize that children (local, national, and global) have special wants that relate to their needs
- give examples of themselves as consumers satisfying needs and wants

### Suggestions for Learning and Teaching

- Teachers can ask children to think about where they get their ideas about what they want. As the idea of buying products comes up, introduce the word consumer.
- Teachers can help children establish the idea that some wants are based on needs and others come from the desire to have something that is made to look exciting. For example, “I want a hug” fulfills an important need of love, belonging and security, whereas “I want a Beanie Baby” (or whatever the current childhood fad) is a want created from outside media. Explore the idea that sometimes we want things to help us fit in, which is meeting the need of belonging. Ask the children to think about what they have.
- Teachers can ask children to think of children around the world. Discuss what they think the needs of children in other countries might be. Establish similarities and diversities. The UN Convention says that all children have the right to play. Ask the children to think about why it is so important that children be allowed to play. Use outdoor and physical education time to try out children’s games from around the world. Ensure that you locate each game’s origin on the world map.
- Students can collect and bring in labels from products they use at home. Teachers can create a graph using the actual labels, grouping the items into products that fulfill needs that are: Physical—Food/Air/Water, Safety—Shelter/Protection, Love and Belonging, Feeling Good about Yourself, and Creating. Teachers can use a map to identify places from where some of the items come. Teachers can discuss with the class how name brand items are not necessary to fulfill needs. For example, look at brands from the labels they bring. Where do our ideas of preference come from? How do companies get us to want their brand? Look at commercials, look for ads in magazines, logos.

## Unit 1: Identity

### Suggestions for Assessment

- While doing the graphing activity, observe student understanding by where they place their labels on the graph. Are they able to justify that a clothing label fulfills the need of safety by protecting them from the elements? Can they express that even though potato chips are food, they are a **want** rather than a **need**? Immediately after the graphing activity, have them represent on paper the difference between needs and wants. Place this in their portfolio.
- Teachers can use a magazine such as *National Geographic*, cut photos representing various parts of the world—for example, climates that are hot, cold, wet, dry and people who live there. Ask the children to sort them and explain their reasoning for why they placed certain people with each climate. Listen for expression of understanding that the way people meet their basic needs varies according to their environment.
- Students can chart needs/wants by cutting out pictures; label the pictures; set up a store with items for sale telling the children they have to buy a certain number of items they need and a certain number of items they want; or have them cut out pictures.

### Notes

#### Print Resources

*If You Could Wear My Sneakers*  
(13832)  
*I Can Do It Myself* (12507)

#### Video Resources

*Rights from the Heart* (22555)  
*This for That*, Hand in Hand  
series (23483)  
*Basic Needs* (V2583)

#### Websites

United Nations Conventions on  
the Rights of the Child  
<[www.un.org/cyberschoolbus](http://www.un.org/cyberschoolbus)>

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating a label

#### Inquiry

- collecting labels
- asking questions
- labelling pictures

#### Participation

- sharing and discussing
- constructing a graph
- role-playing

## Unit 1: Identity

### Outcomes

*Students will be expected to*

P.1.3 identify and describe groups to which they belong

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

### Suggestions for Learning and Teaching

#### ♥ Teacher Talk

The family is the basic group in society. Point out that families whether they be in their own community, country, or from around the world, share common attributes. **It can be a delicate subject to approach family make-ups.** While introducing the concept of the contemporary family, maintain a sensitive and open approach. Encourage the natural curiosity that children have about themselves, but **if you are aware of very serious family issues that would be best to avoid at this time**, choose to explore families from storybooks. However, **make certain that the storybooks you use represent a variety of families and cultures** from a local, national, and global perspective.

- Teachers can begin by reading several books about families. Be certain to read a cross-section that can open the discussion about what children consider to be attributes of the family. In your discussion focus on the characteristics/attributes that local, national and global families have in common.
- Teachers can prepare a mind-map/web: write the word “families” in the centre bubble of the web. In each thread of the web record a common characteristic/attribute of families using a symbol and a word. Focus on the diversity of what is considered a family, such as a child and a grandparent, not just a child, mom and dad; or the people the child loves regardless of where they live. Beside each common attribute shared by families (for example, a bubble that says: “take care of children,” “work together,” “share traditions,” “have fun together,” or “look after each other”) paste pictures of the unique ways an attribute is carried out. Create a family quilt using construction paper, one square for each child. The squares are held together with yarn. Display the quilt.

## Unit 1: Identity

### Suggestions for Assessment

- Students can construct a graph that shows how many people are in their immediate family. For their portfolios, have them individually do pictorial number sentences to show how many children and adults are in their families. For example, three adults, one child and three pets make seven in my immediate family. During the group activity, observe for openness to all kinds of configurations of families. Listen for language that suggests that they have an understanding that they must respect how others define their family. For example, when Jack says he has two dads, two moms, a cat, a dog, and two brothers and that makes nine, counting himself, the others respect his point of view.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade Primary Classroom Kit*  
(16716)

#### Big Book

- *It's about Me ... It's about You*  
– *My Groups*

#### Little Book

- *My Groups*

#### Photo Cards

- *Co-operation*

*Discovery Links Social Studies,  
Grade Primary Teachers Guide*  
(16719)

## Unit 1: Identity

### Outcomes

*Students will be expected to*

**P.1.3** identify and describe groups to which they belong

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

### Suggestions for Learning and Teaching

#### ♥ Teacher Talk

Formal and informal groups are an important part of our social fabric. A formal group is a group of people organized for a specific purpose, often well-known in the community and having an established set of rules. An example of a formal group is a church group or Sparks. An informal group is a group of people such as a play group whose rules are very flexible, impromptu, and made-up as needed. Children begin from a very young age to be part of a group. Sometimes they are able to choose the groups to which they belong, but not always. Their family is a group that they did not choose and their family chooses certain groups for them. **Some children have no experience with formal groups.**

- Teachers can discuss with the class the difference between **formal** and **informal** groups. Do a web with Formal Group as the central label. From the centre connect such things as: wearing special clothes, having a certain meeting time, having special songs or chants, having things in common such as gender, age, and religious background. Make a list of informal groups, such as friends, family, and neighbours. Talk about why people belong to groups. Help them see how groups are important to passing on culture and traditions and also how they help to fulfill certain needs.
- Teachers can discuss the people in children's lives who belong to formal/informal groups. Although not all parents have jobs, many do belong to a group. For example, have a dad who belongs to a dart league come in and talk about what he does, why he belongs and what kind of rules govern the conduct of his league. Before the guest visits, help the children decide on a few good questions to ask. Post these on chart paper, with spaces for the answers. Write the answers together as a review after the interview.
- Teachers can help children identify the groups to which they belong. They belong to groups such as youth groups, sports groups, music, dance, or fine art groups: for example Beavers, Sparks, soccer, dance, or piano. They all go to school and have friends and a family. Do a graph or tally of the groups to which they belong.

## Unit 1: Identity

### Suggestions for Assessment

- Teachers can watch for signs that they have an understanding of the concept of a group during free play and outdoor times. An example would be: While discussing a group they belong to, they make reference to some of the behaviours that make it a formal group.
- Teachers can have children make rules for a group they are formalizing. Ask them to discuss the problems involved with excluding others.

### Notes

#### Print Resources

*Jeremiah Learns to Read* (13055)  
*Waiting for the Whales* (11959)  
*Grace and Family* (12269)  
*These Old Rags* (13733)

#### Websites

UNICEF's Global Schoolhouse  
 <[www.unicef.ca](http://www.unicef.ca)>

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing
- constructing a graph
- constructing a quilt

#### Inquiry

- preparing and asking questions

#### Participation

- sharing and discussing
- constructing a class quilt

## Unit 1: Identity

### Outcome

*Students will be expected to*

P.1.4 demonstrate an understanding that the need for co-operation is an important part of being a member of a group

- develop an awareness of rules and why they are made
- identify and analyse formal and informal rules
- identify and practise skills that would help them resolve conflict

### Suggestions for Learning and Teaching

#### Teacher Talk

In this outcome, children explore the rules we live by and are introduced to the idea that there are formal and informal rules made by and enforced by people. The idea is not for the children to have a firm grasp on kinds of rules. For example, “No pushing” is an appropriate and typical rule, created for safety reasons, of which five-year-olds often need to be reminded.

When you introduce a new school rule to the children, take the time to discuss how that rule came to be. For example, a formal rule is “Walk, don’t run, in the halls” or fire drill, lunch room rules. An informal rule is much more flexible such as the time one goes to bed or gets up in the morning. The teacher could have a shared/modelled writing activity on safety rules. Have them identify other rules and discuss the idea of laws. Some of them will know about stopping for a red light and following the speed limit. Not wearing a hat inside your school is another rule, this is a good one to discuss, because it is not an obvious safety rule. It is about a code of conduct that goes with belonging to a group.

- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of the importance of co-operation in groups. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about co-operation in groups and how this might be similar to things they have experienced themselves.



## Unit 1: Identity

### Suggestions for Assessment

- Teachers can observe children engaging in and solving conflicts. No two children arrive with the same ability to engage in and resolve conflicts. Try to look for growth in each child's confidence in this area. For some children, using words rather than hitting will be progress, for others, actually standing up for themselves and engaging in conflict will be progress.
- Teachers could gauge the atmosphere of the class as they are together. At the beginning, and at least four other time-periods in the year, try to think about these questions. Is this classroom a community? Do we all feel safe physically and emotionally? Why or why not? The assessment of this outcome is an on-going process.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade Primary Classroom Kit*  
(16716)

#### Big Book

- *It's about Me ... It's about You*

– *We Have Rules*

#### Little Book

- *We Have Rules*

#### Poster

- *Cooperation Web*

*Discovery Links Social Studies,  
Grade Primary Teachers Guide*  
(16719)

## Unit 1: Identity

### Outcomes

*Students will be expected to*

P.1.4 demonstrate an understanding that the need for co-operation is an important part of being a member of a group

- develop an awareness of rules and why they are made
- identify and analyse formal and informal rules
- identify and practise skills that would help them resolve conflict

### Suggestions for Learning and Teaching

- ♥ Use a teachable moment **when conflict arises in a centre or elsewhere**. Engage the class, or some of the members, whichever is more appropriate, in developing rules to help govern that centre. If the students agree on a rule that doesn't seem right to you as the teacher, offer your opinion, but do not use your experience and authority to sway the direction of the rules (unless it poses the threat of discrimination). Allow the children to reach consensus and then see how the rules work. They may very well have to revisit them, and this is an excellent way to develop problem-solving skills.
- Have students consider how voting is one way to make a decision. There are various times when voting is an appropriate activity in the classroom. Because hand raising confuses five year olds, help the students to exercise their one vote by giving them each a Unifix cube, once it has been placed for their vote, they have no other vote. Take the opportunity to discuss lobbying, if some children are campaigning for their friends to vote with them.
- Help children resolve conflict by inviting them to go to a quiet spot and ask them to work it out. Encourage children to do this on their own, but to ask teacher for assistance if needed. Suggest they should come tell you about it when they have solved the problem. Also, offer to be a mediator if they feel they need your help. Five year olds rise to the challenge and confidence you as the adult place in them. Although this is a good teaching strategy it may not be appropriate for all children depending on their age and development.

## Unit 1: Identity

### Suggestions for Assessment

- Teachers could look for and collect examples of student work that represents rules they have created in their everyday work in the classroom. For example, in the Home Centre (Kitchen or Dramatic Play area) there may be a group trying to play house while another group is playing doggies. The doggies are coming into the house and interrupting the story they are playing out. Instead of coming to the teacher to solve this, they simply draw a sign of a dog with an X through it. They use their literacy skills, and their knowledge of the power of rules to solve their problem. Save such artifacts as the sign, with the names of those who created and followed the rule as proof that these children understand the concept of rules.

### Notes

#### Print Resources

*Swimmy* (ISBN—0590725335)

#### Video Resources

*It's the Law*, Hand in Hand series (23481)

*Fix it*, Hand in Hand series (23477)

*Count on Me*, Hand in Hand series (23475)

*Talespinners Collection: Part 2*, “Christopher, Please Clean Up Your Room” (V2585)

*Talespinners Collection: Part 1*, “Friends of Kwan Ming” (V2584)

*Ago! A mee! Attention! I'm Listening* (22552)

*The Magic Murals* (V0686)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- engaging in a conflict resolution dialogue

#### Inquiry

- problem solving
- drawing conclusions

#### Participation

- developing rules
- voting
- working collaboratively



# Unit 2: Roots

## Overview

This unit provides an opportunity for children to explore their family's history. They will identify the important people that they consider as members of their family and extended family and gain an understanding that families have historic roots. They will explore how the roles of family members change over time and recognize that families everywhere have varied traditions, rituals, and celebrations. The unit also provides an opportunity to introduce young children to age-appropriate research by having them “gather” or collect pictures or items and bring these to share with the class.

## Outcomes

*Students will be expected to*

- P.2.1 demonstrate an understanding that families have historic roots
- P.2.2 demonstrate an understanding of how the roles of family members change over time
- P.2.3 recognize that families (local, national, and global) have varied traditions, rituals, and celebrations

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 2: Roots

### Outcomes

*Students will be expected to*

P.2.1 demonstrate an understanding that families have historic roots

- identify the important people that they consider as members of their family and extended family
- give examples to show that families have historic roots
- explore terminology associated with time

### Suggestions for Learning and Teaching

#### ♥ Teacher Talk

All living creatures have roots. We all have a history. We are individuals and we are part of a family unit. Each of us has genealogical roots that have cultural and geographic connections to peoples and places in and beyond Atlantic Canada. Personal history remains an important link to more complex and temporal concepts.

- Teachers can begin by reading several books about families. Be certain to read a cross section that can open the discussion about what they consider to be family. Mark a large piece of butcher paper into puzzle pieces. Do not leave the edges straight, but make the outside edges like inside pieces so that the puzzle could go on forever. Have them put the face of each of their family members that they can think of into each puzzle piece. Make small puzzle pieces for crayons, medium for pastels, or large for markers and large for paint. Cut the puzzle out and use it as a tabletop toy to demonstrate the links between family members. Create a drawing of stick men that represents families of people and pets.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of historic roots. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about historic roots and how this might be similar to things they have experienced themselves. Some children will wish to contribute stories from their families, others will be inspired to ask, while others will not want to journey too far into this subject.
- Students can discuss in small groups, using a simplistic drawing of a plant with roots, how each of them has roots. This will allow you to lead and help children who don't know much about their beginnings to understand that they may represent the roots of the children and grandchildren they will have. Others will relate grandparents and other countries to their roots and see themselves like part of the plant.

## Unit 2: Roots

### Suggestions for Assessment

- Students can construct a graph that shows how many people there are in their immediate family. Have them individually do pictorial number sentences to show how many children and adults there are. For example, three adults, one child, and three pets make seven in my immediate family. Use stick people/animals to show this.
- Teachers could have children dramatize with props, use cutouts or story board figures, or use dolls from the doll house to explain extended family and roots. Props that would be good are a shawl, or cane, a purse or briefcase and a baby bottle. Having these items available in the Home or Dramatic Play Centres will allow this role-play to occur naturally.

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade Primary Classroom Kit* (16716)

##### Big Book

- *Where I Come From*
  - *Favourite Trees*
  - *Megan's Family Tree*
  - *Alphabet Friends*

##### Little Book

- *Favourite Trees*

*Discovery Links Social Studies, Grade Primary Teachers Guide* (16719)

## Unit 2: Roots

### Outcomes

*Students will be expected to*

**P.2.1** demonstrate an understanding that families have historic roots

- identify the important people that they consider as members of their family and extended family
- give examples to show that families have historic roots
- explore terminology associated with time

### Suggestions for Learning and Teaching

- Students can invite family members to share stories about their heritage. This could lead to a variety of other activities, for example, mapping the location of family origins; displays of artifacts from a family's historic roots; and writing letters to family members who live away.
- Students can explore their family roots throughout the year. For example, on St. Patrick's Day, ask children if any of them have family members who came from Ireland. Extend this idea to include all origins of children in the class.
- Teachers can section off a bulletin board into the temporal categories: long ago; in the past; today; and in the future. Use these terms whenever the opportunity is present. After reading any story that had the subject of families, work with small groups to create a response to how families might have looked during one of these time periods. Responses could be through artwork, writing, or a model.
- Teachers can supply a variety of props in the dramatic play centre to encourage role-play of the extended family and historic roots.
- Teachers can introduce terms that extend an understanding of time, as natural opportunities present themselves throughout the year. For example, how do yesterday and long ago compare? Further, although this is not an exhaustive list, some terms to keep in mind are: last week; in the past; the present; today; tomorrow; next week; next year; and in the future.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of making the world a more beautiful place. After reading and discussing the story, encourage the children to think about how they might make the world a more beautiful place. As an end of year class project, children could plant something on the school grounds to make it more beautiful. This could represent their roots as a class in their first year of school.



## Unit 2: Roots

### Suggestions for Assessment

- Teachers could have children plant trees/plants to beautify the schoolyard at the end of the school year.
- Students can create a class book about roots with a page for each child. It might begin with a page by the teacher that has a photo or drawing of himself and a sentence that reads “My name is Mr. O’Reilly. I have some Irish roots.” The pages can be photocopied ahead to read: My Name is ... I have some ... roots. Cover the book with a world map that marks all of the places that people in this class have roots. Children will look at it time and again.
- Students can organize a Valentine’s Day tea (which falls in Heritage month) to which each child invites one grandparent, or special older family member, or friend of the family. Have them prepare for and host the tea, while the more immediate adults in their life help and provide goodies.

### Notes

#### Print Resources

*Now One Foot, Now the Other*  
*Grace and Family* (12269)  
*These Old Rags* (13733)

#### Video Resources

*Talespinners Collection: Part 1,*  
 “From Far Away” (V2584)  
*Diary of an Innu Child* (23459)  
*Mumsuze* (V0286)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing
- constructing a puzzle
- mapping
- writing letters
- responding to literature through art, modelling, or writing

#### Inquiry

- asking questions
- gathering family stories

#### Participation

- sharing and discussing
- creating a display of artifacts
- role-playing
- planting a class tree
- creating a class book
- organizing a Valentine’s Day tea

## Unit 2: Roots

### Outcomes

*Students will be expected to*

P.2.2 demonstrate an understanding of how the roles of family members change over time

- identify the responsibilities of family members
- demonstrate an awareness that the responsibilities of family members may change
- recognize that the structure of families may change
- give examples of how the roles of family members have changed over time

### Suggestions for Learning and Teaching

#### ♥ Teacher Talk

This outcome is intended to help children consider the dynamics of the family unit within our society. Families demonstrate a sense of caring and sharing for each other, and provide for the protection and nurturing of children, but it is important for children to go beyond this concept and see **that families are diverse in how they are structured and in how they construct their lives. Children learn from general to specific, therefore, they do think in terms of stereotypes.** It is a way for them to order general information that is a basis for more specific knowledge. Keep this in mind when helping them to **think of family structures and the roles of family members. Rather than further entrenching stereotypes, work toward opening their minds.** There is an expectation here to have students do their first research by bringing artifacts to class to show how families have changed over time. This connects to the previous outcome, historic roots.

- Teachers can use an outdoor group activity to introduce the concept of “roles” by having the group sing the song “Here We Go Round the Mulberry Bush.” Help children start to think of the things people do to keep a home running. Add in jobs that would have been fulfilled in the past, but now are replaced by technology. Have the children add their own ideas.

*Here we go round the Mulberry Bush, the Mulberry Bush, the Mulberry Bush*

*Here we go round the Mulberry Bush, so early in the morning.*

*This is the way we wash the dishes, wash the dishes ...*

*This is the way we hang the clothes, hang the clothes ...*

*This is the way we take out the trash, take out the trash ...*

*This is the way we milk the cow, milk the cow ...*

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## Unit 2: Roots

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### Suggestions for Assessment

- Students can create puppets and use them to act out an example of how the role of a family member has changed over time.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade Primary Classroom Kit*  
(16716)

Little Book

- *Mom's Scrapbook*

Posters

- *Tom's Timeline*
- *Who Does It?*

*Discovery Links Social Studies,  
Grade Primary Teachers Guide*  
(16719)

## Unit 2: Roots

### Outcomes

*Students will be expected to*

P.2.2 demonstrate an understanding of how the roles of family members change over time

- identify the responsibilities of family members
- demonstrate an awareness that the responsibilities of family members may change
- recognize that the structure of families may change
- give examples of how the roles of family members have changed over time

### Suggestions for Learning and Teaching

- Teachers can discuss how the answers varied in the previous activity. In some homes, dad takes out the trash, but never changes the baby. In other homes dad does both, while in others it is mom who changes the baby and the child who takes out the trash—unless he is staying at dad’s house on garbage day, and then it is dad who takes it out. Still another family has a grandmother who does the dishes because she lives with them. Draw from them the idea that the role of family members often relies on circumstances. Put specific jobs on flash cards and ask children to role-play members of their family. Use the cards as a sorting activity to identify the jobs done.

#### Teacher Talk

Point out to children that the responsibilities of family members may change due to the arrival of a new baby, to children growing up, the family moving, to parents changing careers, to a parent losing his/her job, to separation or divorce.

- Teachers can provide books and artwork that have pictures of people at work around the world and throughout time. Identify with them the variety of roles they see men, women, and children engaged in. If possible, provide historical photographs of your own region, especially those related to local industry, for discussion about how the roles of local people have changed and what has brought about this change.

## Unit 2: Roots

### Suggestions for Assessment

- Teachers can ask children to make a list of all the jobs they can think of around their homes while in the Play-Home Centre. For example, washing dishes, laundry, garbage, shovelling snow, bathing children, making beds. Create a simple list of five or six, with the heading Who Does It? Help students who are interested to poll the rest of the class. At group time, discuss the results by different family members.

### Notes

#### Print Resources

*Grace and Family* (12269)  
*These Old Rags* (13733)

#### Video Resources

*Diary of an Innu Child* (23459)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating puppets

#### Inquiry

- listing jobs
- sorting flash cards
- polling classmates

#### Participation

- sharing and discussing
- contributing to a group sing-song
- contributing to a puppet show
- role-playing the jobs of family members

## Unit 2: Roots

### Outcomes

*Students will be expected to*

**P.2.3** recognize that families (local, national, and global) have varied traditions, rituals, and celebrations

- identify traditions, rituals and celebrations connected to their personal experiences
- give examples to show that families (local, national, and global) have varied traditions, rituals and celebrations
- demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

### Suggestions for Learning and Teaching

#### Teacher Talk

People have their own unique and meaningful ways to celebrate important aspects of their culture, which over time develop into traditions, rituals, and celebrations. It is important for students to appreciate the roots of their traditions, rituals, and celebrations and also to understand and respect those of others on a local, national, and global level. While working on these strategies it will be important to help the children make connections between their experience and those of others. Teachers should include examples of First Nations, Inuit, Anglophones, Francophones, other cultures represented in the classroom/school, as well as other cultures around the world.

- Teachers can ask children to think about what they have discovered about families. Write the word **Families** in the centre bubble of a web. Establish commonalities and paste pictures of the unique ways these things are carried out. For example, a bubble that says “take care of children” will show a representation of a variety of cultures and situations. Some of the common bubbles should be: share traditions, work together, have fun together, look after each other. Once the bubble that shows that families share traditions is well established, ask the children to pick a country(ies) that they would like to know more about. Research the traditions of the country they choose. Locate the country(ies) on the classroom map. Try out some of the customs you discover.
- Teachers can ask children to think of the celebrations and traditions in their family and community. Discuss from where they have come. For example, in December, talk about Hanukkah and Christmas, ask the children to share and compare things they do to celebrate these holidays. With Christmas, some children always have turkey, while others eat roast beef, ham, or tofu. The common tradition amongst their families is that they feast, but how they feast depends on their family history.
- Teachers can discuss with children how to respect other people's rituals, traditions, and celebrations. For example, when visiting another family's home, it is polite to try what they are eating and not make comments about how different it is.

## Unit 2: Roots

### Suggestions for Assessment

- Teachers could make the Music Centre a celebration of family diversity by including a variety of cultural music from your region and around the world. Ask parents to help you collect this over the year, by having them provide you with any special cultural music of their family. Make a cassette of all of the songs and title it “Family Favourites.” Make the music available for movement and free play sessions and encourage appreciation with your participation. If a family member can play cultural music live, invite that person to perform for the class. Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations.

#### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing

#### Inquiry

- researching the traditions of a country
- locating countries on a map

#### Participation

- sharing and discussing
- contributing to class web
- contributing to music compilation

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade Primary Classroom Kit* (16716)

#### Big Book

- Where I Come From*
  - We Celebrate*
  - Families Celebrate Special Days*

#### Little Book

- We Celebrate*

#### Photo Cards

- New Year’s Celebrations*

*Discovery Links Social Studies, Grade Primary Teachers Guide* (16719)

*Children Just Like Me: A Unique Celebration of Children Around the World* (13214)

*Kwanza* (12511)

#### Video Resources

*Communities around the World* (#23467)

*Just Like Me and Different Too, Hand in Hand Series* (23478)

*Talespinners Collection: Part 2, “Roses Sing on New Snow”* (V2585)

*Talespinners Collection: Part 1, “The Chinese Violin”* (V2584)

*Talespinners Collection: Part 1, “Lights for Gita”* (V2584)

*Celebrate* (21645)

*Celebrate 2* (21646)

*Children of Mexico* (23172)

*Children of Japan* (23173)

*Cow-Tail Switch* (22644)

*Different and the Same: That’s Us* (V2330)

*Families of Sweden* (22858)

*In the Month of Kislev* (21461)





# Unit 3: Place

## Overview

This unit has a geography focus. Children will develop concepts related to geography as well as skills in mapping. Children will explore some of the natural and constructed features of their community. They will develop basic mapping skills to identify, locate, and name familiar places within the community. Some children will have a prior knowledge of maps, while for others location will be a new idea. Whenever possible, extend their awareness of maps to the national and global community. For the most part, all children have some experience with the treasure map and with hunting for treasure. Mapping is something that will be developed throughout the year. They will identify connections between their community and other communities (local, national, and global) and will develop an awareness that communities depend on each other to meet their needs and wants.

## Outcomes

*Students will be expected to*

- P.3.1 describe some of the natural and constructed features of their community
- P.3.2 use basic mapping skills to identify, locate, and name familiar places within the community
- P.3.3 identify connections between their community and other communities (local, national, and global).

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 3: Place

### Outcomes

*Students will be expected to*

**P.3.1** describe some of the natural and constructed features of their community

- demonstrate an awareness of the concept of natural and constructed features
- identify common features and landmarks in their community
- use and create simple maps to distinguish between land and water (local, national, and global)
- locate familiar bodies of water and land forms in their community

### Suggestions for Learning and Teaching

#### Teacher Talk

Children will be familiar with both natural and constructed landmarks. The teacher should focus on what each is. For example, natural landmarks include mountains, hills, and ponds and constructed landmarks include bridges, buildings, and monuments in their community. The three outcomes of this unit focus on mapping and there should be at least one map posted in the classroom at all times throughout the year. Be sure to expose the children to a variety of maps—World and bird’s-eye view, atlas, and globe. Teachers will need to identify opportunities to introduce the concepts of signs and symbols on maps.

- Teachers can familiarize children with their new surroundings. The most natural way to begin using the language of place is the school. Use maps whenever you can to identify where important areas of the school and playground are located. Draw a fire drill route map of your school. This will create an interest with the students to begin making and reading maps. Discuss signs that need to be used on the map as well as symbols to represent significant landmarks in the school and on the playground.
- Teachers can post a real map of your community. Look at the map together. Talk about how this is not the actual size of the place, but just a drawing. This is best if the students are familiar with documenting their block structures through drawing, because they have had the real experience that a drawing is not always exactly like the thing it represents.
- Teachers can take children on a walk through the community. Identify important natural landmarks (e.g., pond, stream, hill) and constructed landmarks (e.g., playground, grocery store, gas station).
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the topic of landmarks and their importance in our surroundings. After reading the book to the class, the teacher may wish to engage the children in a discussion of what landmarks they are familiar with in and around the school.

## Unit 3: Place

### Suggestions for Assessment

- Teachers could give children a variety of materials to construct their view of the world map. Check to see if they used examples of where they live. Check to see if they have an idea of the shape of the land and if they distinguish water in a systematic way. Use a beach ball as a globe.
- Teachers could have children draw a map of how they think their community looks after discussing landmarks in the community, and making a simple list of words for them to copy if they wish. Some children will be able to produce a very sophisticated concept of a map, with landmarks, arrows and labels, while others will have a more simple version. Take the time to have them explain their maps individually, since just looking at their drawings may only reveal part of what they know.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade Primary Classroom Kit*  
(16716)

#### Big Book

- *Near and Far*
  - *Making Maps*
  - *A Treasure Hunt*

#### Little Book

- *Where We Live*

#### Poster

- *Treasure Map*

*Discovery Links Social Studies,  
Grade Primary Teachers Guide*  
(16719)

## Unit 3: Place

### Outcomes

*Students will be expected to*

**P.3.1** describe some of the natural and constructed features of their community

- demonstrate an awareness of the concept of natural and constructed features
- identify common features and landmarks in their community
- use and create simple maps to distinguish between land and water (local, national, and global)
- locate familiar bodies of water and land forms in their community

### Suggestions for Learning and Teaching

- Teachers can place a building or imitation body of water in the Block Centre to create interest, and encourage the children to build around. Create a mural of your province/community and have children use push pins to identify where they live; colour the land green and the water blue and identify a few significant places.
- Teachers can place symbolic treasures (one per group) around the schoolyard in advance of an outdoor play time. During an outdoor play, give small groups of children a simple map to try to find their treasure. The emphasis should be on recognizing certain landmarks on the school grounds.

## Unit 3: Place

### Suggestions for Assessment

- Teachers could visit the local fire station and have someone demonstrate a plan for a fire drill route. Then have children working with an adult create a fire drill route map for their home.
- Students can identify a list of landmarks in their community. Go for a community walk or bus ride. While walking, ask questions to encourage predicting directions.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating “their view of the world” map
- drawing a community map
- creating a fire drill route map

#### Inquiry

- asking questions
- using a map to locate treasure
- predicting directions
- identifying community landmarks

#### Participation

- sharing and discussing
- creating and colouring a mural

### Notes

#### Print Resources

*Where Do I Live* (12508)

#### Video Resources

*This is the Place*, Hand in Hand series (23473)

*Dig Hole, Build House* (23131)

*The Hospital*, Your Town series (23443)

*The Library*, Your Town series (22540)

*Police Station*, Your Town series (23445)

*Post Office*, Your Town series (22541)

*Public Works*, Your Town series (23444)

#### Software

Trudy’s Time and Play House (51203–51205)

## Unit 3: Place

### Outcomes

*Students will be expected to*

**P.3.2** use basic mapping skills to identify, locate, and name familiar places within the community

- give verbal directions using relative terms for different locations
- give directions in relative terms
- use signs and symbols to identify location
- read simple maps and pictures
- create simple maps and pictures

### Suggestions for Learning and Teaching

#### Teacher Talk

Many of the skills of this outcome can be done within the context of the other two outcomes in this unit. For example, in E.3.1 when children go on a walk, point out examples of landmarks/signs and have children draw/illustrate a landmark/sign they saw. Create a simple map of the route they walked and place the drawing of the landmark/signs on the map. Whenever the opportunity is present encourage children to give a verbal description using vocabulary such as near, far, left, right, under, over, back, front.

- Teachers can play direction games with children during transition times. For example, when it is five minutes before lunch and clean up is complete, fill the time by asking them to follow a series of quick directions like stand behind your chair, stand near your friend, sit farther from your friend, etc. As they get good at this game they will volunteer to call the directions. This is a good game for the gym and during outdoor time too. It is a noncompetitive game and the sillier your directions the more gleefully they play.
- Teachers can provide many different types of maps for the children to read. Display any and all examples of maps they produce. Take photographs of their maps if they are actually models made from sand, play dough or blocks. Add road signs to the Block and Sand Centres and always encourage children to label their block structures.
- Teachers can post a provincial, Canadian, or world map or have a globe in the classroom. When reading any book that identifies a place, locate it on the map or globe. Alternatively, look at where a book has been published and find this place.
- Teachers can model the behaviour of saving a well-loved block structure by doing a sketch. When it is time for block play again, produce the sketch and suggest they use it as a blueprint. This will encourage them to begin “saving” their block structures by sketching them.

## Unit 3: Place

### Suggestions for Assessment

- Teachers could use a familiar story such as a fairy tale and have children map the location of events. For example, in *Little Red Riding Hood* the main character is at her home, walks through the woods to her grandmother's house. Mapping may take the form of a three dimensional model.
- Have children take part in an activity such as a scavenger hunt/treasure map activity/Easter egg hunt/hot-cold hunt that could also be used as a grid activity.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing a map or block structure
- labelling block structures or models

#### Inquiry

- asking questions
- locating places (from books or stories) on maps
- mapping a sequence based on a piece of literature

#### Participation

- sharing and discussing
- contributing to a class hunt or activity

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade Primary Classroom Kit* (16716)

##### Big Book

- *Near and Far*
  - *We Are All Special*
  - *Cara's Model*
  - *At the Playground*
  - *Direction Game*

##### Little Book

- *My Neighbourhood*

##### Poster

- *My Neighbourhood*

##### Photo Cards

- *A Photo of the World Taken from Space*
- *A Photo of Canada Taken from Space*

*Discovery Links Social Studies, Grade Primary Teachers Guide* (16719)

*Rosie's Walk* (11801)

#### Video Resources

*Where We Live, Hand in Hand* series (23480)

## Unit 3: Place

### Outcomes

*Students will be expected to*

**P.3.3** identify connections between their community and other communities (local, national, and global)

- identify places where products originate
- give examples to show that communities depend on each other to provide for their needs and wants
- explain how communities connect through transportation and communication

### Suggestions for Learning and Teaching

#### Teacher Talk

A community does not exist in isolation. There are many examples in the children's own experience of visiting other communities and they should have an awareness that many of the foods, clothing, toys, and books they use in their daily lives come from different places. This outcome expands understanding of how local, national, and global communities are connected and depend on one another.

- Teachers can send a letter home explaining that you are trying to teach the children that we have important connections to other communities. For example, to illustrate this you will be making a special fruit salad. Ask each family to include one piece of fruit in their groceries that they wouldn't normally buy. Ask them to check the country this fruit was imported from. Have them send the fruit and the information to class on the day you will make the fruit salad. Have the students draw their fruit on a small sticky note and post it on its place of origin on the map. Connect it to your community with a string. Put a fruit bowl to mark your community. Discuss how they think the fruit got to the supermarket as you make and eat the salad. (If there are allergies, or problems with children bringing fruit from home, go to the supermarket with the class, have a tour and purchase some fruit from around the world—some grocery stores will donate some fruit if you inquire ahead of time).
- Teachers can develop a KWL chart (know, want to know, learned) and complete the third column for assessment.

Know	Want to Know	Learned



## Unit 3: Place

### Suggestions for Assessment

- Teachers can have children play communication tag in the gym. Every time someone is tagged they must freeze. They can be “thawed” and re-enter play if a free person comes up to them and does an action that they respond to in some form of communication—for example, pretending to phone each other, or write letters. Most children will grasp this concept, look for and point out interesting things they think of.
- Ask the children to choose one thing they like to eat for breakfast and draw, write or explain how they think it comes to be at their house. Listen for details that they have grasped the concept that we depend on others from the farmer to the trucker and grocer to get food to our tables and that many of these things come from far away. Place these in portfolios.

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade Primary Classroom Kit* (16716)

#### Big Book

- *Near and Far*
  - *Friendship Salad*
  - *Make a Friendship Salad*

#### Little Book

- *Friendship Salad*

#### Photo Cards

- *Making Connections*

*Discovery Links Social Studies, Grade Primary Teachers Guide* (16719)

## Unit 3: Place

### Outcomes

*Students will be expected to*

**P.3.3** identify connections between their community and other communities (local, national, and global)

- identify places where products originate
- give examples to show that communities depend on each other to provide for their needs and wants
- explain how communities connect through transportation and communication

### Suggestions for Learning and Teaching

- Teachers can arrange for a guest speaker such as truck driver to visit the class and explain his/her job. If possible, take a tour of their rig. Before they come to the class, help the children think of a few good interview questions. Record these on chart paper and leave space to write the answers. After your guest has left, reflect with the children by filling in the answers. As a follow-up to the visit, place a model tractor-trailer in the Block Centre. Include books about transport trucks and freighters in the Book Centre. If you have a supply, add trucking songs to the Music Centre.
- Students can use a variety of trucks, cars, planes, boats, bikes in the Block Centre. Alternatively, teachers can draw a huge map outside with sidewalk chalk that includes several communities. Children can use different forms of transportation to help them make connections between the communities.
- Teachers can add the following props to the Home Centre: phones, a computer, a radio, a newspaper. Use play opportunities to discuss how these are important for communication. If children show an interest, create a simple time line to show how communication has changed. It could show: building signal fires, the town crier, the printing press, the telephone the radio, television, and the computer.

## Unit 3: Place

### Suggestions for Assessment

- Students can create and use their own form of transportation. One idea is to give them boxes they can turn into cars with paper plate wheels or planes with wings. Use transportation examples to play on the playground.
- Students can bring empty food containers or other goods from home to set up a grocery store or other type of store. Teachers can read aloud the labels and identify their origins. Place a map or globe nearby so children can check it frequently. Alternatively, the teacher could bring in a suitcase full of clothes with labels that were manufactured in a variety of countries. After identifying them, use this clothing in the Drama Corner.

### Notes

#### Video Resources

*Comparing Communities*, Hand in Hand series (23472)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing fruit
- mapping the country origins of fruit
- drawing or writing about their breakfast
- creating a personal form of transportation

#### Inquiry

- preparing and asking questions
- researching a fruit for a class fruit salad
- collecting empty containers

#### Participation

- sharing and discussing
- contributing to making a class fruit salad
- playing communication tag
- creating a time line
- establishing a grocery store



# **Grade 1: Interactions**

# Grade 1: Interactions

## Year Overview

The conceptual organizer for Grade 1 is “interactions” and it provides young children with an exciting opportunity to explore the various ways people interact among themselves and with the world around them. Students will consider how interactions have changed over time, locally, nationally, and globally. The learning and teaching suggestions for the year build on the experience students acquired in their primary year that focussed on the child as an individual making connections. During the year they will explore interactions through four units.

- The unit titled **Groups** explores interactions with other individuals, groups, and communities. The similarity and diversity of groups is examined as are the various reasons why people belong to groups. The unit also has children consider the rights and responsibilities involved in belonging to a group.
- The **Environments** unit further develops children’s geography ability and has as its focus the interactions of peoples with natural and constructed environments. The unit explores how people depend upon their environment and it looks at the practice of responsible behaviour in caring for the environment.
- The **Place and Time** unit underscores the close relationship between geography and history. It builds on previously-learned geography skills and serves as an introduction to history. The unit looks at the interactions, over time, among peoples and the relationship people have with where they live. It also examines how people live, and interact with others, has evolved over time.
- **Needs and Wants** is the title of the final unit. The unit serves as an introduction to economics by focussing on the concept of needs and wants. It examines the interactions that occur among peoples in order to meet various needs and wants. This unit also looks at economic factors that influence how needs and wants are met as well as how interactions between communities depend on the exchange of goods and services.

# Unit 1: Groups

## Overview

In the first outcome in this unit, children will gain an understanding of the various kinds of interactions between people and the importance of belonging to a group. They will consider how interactions depend upon communication. In the second outcome, children explore the similarity and diversity of social and cultural groups and the reasons why people belong to groups. They will also learn that children form a unique group of their own. In the third outcome, children will develop an awareness that people within groups have rights and responsibilities. This includes a review of how groups operate by formal and informal rules and that conflicts may arise within a group, which was introduced in the primary year. Students will further their understanding of how conflict can be resolved by peaceful means, how co-operation and working together is an important part of group behaviour, and how they as children have responsibilities too.

## Outcomes

*Students will be expected to*

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

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 1: Groups

### Outcomes

*Students will be expected to*

1.1.1 demonstrate an understanding of the importance of interactions between people

- give examples of interactions between people
- recognize reasons why interactions are an important part of our daily life
- demonstrate an understanding that interactions depend on communication

### Suggestions for Learning and Teaching

#### Teacher Talk

The focus of this section is to help children understand the importance of interactions between people. It will help create a foundation for later examining groups. The meaning of the term interactions is defined as an action between two or more people.

- Students can pretend they are a bird looking down on their community and seeing what is happening in all of the buildings, cars and homes. Pose the question, “Do you see people talking to each other?” “Who are they?” Make a list of student responses on chart paper or the black board. The list should include verbal, non-verbal, and written communications as well as the use of technology. Use this common experience to discuss with students the meaning of the term “interactions.” Follow up by asking students where the bird saw the interactions: at home, school, school bus, playground, classroom, hockey arena, and while shopping. Point out to students that interactions are inevitable, everywhere, and a part of our daily life.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should address simple interactions between people. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about interactions and how this might be similar to things they have experienced themselves.
- Students can work in groups with assigned roles of recorder and reporter. Provide students with a list of interactions and have them discuss reasons for these interactions and report to the whole class. This will provide an opportunity to help students see that interactions serve many purposes (for example sports, play, education, service, finance-earning, spending, and entertainment).
- Students can play a communication game that begins by asking one student to leave the room. The remainder of the class will then agree on an action that they want the student that left the room to attempt upon returning to class. For example, the action may be “to pick a ball.” However, they cannot verbally tell the student what to do. Conclude the activity by talking about how quickly the task can be completed when we use language, spoken or written, and that interactions require communications.



## Unit 1: Groups

### Suggestions for Assessment

- Students can participate in the completion of a table for various social skills important for positive interactions, for example: encouragement, support, praise, manners.

Some Say	We Could Say	Looks Like	Attitude
So what!	Good for you!	Smile	Support
He's bragging.	Maybe you can teach me.	Nodding	Encouraging
Give me ...	Please may I have ...		
Ha, ha, Mark fell.	Are you hurt?		
Don't do that.	Hey, go ahead and try.		

Teachers can post this chart for frequent review. Ask students to use as many of these “friendly words and actions” as they can during the day. Reflect at the end of the day if they saw much difference and how it felt when someone used friendly words with them.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- using non-verbal communication
- discussing and reporting to class

#### Inquiry

- asking questions
- analysing for meaning
- reasoning

#### Participation

- sharing and discussing
- reporting to class

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade 1 Classroom Kit* (16717)

Big Book

- People and Places* – *No Loud Voices*

Little Book

- Do You Communicate?*

Poster

- Living in Harmony*

*Discovery Links Social Studies, Grade 1 Teachers Guide* (16720)

#### Video Resources

*Glasses* (V2586)

#### Software

Hyperstudio (50667)

## Unit 1: Groups

### Outcomes

*Students will be expected to*

1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups

- demonstrate an understanding that people join together to form social and cultural groups
- demonstrate an understanding that within each group there are certain characteristics that bring people (local, national, and global) together
- recognize that children (local, national, and global) form a group

### Suggestions for Learning and Teaching

#### Teacher Talk

A group is persons having in common certain characteristics, attitudes, and interests. We are all part of groups. We are all surrounded by a variety of social and cultural groups. The study of groups can be very complex. Such topics as loyalty to groups, group behaviour, and attitudes will be concepts children explore as they gain experience and understanding. At this level, by exposing children to a variety of groups and their customs, traditions and beliefs we will cultivate value and respect for the similarities and diversities between their experience and others. By encouraging them to think about why people belong to groups such as families, school groups, interest clubs, sports groups, and communities, we are helping them to construct how alike human beings are.

- Teachers can ask students to remember what they know about groups. Have them think about why people join groups. As a class make a chart that identifies the following:
  - *Types of Groups*
  - *Customs*
  - *Beliefs and Traditions*
  - *Reasons for Joining*

## Unit 1: Groups

### Suggestions for Assessment

- Have students sort the types of groups identified in the chart into categories of local, national, and global. For example, their Beavers Chapter is part of the National and International Scouting Association, therefore it would appear under each of the categories.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

##### Big Book

- *People and Places*
  - *Bread, Bread, Bread*
  - *Dances around the World*
  - *Everyone Says “Hello”*

##### Little Book

- *We All Belong*

##### Poster

- *Living in Harmony*

*Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 1: Groups

### Outcomes

*Students will be expected to*

1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups

- demonstrate an understanding that people join together to form social and cultural groups
- demonstrate an understanding that within each group there are certain characteristics that bring people (local, national, and global) together
- recognize that children (local, national, and global) form a group

### Suggestions for Learning and Teaching

#### Teacher Talk

Children are a distinct group. Childhood is a unique time in one's life no matter where you live. This would be a great opportunity to share pictures and stories of children from around the world. All children need protection and guidance to develop into adults.

- Teachers can ask children to think of ways that all children are alike. Help them identify that all children have a family structure, all like to play and all require some form of education. Explore ways that children experience each of these around the world. For example, many families celebrate children's birthdays.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should discuss or show different games from around the world.
- Teachers can discuss with children: What makes a group unique and special? What do all groups have in common? What does the word "respect" mean? Ask them to think about why we should show respect for the rights and customs of other groups. Have each of them think of how each of them can demonstrate this and make a mural to illustrate an action they can take.

#### Teacher Talk

Cultivate an understanding of respect by using the word respect in context. For example, saying, "I respect your choice, although I may not agree with it."

## Unit 1: Groups

### Suggestions for Assessment

- Have children represent an understanding of the meaning of respect, and the similarity/diversity of cultural groups.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating a mural
- creating a class chart

#### Inquiry

- preparing and asking questions
- interpreting information
- sorting types of groups

#### Participation

- sharing and discussing
- contributing to a class chart
- playing a game

### Notes

#### Print Resources

*Black Is Brown Is Tan* (11340)  
*Save the World For Me* (11344)

#### Video Resources

*Nessa's Fish* (23484)  
*Communities around the World* (23467)  
*Just Like Me and Different Too, Hand in Hand* series (23478)  
*Talespinners Collection: Part 2, "Roses Sing on New Snow"* (V2585)  
*Talespinners Collection: Part 1, "The Chinese Violin"* (V2584)  
*Different and the Same: That's Us* (V2330)  
*Oliver Jones* (22853)  
*Amazing Grace* (21449)  
*Carol's Mirror, Playing Fair* series (22311)  
*Pow Wow* (22708)  
*Scottish Immigration in Nova Scotia* (V2078)

## Unit 1: Groups

### Outcomes

*Students will be expected to*

1.1.3 demonstrate an understanding that people within groups have rights and responsibilities

- identify basic rights and responsibilities
- give examples of rights and responsibilities that are common to children
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- demonstrate an ability to solve conflicts through co-operation and peaceful means
- take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, and global)

### Suggestions for Learning and Teaching

#### Teacher Talk

This outcome is intended to help students further their understanding of groups and group dynamics. Students will already have been introduced to what a group is and the concept that members of a group have rights and responsibilities. As educators we share with parents the responsibility to develop in students the skills and insights that will enable them to make reasoned choices in their interactions with others. Additionally, we teach to promote human values such as cross-cultural understanding, justice, mutual respect, fairness, co-operation and equality. Reinforce that children have rights and responsibilities.

- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the concept of citizenship. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about citizenship and how this might apply to them.
- Teachers can create a classroom Charter of Rights and Responsibilities, through brainstorming and class discussion. The key is to have students connect responsibilities to each of the rights generated. Some examples are:

#### Class Charter of Rights and Responsibilities

Rights	Responsibilities
To sharpen pencils	To do so only when necessary and not interrupt others
To be able to go to library	To keep library in good order
To have an education	To attend school
To express your opinion	To show respect for others

## Unit 1: Groups

### Suggestions for Assessment

- Students can share examples of how their roles and responsibilities will change as they grow. Ask them to think of ways that this happens and has already happened in their lives. Provide each student with a large sheet of paper that has three sections, and ask them to draw an example of their changing responsibilities. The titles of the sections can be: When I Was Little. Now. When I Am Bigger. Post these and discuss the similarities and diversities in their ideas. Make these into a class book.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

Big Book

- *People and Places*  
– *Too Much Too Soon*

Little Book

- My Rights and  
Responsibilities

Poster

- *Living in Harmony*

Photo Cards

- *Cooperation and Conflict  
Resolution*

*Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 1: Groups

### Outcomes

*Students will be expected to*

1.1.3 demonstrate an understanding that people within groups have rights and responsibilities

- identify basic rights and responsibilities
- give examples of rights and responsibilities that are common to children
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- demonstrate an ability to solve conflicts through co-operation and peaceful means
- take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, and global)

### Suggestions for Learning and Teaching

#### Teacher Talk

Students would have been introduced to the concept of “formal” and “informal” rules in the Primary year. A formal rule such as “Walk, don’t run in the halls” or a stop light is a typical rule (rigid and made for safety reasons). An informal rule is much more flexible such as the time a person goes to bed or gets up in the morning.

- Teachers can review what students have learned about formal and informal rules learned in their Primary year. Use one of the common games that the students may play at recess/noon hour, for example, 4-Square, Heads-Up or 7-Up. Have students list the rules for the game and then brainstorm suggestions for changes to rules. Then the students may try the game to see if it still functions. What happens if someone doesn’t follow the rules or creates their own rules?



## Unit 1: Groups

### Suggestions for Assessment

- Students can role-play different conflict scenarios, for example someone refuses to play by the rules of a game, or a personal item is stolen. Using the six-step model below (or other conflict resolution strategy) students can discuss what peaceful methods could be used to resolve the conflict. In *ABC Teaching Human Rights* (United Nations 1989), a six-step model for conflict resolution is suggested:
  1. Identify the problem and acknowledge it. Stop any physical activity or verbal activity and ask the children involved to discuss their behaviour together.
  2. Get a description of what happened. Ask the children involved and any bystanders about the events that took place. Give everyone a turn to speak without interruption. Positive encouragement, such as a touch or hug if appropriate, can also ease feelings of anger or guilt. However, it is essential to remain neutral at all times.
  3. Explore a range of solutions. Ask those directly involved how this problem can be solved. If the children draw a blank, the teacher can offer some solutions.
  4. Reason out the solutions. Point out that more than one fair solution may often exist. Encourage the children to think of the physical and emotional consequences of these solutions and recall past experiences of a similar nature.
  5. Choose a course of action. Seek mutual agreement on one of the solutions presented.
  6. Carry out that action.

### Notes

#### Print Resources

*If You Could Wear My Sneakers*  
(13832)

#### Video Resources

*Just the Two of Us: A Lesson in Conflict Resolution* (22654)  
*The Magic Murals* (V0686)

#### Software

Hyperstudio (50667)

## Unit 1: Groups

### Outcomes

*Students will be expected to*

1.1.3 demonstrate an understanding that people within groups have rights and responsibilities

- identify basic rights and responsibilities
- give examples of rights and responsibilities that are common to children
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- demonstrate an ability to solve conflicts through co-operation and peaceful means
- take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, and global)

### Suggestions for Learning and Teaching

- Teachers can create a Passport to Citizenship or Good Deed Book and use it to record activities of student age-appropriate activities of good behaviour within class and around the school.
- Teachers can create a poster with the heading: What Is Your Good Deed Today? List names of students in the middle and place several bubbles on the poster with examples of a good deed written inside the bubble, “I zipped someone’s jacket;” “I tied someone’s sneakers/boots.”
- Teachers can look for examples of rules, responsibilities, and co-operation as the teacher takes students on a walk through the local community.

Rules	Responsibilities	Co-operation
Stop signs	Keep lawn mowed	Volunteer firefighter
Crosswalks	Picking up litter	Helping seniors

## Unit 1: Groups

### Suggestions for Assessment

- Have students identify pictures in books/magazines examples of good citizenship
- Students can create puppets and use them to role-play the actions that demonstrate responsibilities as citizens (local, national, and global).

### Notes

#### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- sharing examples of roles and responsibilities
- drawing examples
- role-playing

#### Inquiry

- preparing and asking questions
- problem solving
- analysing rules of a game

#### Participation

- sharing and discussing
- contributing to a class Charter of Rights
- playing a game
- contributing to a class book



# Unit 2: Environments

## Overview

This unit builds on the introduction to geography from the previous year. There is a great opportunity here for the teacher to encourage students to explore the wider community on a provincial, national, and global level. The first outcome reviews the geographic concepts of natural and constructed features. It extends an understanding of these concepts beyond the local area as they learn about other examples from their province, country, and around the world. In the second outcome, children will investigate how people depend upon and interact with different natural environments, locally, nationally, and globally. They will develop an awareness that such things as climate and weather, natural features, and the presence of natural environments, influence human activity. In the third outcome, children will explore age-appropriate actions to practise responsible behaviour in caring for the environment on a local, national and global level.

## Outcomes

*Students will be expected to*

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

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 2: Environments

### Outcomes

*Students will be expected to*

1.2.1 recognize that environments have natural and constructed features (local, national, and global)

- identify and describe major natural features in their area, their province, Canada, and the world
- identify and describe examples of the constructed environment in their area, their province, Canada, and the world

### Suggestions for Learning and Teaching

#### Teacher Talk

This outcome is a geography one and builds on the work done about natural and constructed environments in the primary curriculum where students were introduced to these concepts in their local community. For example, children would have some understanding of natural features such as ponds, hills, streams, islands, mountains, rivers, and oceans, as well as constructed features of their environment such as houses, bridges, roads, and dams. This outcome is intended to extend their understanding of the concepts by looking at examples from the wider community in their area, their province, across Canada, and the world.

- Teachers can review the meaning of environment and its natural and constructed features through a class discussion in which students are encouraged to give examples. Construct a KWL chart (see Suggestions for Assessment) as the springboard for further activities. Take a walk in your community with each student using a sketchbook to draw simple symbols or representations of the natural and constructed features that they see. Using the sketches have students develop a community map of the natural and constructed features.
- Teachers can create a discussion around a rock and a brick that you have brought into the classroom. This will focus on the similarities and differences between natural and constructed features. Other examples can be brought to the discussion, for example a natural pond and a constructed pond. Look at the different ways that land and water occur in our natural environment. Have students think of other examples of natural and constructed features and how they are used.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should vividly describe an environment with constructed features. After reading the book to the class, the teacher may wish to engage the children in a discussion of the book's descriptions and lead them to identify the constructed features in their local environment.

## Unit 2: Environments

### Suggestions for Assessment

- Students can use co-operative discussion to plan what natural and constructed features they would want to see in a playground or amusement park that is being built. This will form the basis for a jump-off into the wider community and beyond as students share examples from places they have visited, read about, or have seen on television. They could sketch, draw, or make a model of their playground or park.
- Students can look in picture books and age-appropriate magazines to identify pictures of natural and constructed features, local, national, and global. They can use colour-coded sticky notes to distinguish between the two types of features. Alternatively, teachers could give each student a specific number of sticky notes of each colour and ask students to find examples in the books and magazines. As a whole group share their findings by creating a chart that shows specific examples that they have found and have students put their coloured sticky notes under the examples.

Natural Features	Constructed Features
Mountains	Roads
Deserts	Bridges
Oceans	Dams
Islands	Buildings

Then in small groups have students choose one or two of their examples that can be located on a world map. For example have children locate an island, water body, mountain, or country on the map.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

Big Book

- *People and Places*
  - *The World Outside Your Window*
  - *The Things We Build*

Little Book

- *Postcards from Barnaby*
- Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 2: Environments

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### Outcomes

*Students will be expected to*

1.2.1 recognize that environments have natural and constructed features (local, national, and global)

- identify and describe major natural features in their area, their province, Canada, and the world
- identify and describe examples of the constructed environment in their area, their province, Canada, and the world

### Suggestions for Learning and Teaching

- Teachers can invite individuals from the community to speak to the class and share examples from places they have travelled.
- Teachers can create a bingo game of pictures or student drawings of natural and constructed features of the environment.



## Unit 2: Environments

### Suggestions for Assessment

- Have students draw a picture of their favourite natural or constructed feature
- Students can extend their understanding of the concepts by exploring exciting, interesting, or famous natural and constructed features, such as landmarks in their province, Canada, or around the world. This could be done through collections and displays of postcards, souvenirs, books, and/or slides.
- Students can construct their own models or design postcards that reflect their interests and discoveries.

### Notes

#### Video Resources

*Where We Live*, Hand in Hand series (23480)

*This is the Place*, Hand in Hand series (23473)

*Dig Hole, Build House* (23131)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing symbols
- discussing and sharing
- planning a playground or park

#### Inquiry

- asking questions
- brainstorming examples
- identifying features
- locating features on a map

#### Participation

- sharing and discussing
- brainstorming

## Unit 2: Environments

### Outcomes

*Students will be expected to*

1.2.2 describe how peoples depend upon and interact with different natural environments

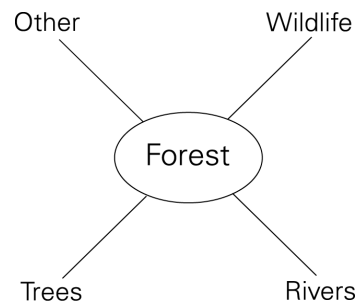
- give examples of how climate and weather influence human activities (local, national, and global)
- give examples of how natural environments influence human activities (local, national, and global)
- recognize that our way of life and our environment are affected by the presence and the use of natural resources

### Suggestions for Learning and Teaching

#### Teacher Talk

The central theme for this outcome is the relationship and interaction between people and the different physical/natural environments. Building upon children's understanding of natural and constructed features, this outcome provides the opportunity to expand their understanding from specific natural features to the larger natural environment.

- Teachers can develop with the class webs for different natural environments. Choose environments such as forest, ocean, fertile river valley, plains, or desert. Have students identify natural features of the environment on the web.



- Teachers can discuss with students how natural features may vary between different natural environments. Use visuals, stories and information texts to introduce students to a variety of relationships between people and their natural environments. These could show differences in work, play, homes, food, clothing, and recreation.

## Unit 2: Environments

### Suggestions for Assessment

- Have children create a collage of various people interacting with their environment
- Give each student a four-page book that has a sentence opener on each page to represent each of the seasons. Sample could include: “During the autumn in our town ...” Ask the students to illustrate the page and finish the text to show what they know about the environment of the place in which they live.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

Little Book

- *We Work and Play*

Photo Cards

- *Working Outdoors*

- *Playing Outdoors*

- *Dressing for Outdoors*

*Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 2: Environments

### Outcomes

*Students will be expected to*

1.2.2 describe how people depend upon and interact with different natural environments

- give examples of how climate and weather influence human activities (local, national, and global)
- give examples of how natural environments influence human activities (local, national, and global)
- recognize that our way of life and our environment are affected by the presence and the use of natural resources

### Suggestions for Learning and Teaching

#### Teacher Talk

An understanding of the local weather and seasonal changes (climate) is typically studied throughout the year. The focus here is on the effects of the climate/weather locally, as well as on people around the world. Children will develop an understanding that different regions of the world have their own unique climate/weather that affects how we live.

- Teachers can create a large circle of seasons on the wall. The circle can then be divided into quarters. In each quarter, below the name of the season, there would be two headings: 1. seasonal changes; and 2. what the change means for us. Use a class discussion and place student observations and conclusions under the appropriate headings. These could be added to as the seasons change.
- Teachers can use pictures of a tropical rain forest, an arctic landscape, a hardwood forest, and grassland with rainfall and temperature information to illustrate the relationship between climate and a specific environment. For example, deserts are the world's driest places and rain forests are the wettest places. A map of the world would be useful. A variation could be desert, grassland and rich farmland. Pictures of the types of clothing worn by people in different climates could also be used to illustrate the relationship.
- Teachers can develop a thought web with the class. Choose an environment, such as forest, minerals, or fertile plains, and have children suggest the various ways that people interact with this particular environment. From the web, students could create a collage or visual that shows interactions of people with their natural environment.

## Unit 2: Environments

### Suggestions for Assessment

- Students can create a list of natural resources that are used every day in some way in our society. Some examples could include petroleum, coal, iron ore, water, wood, or fertile soil.
- Students can interview their parents to find out:
  - *How does the family use the identified resource on a regular basis?*
  - *What do they think would happen if the resource ceased to exist?*

Then, the next day, each group member would share their responses with their group and the group would share with the whole class.

### Notes

#### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- discussing in a group
- contributing to KWL chart
- contributing to a wall chart
- illustrating ideas

#### Inquiry

- asking questions
- identifying natural features
- interviewing family members

#### Participation

- sharing and discussing
- brainstorming
- contributing to class charts

## Unit 2: Environments

### Outcomes

*Students will be expected to*

1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment

- identify examples of conservation and sustainability
- explain how conservation and sustainability are important to the environment
- promote sustainable practices on a local, national, and global level

### Suggestions for Learning and Teaching

#### Teacher Talk

Although conservation and sustainability are concepts that need to be explained or demonstrated in age-appropriate language, this outcome is intended to focus on the responsible actions students could take in caring for the environment. Conservation is both the protection from loss and the efficient use of natural resources. Sustainability is the practice of using a resource so that it will always be there. Through the activities students will realize and appreciate their role in the protection and renewal of the environment, and that taking care of the environment will benefit people, animals, and plants all over the world.

- Teachers can briefly review with students knowledge of natural resources they would have learned in the previous outcome. For example: “What would we do if a natural resource was no longer there?” Introduce the concept of conservation. Create a KWL chart (see Suggestions for Assessment) about what we know about caring for the environment. Children should come to realize the fact that everyone has a part to play in protecting natural resources, such as water, air, and food.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the topic of water. Chart or web the different forms of water in the book. What other forms of water can they name, for example, puddle and iceberg. In small groups, have children make their own booklets “All about Water.”
- Teachers can, using water as one example of a natural resource, display a bottle of clean water and invite discussion about what they see. Ask questions as to where this water came from, etc. Lead or direct the discussion to focus on the idea that this water was around since prehistoric time. Have children work in groups to show ways that they use water on a daily basis. Share their work with the whole group and brainstorm ways they can conserve the use of water at home or in school. Some examples could include turn off the water when brushing their teeth and not wasting water at the fountain. Relate to the global level by discussing the fact that some children in the world do not have clean water for drinking.

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## Unit 2: Environments

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### Suggestions for Assessment

- Students can develop an activity or invention for conservation of a natural resource.
- Students can take a nature walk or a guided tour of a stream, river, seashore, pond, meadow or park to observe different ecosystems that make up their environment. Make a class or individual accordion book to illustrate their observations.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

Big Book

- *People and Places*  
– *Caring for My Community*

Little Book

- *We Look after Our World*

Poster

- *Caring for Our World*

*Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 2: Environments

### Outcomes

*Students will be expected to*

1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment

- identify examples of conservation and sustainability
- explain how conservation and sustainability are important to the environment
- promote sustainable practices on a local, national, and global level

### Suggestions for Learning and Teaching

- Teachers can bring a globe into the classroom and have the children observe the large portion of the earth that is covered by water.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should introduce the three Rs: Reduce, Reuse, Recycle. You may wish to do a recycling program in your classroom. With the students, set a goal for the class to bring in 10–15 containers each for a class recycling project. Take them to visit a recycling plant. Other activities could include “picking up garbage,” “planting trees or flowers,” or making a compost. Explore how other parts of the world care for their environment.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should explore natural habitats. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about natural habits and what they might do to protect them.
- Teachers can invite a guest speaker such as a forestry representative to bring in seedlings for all the students or someone from a fish hatchery.



## Unit 2: Environments

### Suggestions for Assessment

- Teachers could take the class on a nature walk and observe how well the environment of your community is being protected. Children could do an individual project after the walk.
- Teachers could invite a speaker to class to talk about a local recycling/environment project.
- Students can make their own paper. Use the paper to make a card or poster for someone special. Ask children to think about, “What would happen if the large paper mills would recycle paper to make newspaper instead of using trees?”

### Notes

#### Video Resources

*Saving the Right Whales*, Land and Sea series (V1713)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- discussing
- drawing

#### Inquiry

- preparing and asking questions
- developing an activity or invention
- observing ecosystems and recording
- locating water areas on a globe/map

#### Participation

- sharing and discussing
- contributing to a chart
- planning an environmental activity
- making paper



# Unit 3: Place and Time

## Overview

In this unit, children will practise mapping skills and explore the history of their community. They will develop an awareness that the way people live, and the interaction among communities, evolves over time. Time is a concept that is new to children and discussion will have to be kept at the level of a six year old. In the previous outcome children would have explored the concept of “then” and “now.” Review these concepts and build on this prior knowledge.

This unit begins with a focus on geography and mapping skills. As children use and create simple maps, they will gain an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations. In the second outcome, they will explore how their own community has evolved over time. In the next outcome, they will explore the relationship that Aboriginal peoples have with place in Atlantic Canada, and how this relationship has evolved over time. In some cases, teachers may decide to combine these last two outcomes as an integrated study. In the final outcome of the unit, students will learn how interactions between communities (such as fishing, farming, ethnic communities, or countries) have changed over time. The focus of this outcome is to show children that advances in communication and transportation have made the world smaller; that the production of goods and services has changed over time; and that we communicate/visit communities today that were almost impossible to be in touch with before.

## Outcomes

*Students will be expected to*

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

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 3: Place and Time

### Outcomes

*Students will be expected to*

1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations

- identify and develop signs and symbols used in legends on maps and globes
- give verbal directions using relative terms for different locations
- recognize that maps and globes are used to represent the world
- use signs and symbols on simple maps to identify and locate features within the school, community, and province
- create and use simple maps and/or models
- create and use pictures or develop symbols to represent features on a map

### Suggestions for Learning and Teaching

#### Teacher Talk

As teachers, we cannot assume that all children are familiar with the vocabulary associated with direction, therefore, terms such as **up-down, over-under, east-west, north-south** need to be modelled so that students have a common understanding. This is something that could be done daily during the course of the school year. To assist students to become familiar with the use of maps and mapping, simple maps and globes should be part of the classroom and made readily available for students to examine whenever an opportunity is present. Classroom activities should involve students in their learning by providing as much movement and action as possible.

- Teachers can begin by teaching the concepts of location and direction using an appropriate book as a read-aloud. As the story is read, draw attention to words used to describe the places, location, and direction.
- Teachers can, as a follow-up, take students on a walk through the school or in the community. Draw attention to the signs, particular rooms and the route they followed to get there. During the community walk point out directions, street names, buildings, landmarks, etc. On your return to the classroom, create a play space by drawing a large map of their community walk and place the map on the floor. Discuss with students what kind of symbols they could use to represent the many signs, buildings, streets, landmarks, etc., they saw on their walk. Have students create labels and colour in the map.
- Teachers now that students have some idea of what a map is, and have some practice using labels, symbols, and directions, ask each student to draw a map of their own, showing the route they would take to get from their home to school.

## Unit 3: Place and Time

### Suggestions for Assessment

- Take your students on a nature walk and have them practise mapping by having them create a map of their walk, noting directions, landmarks, vegetation, water, paths, etc.
- Have students give direction for the route they would take to go to the bathroom, cafeteria, or gym. Note words used by students associated with location and direction to see if they have learned the outcome.
- Give groups of two or three students a treasure map and ask them to find the treasure. Arrange with the teacher librarian, secretary, or custodian to have the “treasure” situated near them. When they have found the treasure, ask them, “What was difficult?” “How did you solve the problem of finding the treasure?” The follow up discussion and success will give you an insight into student ability and understanding in reading maps.
- Give each student a sticker that he/she hides in the classroom. Have the student draw a map to find his/her sticker. Exchange the map with another student so he/she can locate the sticker. Allow students to create their own symbols or have everyone use the same symbols (which would have been put on the chalkboard) so that the students can practise incorporating a legend. Have students incorporate a legend on their maps. Observe how students locate the sticker.
- Students can, as a culminating activity, look at a variety of maps that represent their community, province, country, and the world. Encourage students to bring to class any kind of map they can find such as tourist maps, bus route maps, and attractions, that they have seen. Discuss with students the various kinds of symbols, signs, colours, and legends used in these maps.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

#### Big Book

- *In My World*  
– *Once upon a Place*

#### Little Book

- *Take Another Look*

#### Poster

- *Community Map*

#### Photo Cards

- *Classroom Map*
- *School Map*

*Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 3: Place and Time

### Outcomes

*Students will be expected to*

1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations

- identify and develop signs and symbols used in legends on maps and globes
- give verbal directions using relative terms for different locations
- recognize that maps and globes are used to represent the world
- use signs and symbols on simple maps to identify and locate features within the school, community, and province
- create and use simple maps and/or models
- create and use pictures or develop symbols to represent features on a map

### Suggestions for Learning and Teaching

#### Teacher Talk

As teachers we realize that teaching “direction” is an ongoing activity that has to be done almost on a daily basis, and that every time we ask students to stand “beside” their seat, on the “left-hand” side, stand “behind” their seat or point “above” the table, “below” the table, they are learning the vocabulary used to indicate location and direction. Once students have a common understanding of terms associated with this outcome and have practice giving directions, using and drawing maps, the teacher is provided with an excellent opportunity to build on what students have learned.

- Teachers can select and use an appropriate book as a read-aloud. The selected book should describe a trip. After reading the book to the class, the teacher may wish to get the children to give a verbal account of the story and/or give a verbal account of a trip they have personally taken.

## Unit 3: Place and Time

### Suggestions for Assessment

- Students can, as an alternative activity, create 3-D models of places familiar to them, such as their classroom or bedroom; school playground, or community using materials such as Plasticine, milk cartons, Popsicle sticks, or pipe cleaners. Or students could create a simple map of their classroom, bedroom, or community using pictures/drawings to represent windows, doors, furniture, etc.
- Students can examine a simple wall map and/or globe to locate their own community, province, and places they know about.
- Students can create a bulletin board display or map of the school or playground. Students can make a key using symbols for doors, play equipment, trees, parking, etc.
- Students make a map of their bedroom or another room in their house. Have students use their knowledge of mapping and have them create a fire safety escape map. Discuss beforehand with students the things they may use for symbols.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating labels for map symbols
- creating models
- drawing maps

#### Inquiry

- asking questions
- using positional language
- interpreting data on maps or models
- problem solving with directions
- locating places or objects
- paying attention to detail

#### Participation

- sharing and discussing
- walking with class
- playing directional games

### Notes

#### Video Resources

*Where We Live*, Hand in Hand Series (23480)

#### Software

Trudy's Time and Play House (51203–51205)

Kidspiration (51373)

## Unit 3: Place and Time

### Outcomes

*Students will be expected to*

1.3.2 demonstrate an understanding that the way people live in their community evolves over time

- develop an understanding of time concepts
- identify reasons for settlement and development of the local community
- identify and describe changes in their local community over time
- create a simple time line to record events in their community's history
- recognize that their community consists of people and places with interesting stories to tell

### Suggestions for Learning and Teaching

#### Teacher Talk

This is an opportunity to explore with children the meaning of such terms as **past, present, future, long ago, before and after** and **then and now**.

- Teachers can explain to students that changes take place from day to day and demonstrate this by asking them to identify changes that have taken place during the past week. Emphasize that some changes occur slowly, like their hair growing or change may be more dramatic like the construction of a house.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the concept of “then and now.” After reading the book to the class, the teacher may wish to create a t-chart with the class identifying things from the story that fit into the categories of “then” or “now.”



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## Unit 3: Place and Time

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### Suggestions for Assessment

- Students can develop a simple time line of important events that may happen throughout the school year. Provide children with a model by using an example of the construction of a building or the life of a pet. It is important that you introduce vocabulary such as **days, weeks, months, years, and today, past and present, before and after, and the future.**
- Students can participate in an activity using a clock. Teachers can have students look at the time on the clock and ask them what they do at that time of day. Each student could be provided with a drawing of a clock and be asked to colour in a period of time. Students could then be asked to tell the class what they do at that time.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

Big Book

- *In My World*
  - *Hook, Line, and Sinker*

Little Books

- *Great Grandma and I*
- *Looking Back*

*Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 3: Place and Time

### Outcomes

*Students will be expected to*

1.3.2 demonstrate an understanding that the way people live in their community evolves over time

- develop an understanding of time concepts
- identify reasons for settlement and development of the local community
- identify and describe changes in their local community over time
- create a simple time line to record events in their community's history
- recognize that their community consists of people and places with interesting stories to tell

### Suggestions for Learning and Teaching

#### Teacher Talk

Students' understanding of time will be further developed as they take part in an age-appropriate study of how and why their community developed.

- Teachers can invite a local historian or a knowledgeable member of the community to visit the class and tell about how the community got started, settled and developed. Ask the visitor to bring photographs. Before the visitor arrives, help students create a list of appropriate questions to ask. Some examples could include "Why was the community started?" "Who were the first settlers?" "Why did they come?" "What was life like?"
- Teachers can do a comparison chart of the community under the headings Past and Present. Identify various topics of the community such as buildings, work, transportation, recreation. Fill in the chart as students respond to the questions about change in the community. Teachers may wish to invite a grandparent/elder from the community and talk about what their childhood was like and how the community has changed.
- Students can visit a local museum or an historic site in their community to learn more about settlement, development, and change in their community.
- Teachers can talk with students about how stories (oral/written) tell us about our history. Teachers could share simple stories or ask a visitor to tell stories about the community.

## Unit 3: Place and Time

### Suggestions for Assessment

- Provide each child with a sheet of paper that is folded in two sections: “past” and “present.” Ask each child to choose a theme such as transportation, buildings, industries and illustrate it using drawings/pictures.
- Provide students with a collection of pictures/photographs that represent “then and now” of technologies, clothing styles, transportation and have them label each picture “old” and “new.”
- Have students do a dramatic skit to illustrate how a technology has changed their everyday lives.
- Have students incorporate technology by using a calendar-making website on a computer.
- Students can develop a simple time line that records events of their community’s history using information provided by a visitor to class, museum visit, or chart created about your community.
- Students can create a simple display about the history of their community.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating a time line
- creating a list
- role-playing
- drawing

#### Inquiry

- preparing and asking questions
- sequencing events
- comparing past and present
- labelling pictures
- using technology

#### Participation

- sharing and discussing
- playing “clock” activity
- visiting an historic site
- contributing to a class chart
- creating a history display

### Notes

#### Print Resources

*The Hundred Penny Box* (12127)

#### Video Resources

*What’s New*, Hand in Hand series (23479)

*Back Then*, Hand in Hand series (23476)

*Moving On*, Hand in Hand series (23474)

*Sherbrooke Village Compilation* (Version 1) (V2269)

*Sherbrooke Village Compilation* (Version 2) (V2270)

*Sherbrooke Village Vignettes* (V2268)

#### Software

Community Construction Kit (51201, 51202)

Orly’s Draw a Story (51188)

## Unit 3: Place and Time

### Outcomes

*Students will be expected to*

1.3.3 demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time

- recognize that there are Aboriginal peoples
- compare where Aboriginal peoples live today and lived in the past
- give examples of past and present interaction between Aboriginal peoples and place

### Suggestions for Learning and Teaching

#### Teacher Talk

Aboriginal peoples have inhabited Atlantic Canada since time immemorial. Four traditional aboriginal groups are the Mi'kmaq, Maliseet, Innu, and Inuit peoples. Each developed a distinct relationship with place including the land, water, resources, and climate. (Students will learn that the relationship Aboriginal peoples have with place has changed over time.)

The focus of this outcome is change over time. It is important that the outcome not be a stereotypical study of early Aboriginal peoples. Teachers can point out that there are numerous Aboriginal communities in the Atlantic region. The intent is to have students realize that Aboriginal communities, like all communities, evolve over time. In the next outcome, students will study how their community has evolved over time. In some cases, the two outcomes (1.3.2 and 1.3.3.) may be combined. Teachers should encourage students to read and discuss Aboriginal stories throughout the year.

- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the concept of sharing from an Aboriginal perspective. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about sharing and how this might be similar to things they have experienced themselves.
- Teachers can show students a map of their province and point out Aboriginal communities. Then, using an example of a local Mi'kmaq, Maliseet, Innu, or Inuit community, do a case study "then and now." You could use a "woods and waters" theme. As a class, develop a simple time line of the significant events of the Maliseet, Mi'kmaq, Innu, or Inuit community.
- Teachers can invite a member of the Mi'kmaq/Maliseet/Inuit/Innu community to class. Have the guest tell a story focussing on the relationship Aboriginal peoples have with their environment and how this relationship has changed over time. Or have the guest demonstrate a craft and show how it has evolved over time. Your school could hold an Aboriginal Day for children with games and stories.

## Unit 3: Place and Time

### Suggestions for Assessment

- Have children role-play a story/myth/legend of the Mi'kmaq, Maliseet, Inuit, or Innu.
- Provide children with a collection of pictures/photographs representing technologies, clothing, transportation “then and now” of a Mi'kmaq, Maliseet, Innu, or Inuit community. Label each picture “old” or “new.” Have children explain the change they see.
- Have students make a decorative greeting created in Mi'kmaq, Maliseet, Innu, or Inuit language.

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade 1 Classroom Kit* (16717)

##### Big Book

- *In My World*
  - *Mi'kmaq Calendar*
  - *A Summer Song: An Inuit Poem*

##### Little Book

- *Welcome to Conne River*

##### Photo Cards

- *Inuit Carving*
- *Maliseet Beadwork*

*Discovery Links Social Studies, Grade 1 Teachers Guide* (16720)

#### Video Resources

*Diary of an Innu Child* (23459)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating a time line
- drawing
- role-playing

#### Inquiry

- asking questions
- illustrating “then and now” concept

#### Participation

- sharing and discussing
- brainstorming
- playing a game

## Unit 3: Place and Time

### Outcomes

*Students will be expected to*

1.3.4 explain how interactions between communities (local, national, and global) have changed over time

- recognize that various kinds of communities exist in their province, country, and the world
- identify and describe how changes in transportation have allowed communities to interact more closely with one another
- identify and describe how changes in communication have allowed communities to interact more closely with one another

### Suggestions for Learning and Teaching

#### Teacher Talk

The focus of this outcome is to help students understand that interactions between communities within their province, country, and around the world have increased with advances in communication and transportation. In the past, distance was measured in kilometres but today we measure distance in hours or the time it takes to communicate/travel from place to place. This is an outcome that deals with geography and history.

- Teachers can explain to students that there are various kinds of communities, such as ethnic communities, fishing/farming/mining communities, rural/urban communities, desert/polar communities, far away and nearby communities, and that there are communities we communicate with or visit today that were almost impossible to be in touch with before. Teachers could use stories, information texts, and maps to reinforce these ideas.
- Students can look at a map of their province. Have them identify places they know about. Begin by locating the local community and then identify neighbouring communities.
- Teachers can explore with students the interactions that take place among these communities. Use examples such as location of sports/cultural events, recreation, and places to shop. Ask students to identify, on a local map, the communities they shop in, visit for sports and recreation, or visit family and friends.
- Students can view a video that shows how communities across the country interact with one another. Communication and transportation links could be discussed also.

## Unit 3: Place and Time

### Suggestions for Assessment

- Have students create a class book about the impact one invention has had on society. An example could be the telephone, electricity, the computer, or TV. Have children write a statement: “With a telephone I can ... Without a telephone I cannot ...”
- Make a list of goods and services available in your community. Have each child choose one from the list and illustrate the past equivalent. For example: “In the past people had gardens and grew their own vegetables ... Today they ...”
- Have students look at a current map/globe where early settlers of the Atlantic region travelled and lived. Discuss with children how people communicated and travelled. Discuss how this has changed. Create a simple time line of technology and transportation.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

#### Big Book

- *In My World*
  - *Transportation*
  - *Communication*

#### Little Book

- *Keeping in Touch*

#### Poster

- *Where Does Your Letter Go?*

*Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 3: Place and Time

### Outcomes

*Students will be expected to*

1.3.4 explain how interactions between communities (local, national, and global) have changed over time

- recognize that various kinds of communities exist in their province, country, and the world
- identify and describe how changes in transportation have allowed communities to interact more closely with one another
- identify and describe how changes in communication have allowed communities to interact more closely with one another

### Suggestions for Learning and Teaching

- Students can look at videos, books, pictures, photographs, and art that depicts transportation and communication in their community. Discuss similarities and changes. Explore how these changes have affected interaction between communities.
- Teachers can invite a guest speaker to class, such as a letter carrier, and have the guest explain the changes that have taken place in mail delivery in their community over time.
- Teachers can invite a speaker to discuss changes about how people communicate with each other (computer, telephone, radio, TV, newspaper).
- Teachers can collect and display samples of products or promotional materials from various fields of communication (community newspapers, flyers, magnet ads, pens, mugs).
- Teachers can create a simple communication medium or device in the classroom (newspaper, tin-can telephone, T-shirt).



## Unit 3: Place and Time

### Suggestions for Assessment

- Students can create a collage to represent the variety of communities that exist (local, national, and global).
- Students can use pictures to compare and contrast how communication and transportation have changed over time. Teachers could ask questions such as “How did people travel before the automobile?” “How did people communicate before the telephone?”
- Students can create a transportation centre that would allow students to explore various types of transportation. Students can see how transportation has changed and how transportation (buses, trains, airplanes, ferries) helps people interact with each other.

### Notes

#### Video Resources

*Comparing Communities*, Hand in Hand series (#23472)

#### Software

Kidspiration (51373)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- viewing a video
- responding to a story
- illustrating ideas from past
- creating a time line of technology and transportation

#### Inquiry

- asking questions
- identifying known places on a map
- comparing “past and present”

#### Participation

- sharing and discussing
- contributing to a class book
- contributing to a class collage
- creating a transportation centre



# Unit 4: Needs and Wants

## Overview

This unit introduces students to simple economic concepts that they experience in their daily lives. In the first outcome, students will build on what they learned about needs/wants in their Primary year. As they investigate this topic, they will gain a greater understanding that all people have similar needs, that wants vary from person to person, and that respect for other people's needs and wants is important. In the second outcome, students will explore a variety of factors that influence how needs and wants are met and will identify such ways as working, sharing, trading, borrowing, and giving. They will explore some of the services and facilities available in their community and understand that people need to co-operate with each other to meet their various needs and wants. They will gain an understanding of the importance of volunteer work in their community, and identify some of the factors that influence their choices as consumers. In the third outcome, students will gain an understanding of how communities depend on each other for the exchange of goods and services and examine some of the factors that influence the availability of goods and services in their community. They will recognize that goods produced and services available in one community may be different from those goods produced or services available in other communities. Students will expand their understanding of how communities (local, national, and global) depend on each other for goods and services.

## Outcomes

*Students will be expected to*

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

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 4: Needs and Wants

### Outcomes

*Students will be expected to*

1.4.1 recognize that all people have needs and wants

- recognize that all people have similar needs
- give examples of how wants vary from person to person due to a variety of factors
- demonstrate age-appropriate actions that show respect for other people's needs and wants

### Suggestions for Learning and Teaching

#### Teacher Talk

Needs and wants were introduced to children in the Primary curriculum. Students should have gained an understanding of what needs and wants are. Review the meaning of the two concepts. For example, you could point out that a “need” is something that is necessary for survival, such as food, clothing, shelter, love, and the need to belong; and that a “want” is something that a person desires/wishes, such as a trip to Disneyland or a new toy but is not necessary for survival. Students would have identified some of the “needs” common to all children and should have an awareness that people of all ages have needs and a variety of wants.

- Teachers can review the concept of needs and wants. Imagine they have been stranded on a deserted island with no adults and they have only ten wishes. What would they be? Ask children which of the wishes are needed for survival? Which are wants? As a class make a list of needs and wants.
- Teachers can demonstrate that all living things have basic needs for survival. Discuss with students the needs of a pet or a person. Identify the needs common to both. Use a Venn diagram to chart the similarities and differences.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the topic of food or clothing from around the world. Ask students to suggest reasons why we need shelter. How does their family meet the child's need for shelter? What parts of our homes fill the need for shelter and which ones are for wants? Display pictures of various homes from around the world. Identify possible materials used for construction. Make connections between the materials available, climate, and the type of home built.

#### Teacher Talk

Once children have established an understanding of the difference between needs and wants, they should have developed some awareness that wants vary from person to person, depending on a variety of factors such as where a person lives, their age, interests, activities, peer pressure, advertising.

## Unit 4: Needs and Wants

### Suggestions for Assessment

- Teachers can display a poster of items representing “needs” and “wants.” Ask children to identify the items they see which are necessary (needs) and which are not (wants). Then have children create their own poster with pictures, drawings under the headings: needs and wants. Clothes pins could be used to place the pictures on the poster under the appropriate headings. Display the posters and as a class have children identify all the similar needs they see from one poster to another. This would be a good opportunity to establish an awareness that children everywhere have basic needs/wants.
- Students can create a big picture book. Divide the book into five sections. Have children draw or cut and glue pictures of people of different ages for each section; for example, baby, 6 year old, teenager, adult, senior citizen. Then have children draw or cut and glue pictures showing the various things a person wants for each age. Similar books could be developed to show differences in wants related to where a person lives or their interests.

### Notes

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

Big Book

- *In My World*  
– *All I Really Need*

Little Book

- *What We Really Need*

Poster

- *Homes For You and Me*

*Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 4: Needs and Wants

### Outcomes

*Students will be expected to*

1.4.1 recognize that all people have needs and wants

- recognize that all people have similar needs
- give examples of how wants vary from person to person due to a variety of factors
- demonstrate age-appropriate actions that show respect for other people's needs and wants

### Suggestions for Learning and Teaching

#### Teacher Talk

This would be a good opportunity to expand on what children have learned about the various needs/wants of all people, and help them develop an understanding that we need to respect the needs/wants of people everywhere, by doing such things as being friends, sharing, talking to people, helping others, listening attentively, allowing for privacy, and sharing concerns.

- Teachers can recognize student actions that show respect for other people's needs and wants in the Passport to Citizenship or Good Deed Book.

## Unit 4: Needs and Wants

### Suggestions for Assessment

- Have children interview another person to identify their needs and wants (age, location).
- Students can conduct an interview with a younger/older sibling, a parent, grandparent, or some other person. Ask them “What are five things you really need and what are five things you really want?” Teachers could talk about the responses from the interviews and why we need to respect a person’s needs and wants.

### Notes

#### Video Resources

*Basic Needs* (V2583)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- discussing and sharing
- drawing
- creating a wish list
- interviewing a person

#### Inquiry

- asking questions
- identifying needs and wants
- using a Venn diagram
- identifying connection between housing materials and climate

#### Participation

- sharing and discussing
- contributing to a big book

## Unit 4: Needs and Wants

### Outcomes

*Students will be expected to*

1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met

- identify different ways people’s needs and wants are met
- give examples of services/facilities that meet the needs and wants of people
- recognize the need for people to co-operate with each other in their community to meet their various needs and wants
- recognize the importance of volunteer work
- identify some of the factors that influence their choices as consumers

### Suggestions for Learning and Teaching

#### Teacher Talk

In the previous outcome, students would have identified differences between a need and a want, and that needs and wants of people may vary depending on their age, situation in life, or where they live. The focus of this outcome is to help students understand that there is a variety of ways, such as by working, trading, sharing, borrowing, giving and volunteering that allow people to meet their needs and wants. Children are aware that most of their needs/wants are provided for by adults; however, students do make some choices as consumers.

- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the idea that working is one way to meet needs and wants.
- Teachers can point out that most people work for money to buy what they need/want. Explain to children that there is a variety of jobs that people do for pay, and that there is paid work and unpaid work. Explain that unpaid work is provided by volunteers who expect nothing in return. Ask children to identify other kinds of ways there are to meet their needs/wants. You could prompt them by suggesting examples such as: by working, trading, giving/sharing, bartering, borrowing, recycling. Focus on the importance of belonging to a family and having friends. Point out to children that people often co-operate with each other to obtain their needs/wants.
- ♥ Students can brainstorm to identify services/facilities available in their community. Some services/facilities students may be aware of could include such things as hospitals, libraries, clinics, senior citizens’ housing, day-cares, food banks, police, fire protection, recreation facilities, stores, places of worship, and schools. Also include children’s groups such as Sparks and Brownies. List and display. **Ask students if they use any of these services.** Invite a guest speaker from the community and have the guest tell the class the service his/her organization/occupation provides. Or as a class, visit a local facility that meets the needs of the community. Try to visit places children haven’t visited, such as the waste management, sewage treatment facility, the food bank, or seniors’ housing.



## Unit 4: Needs and Wants

### Suggestions for Assessment

- As a class chart six ways “needs and wants” are met in society. Give an example for each. Note responses that children give that demonstrates how they meet their needs/wants. Discuss contributions each child provides.
- As a class have children make a “tree-and-leaf” representation that demonstrates how their community cares for children, the sick, seniors.
- Have children as a class or in groups, using simple materials such as blocks or Popsicle sticks, construct a model of a facility in their community that provides a service/facility. Observe their understanding of co-operation as they work on the project.
- As a class activity have children plan and participate in an example of co-operation to help out someone in their community.
- Students can identify items in the classroom or school that are borrowed/shared. For example, the item could be play equipment, pencil, or toy; or the teacher may borrow a storybook or piece of equipment. Then ask the class to suggest the responsibility associated with this method of transaction.
- Students can name a project taking place in their community such as the construction of a house or recreation park that involves the co-operation of many people: carpenters, plumbers, electricians, plasterers, painters. As a class create a list of the people involved. Cut/draw pictures and create a display. Discuss how they work together.

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade 1 Classroom Kit (16717)*

#### Big Book

- *In My World*
  - *Who Works Here?*
  - *Come On In!*

#### Little Books

- *How Paper is Made*
- *Volunteers*

#### Posters

- *The Community of North Banks*

*Discovery Links Social Studies, Grade 1 Teachers Guide (16720)*

## Unit 4: Needs and Wants

### Outcome

*Students will be expected to*

1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met

- identify different ways people's needs and wants are met
- give examples of services/facilities that meet the needs and wants of people
- recognize the need for people to co-operate with each other in their community to meet their various needs and wants
- recognize the importance of volunteer work
- identify some of the factors that influence their choices as consumers

### Suggestions for Learning and Teaching

#### Teacher Talk

The needs/wants of people living in their community depends on many people/organizations/groups working together in a co-operative effort. Review with children what they learned about “groups” in unit one and how people work together with each other to meet the various needs/wants of people of their community.

- Teachers can select and use an appropriate book as a read-aloud. The selected book should deal with the topic of a community coming together to help members of the community. After reading the book to the class, the teacher may wish to engage the children in a discussion of how their own communities work together to help all members.

#### Teacher Talk

Many things that people need and want are provided for by volunteers who do not get paid for what they do. Personal enjoyment and a sense of duty as good citizens are their rewards. Focus on the fact that many services are provided by volunteers such as fire protection, service clubs, Sparks, Brownies, Meals-on-Wheels, Block Parents, and Neighbourhood Watch and that without volunteers many of the things people need would not be provided.

- Teachers can help children understand the concept of “unpaid work,” the many services it provides to people, and the personal satisfaction and enjoyment derived from being a volunteer.
- Teachers can acknowledge any volunteer work done by students in their Passport to Good Citizenship or Good Deed Book.

#### Teacher Talk



Very young children are aware of some of the influences that affect their choices as consumers. For example, brand names, peer pressure, what friends have, and advertising are influences they know about. Focus on the child as a consumer and help him/her explore good decision making practices. **Teachers should be careful not to promote any fad, product, brand name, or place children in a situation that would make them uncomfortable or feel left out.**

## Unit 4: Needs and Wants

### Suggestions for Assessment

### Notes

#### Video Resources

*This for That*, Hand in Hand series (23483)

*A Community at Work* (V2582)

#### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- constructing a model
- cooperating within a group
- creating a list of project workers
- creating a concept web (tree and leaf) representation

#### Inquiry

- asking questions
- identifying ways of meeting needs
- identifying services and facilities
- identifying class items to be shared

#### Participation

- sharing and discussing
- plan and carry-out a “helping” activity
- contribute to a class chart of “needs and wants”

## Unit 4: Needs and Wants

### Outcomes

*Students will be expected to*

1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services.

- recognize the difference between goods and services
- give examples to show that communities produce different goods
- recognize that services available in one community may be different from those available in other communities

### Suggestions for Learning and Teaching

#### Teacher Talk

Students will need to know that needs and wants are provided by goods and services. “Goods” are tangible things such as food, clothing, autos, bikes, toys that are manufactured or made; and “services” are intangibles such as benefits/work, health care, bussing, schools, recreation, letter carrier, milk deliverer, plumber, electrician. Point out to students that some goods/services may not be available in their community but may be available in other communities.

- Teachers can provide students with a simple map of their local area and have them draw/cut out pictures/symbols of products produced there and place them on the map.

#### Teacher Talk

As students develop an understanding that many of the things they and their family use may not be available in their local community, the teacher can explain some reasons such as: climate/weather, place, natural resources, population, expertise and transportation. Many of these factors relate to the difference between urban/rural communities.

- Teachers can give each student an item (word, picture, model) and have them show whether it best fits in a rural, urban community or both.
- Teachers can do a case study of two communities children know about. Try to use a rural and urban community. Make a list of the “goods/services” available in each community. Teachers could discuss reasons why some goods/services are not available.
- Teachers can take the class on a field trip to a supermarket. Discuss with children such questions as “What goods/services does a supermarket provide?” “How do goods get transported to the supermarket?”

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## Unit 4: Needs and Wants

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### Suggestions for Assessment

- Students can make a poster/collage using pictures to represent a variety of examples of “Goods” and “Services” found in their community. Not all goods and services may be available in their community. This would be a good opportunity to review with students that all the goods and services they need may not be available in their community, and that communities (rural and urban) within their province/country and around the world need to depend on each other.
- Students can create a display showing the differences between rural and urban communities.

### Notes

*Discovery Links Social Studies,  
Grade 1 Classroom Kit (16717)*

#### Big Book

- *In My World*
  - *Eggs: From the Farm to Me*

#### Little Book

- *Where Would You Like to Live?*

#### Photo Cards

- *Goods and Services*

*Discovery Links Social Studies,  
Grade 1 Teachers Guide (16720)*

## Unit 4: Needs and Wants

### Outcomes

*Students will be expected to*

1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

- recognize the difference between goods and services
- give examples to show that communities produce different goods
- recognize that services available in one community may be different from those available in other communities

### Suggestions for Learning and Teaching

- Teachers can work with students to create a survey on the availability of services. Use the table provided below as a template.

Services	Local Community	Nearest Community	Nearest Town/City	Other
gas station				
medical				
fire protection				
police				
convenience store				
dry cleaning				
professional sports/games				

## Unit 4: Needs and Wants

### Suggestions for Assessment

- Have students create a class book that identifies the needs of children and how those needs are met. Each child could contribute a two-page spread. For example, the left page could say: “We need milk to make our bones strong.” And the right page could say: “Milk comes from the dairy farmer. It comes in big trucks.”
- The teacher with the class could do a case study comparing the goods/services available in a rural and urban community.
- Have students make a picture book/collage/poster of some kinds of transportation used to bring goods to market.
- Students can draw/cut out pictures of some of the many kinds of transportation used to bring goods to market.
- Students can collect labels of foodstuffs, clothing, or bring in an item from home. Identify which items are produced/created locally and those that have to be imported. “Where do the items come from?” “How do they get here?” Using a world map and pins, locate where each product originated. Discuss how the items might have been transported.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing products
- creating a poster or collage
- illustrating differences in urban and rural
- creating a list of goods and services

#### Inquiry

- asking questions
- comparing urban and rural
- collecting and sorting labels
- locating locations on a map

#### Participation

- sharing and discussing
- contribute to a class poster, collage, or book
- joining a field trip

### Notes

#### Video Resources

- Choices, Choices, Choices*, Hand in Hand series (23483)  
*Count on Me*, Hand in Hand series (23475)  
*The Hospital*, Hand in Hand series (23443)  
*The Library*, Your Town series (22540)  
*Police Station*, Your Town series (23445)  
*Post Office*, Your Town series (22541)  
*Public Works*, Your Town series (23444)





## **Grade 2: Change**

# Grade 2: Change

## Year Overview

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

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

# Unit 1: People

## Overview

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

## Outcomes

*Students will be expected to*

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

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 1: People

### Outcomes

*Students will be expected to*

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

- describe different stages in their lives
- predict and explain needs and wants at different stages in their lives
- describe feelings when confronted with change
- recognize that there will always be change in their lives

### Suggestions for Learning and Teaching

#### Teacher Talk

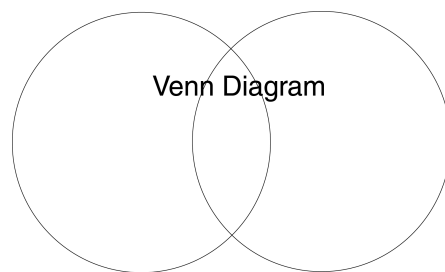
In this unit students will explore the concept of change in their lives and how they feel about and react to change. They will learn that change is always taking place, does so in stages and has a relationship with the past, present, and future.

- ♥ Teachers can ask students to think of a change they feel was significant that has taken place in their lives over the past few years. Prompt the class by suggesting events such as changing grades, moving to a new school, losing a tooth, getting a pet. **Teachers need to be sensitive to the fact that a student could have lost a parent or is experiencing a divorce.** Point out that as the years go by a person goes through “stages” of life such as infant, child, teen, adult, and elder.
- Teachers can help the class create a needs and wants chart. Teachers need to help students further their understanding of the terms and the ability to differentiate between them.
- Students can make predictions regarding future needs and discuss them. Some suggestions are
  - “If I have red hair now, will I have red hair in the future?”
  - “If I play hockey now, will I play hockey in the future?”
  - “If I ride a bike now, will I want to ride a bike as a teenager?”
  - “If I live in (name a community), will I want to live here as an adult?”

## Unit 1: People

### Suggestions for Assessment

- Students can create a time line to show changes related to their lives.
- Teachers can have students bring pictures to class of themselves at various stages in their lives. Display the pictures and make a game out of having students connect pictures with individuals. Have them draw pictures of what they might look like as teenagers and adults. Develop a time line of themselves by displaying their drawings beside their baby pictures.
- Students can draw representations of themselves in various stages of life such as a baby, grade two student, teenager, adult, or elder. Make a needs and wants chart by dividing a page into five sections. Place drawings or cut out pictures in each section showing the different needs and wants at different stages.
- Students can make a time line of themselves for the future. Or you could ask students the question: “How may you see yourselves by the time of graduation from school?” and suggest they write a letter/make a drawing to themselves predicting their future. Create a time capsule of their responses and put it away in a safe place to be opened on graduation day.
- Students can, as a class, make a Venn diagram, as a class, on their needs and wants of the past, present, and future, noting that some needs don’t change. Or focus on two stages such as “the present” and “the future.”



- Children can represent different facial expressions that illustrate words with emotion. Some examples of representation could include a collage, drawings, or a paper bag puppet.

### Notes

*Discovery Links Social Studies, Grade 2 Classroom Kit (16718)*

#### Big Book

- *Changes, Changes – You and Me*

#### Little Book

- *Why People Move*

#### Poster

- *Look at How I've Grown*

*Discovery Links Social Studies, Grade 2 Teachers Guide (16721)*

## Unit 1: People

### Outcomes

*Students will be expected to*

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

- describe different stages in their lives
- predict and explain needs and wants at different stages in their lives
- describe feelings when confronted with change
- recognize that there will always be change in their lives

### Suggestions for Learning and Teaching

#### Teacher Talk

Point out to students that it is only natural for them to experience new feelings/emotions when confronted with change but they will learn to deal with them.

- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the issue of change in someone's life. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about change and how this might be similar to change that the children themselves have experienced.

## Unit 1: People

### Suggestions for Assessment

- Have students create a time line, using drawings/pictures/photos of themselves illustrating their independence at various stages in their lives.
- Students can choose one significant event and create a poster to illustrate their feelings/emotions and reactions to events and how they changed after the event (first day of school, first sleep over, first airplane trip). Such feelings as “scared/now braver;” “worried/less worried”; “alone/made a new friend” could be represented in a “before” and “after” poster.

### Notes

#### Print Resources

*Kid Pix Deluxe* (51398)  
*Grace and Family* (12269)

#### Video Resources

*Glasses* (V2586)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing
- creating a time line
- drawing representations of themselves
- representing facial expressions

#### Inquiry

- asking questions
- listing changes in life
- predicting future needs
- collecting pictures

#### Participation

- sharing and discussing
- contributing to a needs and wants chart
- constructing a Venn Diagram

## Unit 1: People

### Outcomes

*Students will be expected to*

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

- identify and represent through mapping or modelling various changes that have taken place within their community
- identify ways individuals and groups have contributed to change
- recognize the importance of teamwork in bringing about change

### Suggestions for Learning and Teaching

#### Teacher Talk

Every community has examples of individuals and groups who contribute to change. Your community may have builders, inventors, entrepreneurs, leaders/politicians, service club volunteers, sports/entertainment personalities, and the like. Begin with examples children are likely to know about. Focus on the past as well as examples from the present.

- Teachers can discuss with students changes that have taken place in their own community during the past year, such as a new building, a new store, rink, or cultural event. If possible, provide news items or photographs of these. As students identify changes, discuss why they have come about and the individuals and/or groups responsible. Locate on a community map where the changes occurred. Create a chart using the following headings: “What Change?” (new ball field), “Who?” (recreation committee), “Why?” (too many people want to play ball), “Where?” (beside the school), “Result?” (creates community spirit). Include the construction of roads, dams, highways, buildings.
- Teachers can create a list of local individuals students would like to have come to class and speak to them about a change in their community. The speaker could provide information about his/her contribution and also provide information about how work can be done by working as a team. Have each student prepare a question in advance about a change in the community.



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## Unit 1: People

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### Suggestions for Assessment

- Have students develop a plan of action for change in their school. Using a poster/collage they created make a presentation to the principal.
- Have students e-mail other students regarding changes being planned or taking place within their school, another school/community.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 2 Classroom Kit (16718)*

#### Big Books

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

#### Little Books

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

*Discovery Links Social Studies,  
Grade 2 Teachers Guide (16721)*

## Unit 1: People

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### Outcomes

*Students will be expected to*

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

- identify and represent through mapping or modelling various changes that have taken place within their community
- identify ways individuals and groups have contributed to change
- recognize the importance of teamwork in bringing about change

### Suggestions for Learning and Teaching

- Teachers can discuss the role teamwork plays in bringing about change. Teachers could refer to the previous activity.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should examine the importance of hard work in bringing about change. After reading the book to the class, the teacher may wish to ask the class to list examples, from their own lives, where hard work has contributed to change.

## Unit 1: People

### Suggestions for Assessment

- Students can investigate groups that have brought about past changes in their community. Invite a guest speaker who represents a group involved in a project that brought change. Have students create a web that identifies several factors that contributed to the completion of the project (ideas/plans, money, workers, materials, services).
- Students can identify a class, school, or community project to bring about some change (organize recess activities, litter pick-up day). Have students work together to plan and carry out the project.

### Notes

#### Websites

Habitat for Humanity  
<[www.habitat.ca](http://www.habitat.ca)>

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating a poster or collage
- presenting a plan of action to the principal
- mapping the location of community changes
- e-mailing other students

#### Inquiry

- preparing and asking questions
- listing local individuals involved in community change
- listing examples that show how hard work has contributed to change

#### Participation

- sharing and discussing
- contributing to the development of a change chart
- planning and carrying out a project

## Unit 1: People

### Outcomes

*Students will be expected to*

**2.1.3** explain how decisions made by individuals and diverse groups result in change (local, national, and global)

- give examples that show decision-making is an important part of life
- recognize that decisions are made in various ways and serve various purposes
- identify people who are chosen, hired, or elected to help groups make decisions and bring about change

### Suggestions for Learning and Teaching

#### Teacher Talk

Students participate in decision-making every day even though many decisions are made for them by adults. Explain to children that learning to making good decisions is an important skill in life and that to bring about change a process of decision-making is involved.

- Teachers can introduce to students the relationship between decision making and change by asking the class a question such as “What school rule would you like to see changed?” Conduct a simple survey of the class and make a list of the most requested changes. Explain to children that change often requires developing new rules or changing existing ones and that decision making is necessary.
- Teachers can explore with students the concept of where rules originate. For example ask students such questions as “Where do rules come from?” “How do rules affect our lives?” “How do school rules get changed?” “Who decides?” Have the class create a list of “school” rules and community rules. Compare the lists. Use a Venn diagram (see outcome 2.1.1) to discover what the two sets of rules have in common.

#### Teacher Talk

Students will need to be aware that the two basic ways to make decisions are as an individual and by a group. To help children clarify the difference between individual decision making and group decision making, ask the class to identify decisions made by themselves or their families, and compare the process used to make these decisions to decisions made by the school or local government. “Do all decisions become rules/laws?” “Why?” “Why not?”

## Unit 1: People

### Suggestions for Assessment

- Students can generate a list of decisions they make each day. For example, some decisions could include those made as an individual, such as choosing a friend, decisions made as a class, such as sharing a playground, and those decisions made as a family. Pick one decision from the list and have children explain how they made that decision.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 2 Classroom Kit (16718)*

Little Book

- *Let's Decide*

Poster

- *Look at How I've Grown*

Photo Cards

- *Who Decides?*

*Discovery Links Social Studies,  
Grade 2 Teachers Guide (16721)*

## Unit 1: People

### Outcomes

*Students will be expected to*

**2.1.3** explain how decisions made by individuals and diverse groups result in change (local, national, and global)

- give examples that show decision-making is an important part of life
- recognize that decisions are made in various ways and serve various purposes
- identify people who are chosen, hired, or elected to help groups make decisions and bring about change

### Suggestions for Learning and Teaching

- Teachers can explain to students that decisions may be made by an individual or group. For example, illustrate a decision made by an individual, by using a prompt sentence such as: “If I was in charge for a day (mom, dad, teacher, principal) I would ...” Discuss with the class selected responses and have students decide whether a group or individual would be involved to implement their suggestion. Then have the class make a list of the different groups they belong to, such as family, friends, classmates, or a team. Ask students to identify ways decisions are made in those various groups. Use a “decision tree” to illustrate various ways of making decisions.

#### Teacher Talk

Students will need to be made aware that there are people such as teachers, principals, mayors, premiers, and prime ministers who are hired or elected to help groups make decisions.

- Teachers can invite in a guest speaker from the community who has been chosen, hired, or elected to help groups make decisions.

## Unit 1: People

### Suggestions for Assessment

- Invite someone such as a principal, mayor, policeman, fireman from your school or community to speak to the class. Have children think of two questions to ask the speaker about how they make decisions in their job.
- Teachers could record the responses of children for their understanding of how changes are brought about by decision making.
- Teachers could provide children with a situation where they have to make a decision, such as two classes in their school need to share one playground. Have children focus on the method of decision making they will use, and explain why they made the choice(s) they did.
- Students can list the people in their school or community who are hired/elected to help make and keep rules/laws. Discuss the difference between being hired and elected. Focus on the idea that we live in a democracy where the majority opinion (50 percent plus 1) governs, and that decisions are made democratically and not by force or “authority.” Students could collect news items demonstrating the kinds of tasks hired/elected people do. Display the results. Discuss the kind of change they brought about.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- responding to prompt sentences
- listing school and community rules

#### Inquiry

- preparing and asking questions
- collecting news items
- explaining their decision-making process

#### Participation

- sharing and discussing
- contributing to a class survey
- constructing a Venn Diagram

### Notes

#### Print Resources

*If You Could Wear My Sneakers*  
(13832)  
*Canada Votes: How We Elect Our Government*

#### Video Resources

*Count on Me*, Hand in Hand series (23475)  
*Child's Guide to Government*  
(23492)

## Unit 1: People

### Outcomes

*Students will be expected to*

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

- identify and explain examples of changes that may take place in their community in the future
- identify ways they can contribute to future changes in their community

### Suggestions for Learning and Teaching

#### Teacher Talk

In the previous outcomes, students would have explored changes that have taken place in their lives, some factors that cause change, and how people react to change. They should have some understanding of how people contribute to change, and that change occurs as a result of decisions made by people. Building on what children have previously learned, this outcome is intended to be a culminating one in which children will predict changes that may take place in their community in the future and identify ways they can contribute to their future.

- Teachers can ask students what kinds of change they would like to see take place in their community. Have them brainstorm ideas for change that they feel are necessary to fulfill future needs. For example you could prompt children by asking: “How would you change your bedroom, classroom, etc.?” Then divide the class into small working groups and have each group discuss and map two or three physical changes they would like to see take place in their community; they could consider examples such as a new playground, restaurant, movie theatre, housing, business, roads, and communication. Have each group share its ideas with the class. Students could make a poster explaining reasons for the changes and how they would benefit the community.
- Students can make a list identifying examples of changes they would like to see in their community. Divide the class into small groups and put each group in charge of planning one aspect. Encourage students to focus on a healthy sustainable environment and the needs of different people, including those with disabilities. Consider wellness and safety issues. Develop a plan to create a model or poster of their community of the future.



## Unit 1: People

### Suggested Assessment Strategies

- As a class teachers could have students prepare a letter to community council making a suggestion for change.
- Teachers could have students children predict one change in their own community for the future. Predict the part they may play in the change. Reflect on the positive and negative aspects of the change.
- Students can identify three actions they could take now or in the future to contribute to changes that would lead to the development of their model community.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating a poster
- listing preferred community changes
- planning a model of their community of the future
- writing a letter

#### Inquiry

- asking questions
- predicting a change in their community
- identifying actions that could contribute to change

#### Participation

- sharing and discussing
- brainstorming

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade 2 Classroom Kit* (16718)

Big Book

- *Changes, Changes*  
– *A Community Changes*

Little Book

- *Making a Change*

Poster

- *Predict the Future*

*Discovery Links Social Studies, Grade 2 Teachers Guide* (16721)

*Canada Invents* (Susan Hughes, Owl Books, 2002)

#### Video Resources

*What's New*, Hand in Hand series (23479)

*Fix It*, Hand in Hand series (23477)

*Moving On*, Hand in Hand series (23474)

*A Community at Work* (V2582)



# Unit 2: Technology

## Overview

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

## Outcomes

*Students will be expected to*

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

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 2: Technology

### Outcomes

*Students will be expected to*

2.2.1 describe and evaluate the role of technology in their lives.

- identify examples of different kinds of technology
- describe the technologies that affect their everyday lives
- assess the effect of technology on their lives

### Suggestions for Learning and Teaching

#### Teacher Talk

The focus of this unit is to explore with students the impact technology has on their daily lives and to assess the effect it has on their lives. Explain to children that technology is any tool that makes a job easier.

- Students can brainstorm and give examples of various types of technology that people use at home, in school, for play, for work and, for travel. A chart could be used to gather and organize data of the different types of technology.
- Teachers can help students discover how technologies and inventions are developed to meet the needs, wants and interests of people through examples. The example of the construction of the Confederation Bridge to PEI could be used to show how travel over water was made faster, safer, and more efficient.
- Teachers can create a learning centre in the classroom. Display and use examples of different types of technology to show how technology affects everyday life. Students could create or bring in simple examples of different types of technology such as models of cars and trains. They could share examples of the role that the various technologies play in their lives. Role-playing scenarios could be developed from the various technology “prompts” in the display.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the role of technology in life. After reading the book to the class, the teacher may wish to engage the children in a discussion of the positive and negative aspects of technology. A t-chart could be used to record “positives” and “negatives.”

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## Unit 2: Technology

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### Suggestions for Assessment

- Teachers could note responses of children as they identify, describe, and evaluate the positive and negative aspects of technologies in their lives. Organize the results using a t-chart.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 2 Classroom Kit (16718)*

##### Big Book

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

##### Little Book

- *A World of Technology*
- Discovery Links Social Studies,  
Grade 2 Teachers Guide (16721)*

## Unit 2: Technology

### Outcomes

*Students will be expected to*

2.2.1 describe and evaluate the role of technology in their lives.  
(continued)

- identify examples of different kinds of technology
- describe the technologies that affect their everyday lives
- assess the effect of technology on their lives

### Suggestions for Learning and Teaching

#### Teacher Talk

Once students have identified and have an awareness of the various technologies they use in their everyday lives, focus on the technologies special to them and how the lives of children have been changed by technology.

- Students can (with prior permission from parents or guardians) agree to forego watching television, riding their bike, or playing their favourite game for an agreed period of time. Then, during this time away from their favourite technology, have students record how it affected their lifestyle and present their findings to class.

## Unit 2: Technology

### Suggestions for Assessment

- Have the class identify and chart the technologies that have changed the lives of children.
- Have the class debate the positive/negative issues about a technology.
- Teachers could display the examples of technology children have brought to class.
- Students can identify the technologies they use throughout a normal day in their lives, such as alarm clocks waking them up in the morning, using computers, and watching television in the evening. Create a list of the technologies used. Ask students to suggest how they would accomplish their daily tasks without technology. Have them write a response in their journals: “Would I like/dislike a day without technology?” and tell why.
- Students can graph or chart using various examples of technologies that have influenced the lives of children. Use headings such as recreation, entertainment, play, school, clothes, and travel. Display and discuss the results.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- sharing examples from their own lives
- recording and presenting findings to class
- debating the positive and negative aspects of technology
- writing a journal response to a question

#### Inquiry

- asking questions
- gathering examples of simple technology
- identifying technologies affecting children

#### Participation

- sharing and discussing
- brainstorming
- contributing to a technology chart
- role playing technology scenarios
- contributing to the construction of a T-chart

### Notes

#### Video Resources

*Moving On*, Hand in Hand series (23474)

## Unit 2: Technology

### Outcomes

*Students will be expected to*

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

- identify selected technological milestones
- describe how lifestyles of the past are different from today due to technological changes
- predict how changes in technology might affect individuals and communities in the future
- give examples of the positive and negative impact of technology (local, national, and global)

### Suggestions for Learning and Teaching

#### Teacher Talk

This outcome is intended to have students develop an understanding of how people have changed technology over time to meet their needs, wants, and interests. The focus of this outcome is on the history of technology (milestones) and how the lifestyles of people (local, national, and global) have changed as a result of new and innovative technologies from around the world.

- Teachers can review the term **milestone** (which was used with children in the earlier grades as they created time lines and identified milestones in their lives). Students could be asked to identify one new piece of technology for their family that they feel has been a milestone, such as a computer, skis, and a bread-making machine. Have students draw pictures to show what impact this had on their family. Create a bulletin board with pictures under the heading “Technology Milestones for My Family.”
- Teachers can use picture books, posters, literature, or video/DVDs to identify and discuss major technology milestones for society over time. (Some of the milestone technologies that should be included in this outcome are the wheel, plow, printing press, steam engine, telephone, automobile, airplane, television, and computer). Discuss with children the ways things were done before and after the milestone. Discuss positive and negative impacts of the milestone on a local, national, and global level.
- Students can revisit the learning centre to identify examples of changes in technology over time. For example, how writing tools have evolved over time from quill pen to keyboard; how communication has been made easier from pony express, to the telegraph, telephone, and cell phone. Teachers can create activities that show how the technology has brought about change in our lives. For example, have students write using a computer, pen and paper, a quill or fountain pen, and a manual typewriter. Ask students to rate which method of writing they prefer and tell why.



## Unit 2: Technology

### Suggestions for Assessment

- Students can predict what it might be like travelling to school in the future. Explore through picture books, literature or video/DVD, how technology has impacted transportation and has made it easier for people to travel, creating a border less world. Have the class make drawings or collect pictures to create a mural/time line showing the technological changes in transportation over a selected number of years. This could be in the form of a “then and now” chart.
- Students can explore what their lifestyle would be like if their family moved to a futuristic community in space or under the ocean. Focus on how they would meet their needs, wants, and interests. Ask children: “What technologies/inventions would you need to survive?” “What might the negative/positive results be?” Chart their responses.
- Students can work in pairs or small groups to model a simple invention that would make life easier. Have each group present their invention to the class. This could be done in collaboration with the science curriculum. Hold an open house for the rest of the school or invite the community to attend.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 2 Classroom Kit (16718)*

#### Big Book

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

#### Little Book

- *Things Have Changed*

#### Poster

- *Technology in the Past*

#### Photo Cards

- *Milestones of Technology*

*Discovery Links Social Studies,  
Grade 2 Teachers Guide (16721)*

## Unit 2: Technology

### Outcomes

*Students will be expected to*

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

- identify selected technological milestones
- describe how lifestyles of the past are different from today due to technological changes
- predict how changes in technology might affect individuals and communities in the future
- give examples of the positive and negative impact of technology (local, national, and global)

### Suggestions for Learning and Teaching

#### Teacher Talk

The evolution in transportation is a good example to show how lifestyles have been affected by technological change. By focussing on the changes in transportation children can think about the relationship between time and travel, how time it takes less time to travel and how this has changed peoples' lives.

- Teachers can ask students what means of transportation they used to get to school. Have them imagine what it would be like travelling to school in years gone by.
- Teachers can divide the class into groups and have each group develop a “then and now” page for a “Changes in Lifestyle” book. Each group would be assigned a specific category such as food, clothing, homes, transportation, and recreation. Each group can present their page to the class. Discuss the impact that the differences had on life in the past as compared to today, such as less garbage, people were more self-sufficient, slower travel, closer communities, and a less interdependent world. Make this into a chapter of the class book.
- Teachers can invite a community member to speak to the class about what their life was like as a child. The guest could be asked to include topics such as food preparation, doing the laundry, taking a bath, transportation, building houses, and recreation. Have students prepare questions to ask the guest speaker. After the presentation, students could discuss the positive and negative effects of different technologies.
- Students can visit the local museum and explore the technologies/inventions of the past. Based on what children see have them make predictions about what the technology might look like in the future.
- Teachers can select various types of technology, identify examples of changes in them and discuss positive and negative results for each. For example, if you choose transportation look at the positive and negative results of the automobile, airplane, or ship. Create a chart to present response.
- Students can conduct a class debate around a question such as “Are technological changes always in the best interest of children?” or “Should computers be used in the primary grades?”

## Unit 2: Technology

### Suggestions for Assessment

- Teachers could record responses of children as they identify, describe, and evaluate the positive and negative aspects of technological changes in their lives.
- Teachers could have students make a class chart to identify the positive and negative results of the automobile, airplane, or ship, etc. on society.
- Teachers could have students interview a grandparent or another elder on the topic “The Life of My Grandparent When He/She Was My Age.”
- Teachers could have students create a model of a simple invention to make life easier.

### Notes

#### Print Resources

*Great Maritime Inventions:  
1833–1950 (23723)*

#### Video Resources

*Back Then, Hand in Hand series  
(23476)*

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing a picture of an important piece of technology in their lives
- creating a bulletin board display
- constructing a mural or time line about technological changes in transportation

#### Inquiry

- preparing and asking questions
- rating methods of writing
- predicting future technologies
- developing and modelling a simple invention
- interviewing a grandparent or elder

#### Participation

- sharing and discussing
- contributing a chapter to a class book
- contributing to a chart



# Unit 3: Economics

## Overview

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

## Outcomes

*Students will be expected to*

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

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 3: Economics

### Outcomes

*Students will be expected to*

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

- give examples to show that the exchange of money is the most common way to obtain goods and services
- identify different ways people acquire an income
- identify different strategies used by consumers to make good economic decisions
- create an action plan that models good economic decision-making

### Suggestions for Learning and Teaching

#### ♥ Teacher Talk

Teachers need to be sensitive in their discussion about how students and their families use economic decision-making as consumers. A consumer is a person who obtains goods and services to fulfill their needs, wants, and interests. A producer is someone who provides goods or services. Students should already be aware that money is the major form of transaction used in today's society to fulfill their needs, wants, and interests. Learning responsible economic decision-making skills is critical for students as consumers, today, and in the future.

- Teachers can select and use an appropriate book as a read-aloud. The selected book should deal with the importance of money as a means to obtain something. After reading the book to the class, the teacher may wish to engage the children in a discussion of what other ways there might be to obtain something besides paying money for it.
- Teachers can collaborate with the music teacher to introduce the concept of money with the song: "If I Had a Million Dollars" or "Money Doesn't Grow on Trees."
- Teachers can show students such things as a pencil, paper they use in class, or box of raisins. Ask them to identify the item. Have them describe what had to happen in order for you to have the item in your hand. Ask students what we should call the people who make these products. They may respond with "workers," which is correct. But tell them that we also call these people "producers." "If I eat the candy bar or raisins or drink the pop, what should I be called?" Explain that someone who eats or uses a product is called a "consumer." Then ask students to identify some ways in which they and their families are consumers. They may suggest services as well as products. Finally, ask students to explain the difference between a producer and a consumer. As an activity, show the students pictures of producers and consumers.

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## Unit 3: Economics

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### Suggestions for Assessment

- Students can identify a TV commercial they have seen. In order to distinguish needs and wants, the teacher could ask them why they remember the commercial, and if they would like to purchase the product that was advertised. Teachers could facilitate a discussion around the questions: “Is the product something they need to have or something they want?” Ask them why they remember the commercial, and if they want to purchase the product that was advertised. Is the product something they need to have or something they want. “Why do they want it?” “Can they plan how they will pay for it?”

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 2 Classroom Kit (16718)*

Little Books

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

Poster

- *At the Grocery Store*

*Discovery Links Social Studies,  
Grade 2 Teachers Guide (16721)*

## Unit 3: Economics

### Outcomes

*Students will be expected to*

2 3.1 give examples of how children and their families use economic decision making as consumers

- give examples to show that the exchange of money is the most common way to obtain goods and services
- identify different ways people acquire an income
- identify different strategies used by consumers to make good economic decisions
- create an action plan that models good economic decision-making

### Suggestions or Learning and Teaching

#### Teacher Talk

Consumers must decide how to use limited resources to satisfy unlimited wants. To do this, good economic decision making is a necessary skill to develop. Students should have a basic understanding of the difference between needs and wants as they would have explored these concepts in entry and grade 1.

Discuss with students some strategies for making good economic decisions. The teacher could give examples such as recognize the difference between shopping for something a person needs compared to shopping for something a person wants.

- Teachers can set up a “yard sale” in the classroom and have students bring items from home. Each student could be given \$1 in play money to spend. After the sale is over, have the children who purchased the most/least items with their \$1 explain their choices to the class.



## Unit 3: Economics

### Suggestions for Assessment

- Students can create an economic decision-making plan based on one of the following scenarios: a class purchase, spending your allowance, or improving the school playground.
- Students can brainstorm examples of strategies that they and their families use to make good economic decisions. Teachers can discuss with children some additional strategies. These could include paying off your debts, buying in bulk, comparison shopping, and planning a budget.

### Notes

#### Print Resources

*The Hundred Penny Box* (12127)

#### Video Resources

*Choices, Choices, Choices*, Hand in Hand series (234783)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing
- explaining economic choice

#### Inquiry

- asking questions
- differentiating between producers and consumers

#### Participation

- sharing and discussing
- organizing a class yard sale
- constructing an economic-decision making plan
- brainstorming

## Unit 3: Economics

### Outcomes

*Students will be expected to*

2.3.2 explain how supply and demand affects price

- demonstrate an understanding of the concept of supply and demand
- identify factors that can affect supply and demand
- explain why prices change

### Suggestions for Learning and Teaching

#### Teacher Talk

Supply is the quantity of a product that is available for purchase. Demand is the quantity of a product that consumers want.

Children will need to be made aware that there are different methods to affect supply and demand of a product or service. Building on responses children gave above discuss other examples that affect supply and demand such as scarcity, resources available to make a product, “word of mouth,” news ads, free products, Internet, marketing, TV ads, fads.

- Teachers can send a survey home asking parents to identify a product that they buy that is always in supply, and a product that is not always available. Discuss with students why some products are always in supply while others are not. Share the survey results and discuss why some products are in supply, while others are not always available (demand, season, price).
- Teachers can show the class a picture of a child behind a lemonade stand with no customers. Ask students: “Is there a supply of lemonade?” “Is there a “demand” for the lemonade?” “Why are there no customers?” “How could you get more?” Focus on the demand for the lemonade. List and discuss the responses.
- Teachers can invite a member of the business community, an entrepreneur, a grocery store manager, a local farmer, or fisher to the class as a guest speaker to discuss how prices change because of supply and demand. Have students develop a list of questions to ask the speaker beforehand.

## Unit 3: Economics

### Suggestions for Assessment

- Teachers could note appropriate use of vocabulary children use to indicate their understanding of the concepts of supply/demand/prices.
- Teachers could have students survey a business in your community to determine how they decide which product to put on sale.
- Students can create their own ad to sell a service or product.
- Teachers can ask students to list three items (products) that they would like to have (demand). Share the results and identify the top five products. Explain that for this class there is a “demand” for these five products. Ask students how they can find out if there is a “supply” for their demand (catalogues, TV ads, visiting stores, print ads, flyers, etc.).

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade 2 Classroom Kit* (16718)

##### Big Book

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

##### Little Book

- *Lemonade for Sale*

*Discovery Links Social Studies, Grade 2 Teachers Guide* (16721)

#### Video Resources

*Blowhard* (22882)

#### Websites

Consumers Reports for Kids  
<[www.zillions.org](http://www.zillions.org)>

## Unit 3: Economics

### Outcomes

*Students will be expected to*

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

- explain how work, including children’s work, has changed from the past to the present
- explain why occupations have changed over time
- give examples of paid work, unpaid work and volunteerism
- predict how work might change in the future

### Suggestions for Learning and Teaching

#### Teacher Talk

The nature of work has changed from the past to the present. Until quite recently, industry was very **labour intensive**—i.e., it used a lot of workers, or labour, doing largely manual work. Particularly since the **Industrial Revolution**, and more recently with the proliferation of computers, industry has become ever more **capital intensive**—i.e., it uses money, or capital, to purchase machinery and technology to do the work that workers used to do. Workers today often do very different types of work than those working in preceding generations. The importance of technology, specifically technological change, provides an opportunity for teachers to link this outcome with the previous unit on **Technology**—either by building on the earlier work or by integrating it.

For generations, cultures around the world have depended on the work of children in the family for survival. Children have always had household chores and responsibilities to do in the family and around the home; however, the nature of the responsibilities of children have changed over time. What may be considered a “chore” for one child may be “work” for another. In Canada today, legal protection and an emphasis on education help to safeguard children from child labour abuses.

- Teachers can select and use an appropriate book as a read-aloud. The selected book should describe a particular job often done by children in the past. After reading the book to the class, the teacher may wish to lead the class in a brainstorming activity to try to identify other jobs that children often performed in the past, but no longer typically do in Canada.

## Unit 3: Economics

### Suggestions for Assessment

- Teachers could have students role-play a scenario of an occupation then/now.
- Students can imagine how work might look in the future and make a drawing to represent this. Point out changes in work that might happen. For example: “If we colonize under the ocean, what types of work would we do under the sea?” “Or if we are living in outer space what would work look like in that environment?” Have students present their creations to the class, explaining what the workers are doing in their drawings and where they are.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 2 Classroom Kit* (16718)

#### Big Book

- *Changes, Changes*
  - *Work over Time*
  - *The Work We Do*

#### Little Book

- *Work Has Changed*

#### Photo Cards

- *Working in the Past*

*Discovery Links Social Studies,  
Grade 2 Teachers Guide* (16721)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating an advertisement

#### Inquiry

- preparing and asking questions
- surveying businesses
- analysing the “supply” for a “demand”

#### Participation

- sharing and discussing
- contributing to a parent survey

## Unit 3: Economics

### Outcomes

*Students will be expected to*

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

- explain how work, including children’s work, has changed from the past to the present
- explain why occupations have changed over time
- give examples of paid work, unpaid work and volunteerism
- predict how work might change in the future

### Suggestions for Learning and Teaching

- Students can use learning stations to investigate an occupation and discover how that occupation has changed over time. Some occupations children could choose include farming, fishing, logging. Provide questions students could use to guide their inquiry, such as: “How do they do their job today compared with how it was done in the past?” “How might they work in the future?” “What parts of their job remain the same?” “What has changed?” Model how the information collected may be presented to the class by using a chart. Suggest that information may be presented in the form of words, phrases, pictures, drawings.

#### Teacher Talk

To make students even more aware of how work has changed over time, explain how there are more opportunities open to women in non-traditional fields. In addition to traditional careers such as teacher, nurse, administrative assistants, and homemaker, women are now truck drivers, engineers, and astronauts. Conversely, in our society, men now work as nurses, administrative assistants, or stay home as homemakers.

- Teachers can invite a guest speaker to class such as a female firefighter or logger and have the speaker provide information about what they do and how their job has changed over time. Ask children to make a drawing to represent what they learned or make an entry in their journal.
- Students can make a list, as a whole class, of people who do things for which they are not paid in their community. The teacher can ask some guiding questions or give a few examples. On a large sheet of paper, titled “Volunteers in Our Community,” have each student draw a representation of one community volunteer in the midst of doing their volunteer activity.

## Unit 3: Economics

### Suggestions for Assessment

- Students can create a poster of past and present chores done by children. Compare traditional jobs and responsibilities such as household chores with those jobs recently created, using a Venn diagram (see Unit 1/Outcome 2.1.1) to note changes as well as the things that have remained the same. Students may also include examples of kinds of jobs that have changed due to technology.
- Students can identify and make a list of the new occupations that have developed using information gathered from the learning stations activity. Teachers can point out that changes in technology, social situations, and lifestyles have contributed to the changing nature of work and new occupations.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing a representation of how work might look in the future
- creating a poster of past and present chores

#### Inquiry

- asking questions
- gathering information from learning stations
- listing volunteers in their community

#### Participation

- sharing and discussing
- brainstorming
- role playing a job scenario
- constructing a Venn Diagram

### Notes

#### Video Resources

*Back Then*, Hand in Hand series (23476)

*Everyone Helps in a Community* (23233)

*Harry Smith: Shubenacadie Tinsmith* (V1942)

*At Work in the Eighteenth Century*, The Labour Re-enactments series (V0438)

*Nails* (22525)

*Ross Farm Museum Orientation Video* (V2493)

*Sherbrooke Village Compilation* (Version 1) (V2269)

*Sherbrooke Village Compilation* (Version 2) (V2270)

*Sherbrooke Village Vignettes* (V2268)

#### Websites

Ross Farm Museum

<[www.museum.gov.ns.ca/rfm/index.htm](http://www.museum.gov.ns.ca/rfm/index.htm)>





# Unit 4: Environments

## Overview

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

## Outcomes

*Students will be expected to*

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

## Suggested Time for Unit Completion

To be finalized by individual provinces.

## Unit 4: Environments

### Outcomes

*Students will be expected to*

2.4.1 explain how and why physical environments change over time

- identify some causes of change in their environment that occur naturally
- recognize that people modify and change their environment according to their needs and wants

### Suggestions for Learning and Teaching

#### Teacher Talk

Children would have gained an awareness of the physical environment around them in both their Entry year (Unit 3: Place) and in Grade 1 (Unit 2: Environments) when they learned to recognize and describe some natural and constructed features. Changes to the physical environment are brought about in two ways: the first is **natural change**, through the agents of nature such as erosion, vegetation growth, wind storms, floods; and the second is **constructed change** through the construction (and sometimes, deconstruction) of roads, dams, buildings, highways. Young children may not readily see the subtle changes that take place daily in their environment, therefore, examples of these will have to be pointed out by the teacher.

- Students can participate in an activity that demonstrates soil erosion by using a cup of sand and a spray water bottle. Students can observe and describe what they see happening with the sand as the water is sprayed on it. Discuss with them examples of erosion that take place in the environment they see occurring around them. Prompt them with examples such as wind and water erosion they know about. For example, you could ask: “Have you ever built a sand castle at the beach and rushed to complete it before the incoming tide washed it away?” Have students describe what they saw. Then, using sand or potting soil, have them draw a “before and after” picture of a sand castle.
- Students can experience the effect of soil erosion by going outside the school after a heavy rain. Identify examples of erosion that have occurred in the school yard or make your own hill of sand before a rain.
- Teachers can gather photos/pictures of several examples in the physical environment created naturally and have students discuss how each may have been created by nature.
- Teachers can access aerial photographs of a local area that cover several decades and identify/discuss examples of change in the physical environment.

## Unit 4: Environments

### Suggestions for Assessment

- Have children place in sequence photographs/pictures of the history of their school or some other building in their community.
- Have students identify whether pictures/photos represent natural or constructed changes.
- Students can explore, as a class, local or other area changes that have taken place over time, by using photos of “before and after.” Some examples could include: a river valley before a dam was constructed; a wetland drained; a forest cut down and the land divided into a housing subdivision. Students could map the areas under change. Try to identify whether each change was carried out because of needs or wants.

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- drawing a before and after pictures
- mapping areas of change

#### Inquiry

- asking questions
- identify examples of natural changes to the physical environment
- chronologically ordering photographs or pictures of their school
- differentiating between natural or constructed changes

#### Participation

- sharing and discussing
- contributing to a soil erosion activity

### Notes

#### Print Resources

*Discovery Links Social Studies, Grade 2 Classroom Kit* (16718)

##### Big Book

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

##### Little Book

- *Our Schoolyard Changes*

##### Photo Cards

- *Nature Takes Over*

*Discovery Links Social Studies, Grade 2 Teachers Guide* (16721)

*Eco-Fun* (22973)

#### Video Resources

*Where We Live, Hand in Hand* series (23480)

## Unit 4: Environments

### Outcomes

*Students will be expected to*

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

- give examples of how Aboriginal peoples interacted with the environment
- describe how people depended on their environment to survive and build communities
- describe how their local environment has changed over time as people's needs and wants have changed
- identify the effects of community growth and development on the local environment

### Suggestions for Learning and Teaching

#### Teacher Talk

The last delineation from the previous outcome (2.4.1., delineation 2) provides a nice transition to this outcome.

In Grade One, Unit 3: Place and Time, students would have explored the relationship that Aboriginal peoples have with the physical environment in Atlantic Canada over time. They should have some awareness that Aboriginal peoples in the Atlantic region, including the Mi'kmaq, Maliseet, Innu, and Inuit have inhabited the region since time immemorial, interacting with the woodlands and waters for survival. Like all people who live in Atlantic Canada today, the Mi'kmaq, Maliseet, Innu, and Inuit way of life has changed over time to meet the needs and wants of their community.

Students will need to know that the first inhabitants in their local area were very self-reliant and had to work hard to survive. They interacted with the physical environment to meet their needs for survival, and that over time how they interacted with the environment has changed.

- Teachers can invite an elder of the Mi'kmaq/Maliseet/Innu/Inuit community to class. Have the guest tell a story that focusses on how their ancestors interacted with the physical environment, such as the woodlands and waters, and how this interaction has changed over time.
- Teachers can invite a storyteller from the area to speak to the class on what their life was like as a child. Ask the speaker to talk about changes that have taken place in things such as farming, fishing, housing, recreation, and transportation.

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## Unit 4: Environments

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### Suggestions for Assessment

- Teachers could have the class create a time line of changes in their local physical environment brought about by an industry/occupation.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 2 Classroom Kit (16718)*

##### Big Book

- *Changes, Changes*
  - *A Trip to King's Landing*

##### Little Books

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

##### Poster

- *Meeting Needs*

##### Photo Cards

- *Meeting Needs*

*Discovery Links Social Studies,  
Grade 2 Teachers Guide (16721))*

## Unit 4: Environments

### Outcomes

*Students will be expected to*

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

- give examples of how Aboriginal peoples interacted with the environment
- describe how people depended on their environment to survive and build communities
- describe how their local environment has changed over time as people's needs and wants have changed
- identify the effects of community growth and development on the local environment

### Suggestions for Learning and Teaching

#### Teacher Talk

In the previous outcome students would have identified some of the ways people have modified their physical environment over time to meet their needs, wants, and interests. From this exploration students should have some understanding of how their local environment has changed in regard to land use, farming, fishing, forestry, and the development/devolution of communities they know about.

- Students can visit a local museum to explore how things were done in the past such as clothing, handmade items, housing, lighting, transportation, communication, getting water, recreation. In a whole class discussion, they can examine how the environment influenced how these things were done.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should address change in a local environment.

## Unit 4: Environments

### Suggestions for Assessment

- Students can use photos and pictures of local occupations over time, such as farming, fishing, and forestry to create a time line of one of the occupations. Discuss with students the changes that have been made to the physical environment as a result.
- Students can explore a current environmental issue in their local area, such as community dumping/garbage disposal, the availability of clean water, declining forests/fish stocks. As a class collect news items about the issue over a period of time and make a bulletin board display.

### Notes

#### Video Resources

*Ross Farm: An Adventure in Rural Living* (V2237)

*Ross Farm Orientation Video* (V2493)

*Comparing Communities*, Hand in Hand series (23472)

#### Websites

Kings Landing Historical Settlement

<[www.kingslanding.nb.ca](http://www.kingslanding.nb.ca)>

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating a time line of an occupation
- creating a bulletin board display

#### Inquiry

- asking questions
- researching an environmental issue

#### Participation

- sharing and discussing

## Unit 4: Environments

### Outcomes

*Students will be expected to*

2.4.3 demonstrate an understanding of sustainable development and its importance to our future (local, national, and global)

- identify and locate a variety of environments and natural resources (local, national, and global)
- describe sustainability issues (local, national, and global)
- plan, carry out, and evaluate a conservation activity

### Suggestions for Learning and Teaching

#### Teacher Talk

Sustainable development refers to development that is carried out in a way that ensures that natural resources will not be depleted but will remain available, in perpetuity, for succeeding generations. In essence, it is the practice of using a resource so that it will always be there.

In Grade One, Unit 2: Environments, students identified some examples of their local physical features and regions, both natural and constructed. They should have explored how people interact with their natural and constructed environment; and that our rainforests, deserts, rivers, oceans, mountains, polar regions are affected by how we use natural resources, such as forests, minerals, fish. As well, they would have gained an awareness that the conservation and sustainability of the physical features and regions are important, and that sustainable practices must be encouraged on a local, national, and global level.

- Teachers can identify various physical features and regions that are found in the world by using an appropriate book, set of books, or atlas. The selected resource should illustrate examples such as deserts, forest, grasslands, mountains, oceans, and polar regions. Then have children make a poster or picture book illustrating the various physical environments found in their local area and how they provide resources. Display the illustrations and discuss the similarities and differences of each. Locate examples on a map.
- Teachers can point out examples of sustainability efforts that students see taking place in their community. Discuss with them other examples where sustainability issues could be addressed. Take a field trip.



## Unit 4: Environments

### Suggestions for Assessment

- Teachers could have students set a personal goal to practise conservation. For example, have them choose an objective and write it on a chart. Every Friday have the child assess his/her progress with the use of a happy face, neutral face, or sad face to indicate progress in meeting the objective.

### Notes

#### Print Resources

*Discovery Links Social Studies,  
Grade 2 Classroom Kit (16718)*

##### Big Book

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

##### Little Book

- *Protect Our World*

##### Poster

- *Caring for Our Future*

*Discovery Links Social Studies,  
Grade 2 Teachers Guide (16721)*

## Unit 4: Environments

### Outcomes

*Students will be expected to*

2.4.3 demonstrate an understanding of sustainable development and its importance to our future (local, national, and global)

- identify and locate a variety of environments and natural resources (local, national, and global)
- describe sustainability issues (local, national, and global)
- plan, carry out, and evaluate a conservation activity

### Suggestions for Learning and Teaching

#### Teacher Talk

Teachers will need to help students understand the connection between sustainability and resources. Teachers may also wish to discuss the concept of conservation. Conservation is a subset of sustainability that involves protecting our physical environment from loss. For example, family members can protect the physical environment by participating in such activities as a beach clean-up, salmon replacement, or replanting trees.

- Teachers can select and use an appropriate book as a read-aloud. The selected book should look at the importance of small contributions children and young people can make in an area of environmental concern. After reading the book to the class, the teacher may wish to ask children if they can think of any local environmental concern they have. The class could then explore any ways, however small, that they might be able to help.

## Unit 4: Environments

### Suggestions for Assessment

- Teachers could have students make a shoe box diorama illustrating local physical features of the physical environment.
- Teachers could have students discuss/list ways to practise conservation in the home.
- Students can reflect on the importance of sustaining the physical features and regions they identified. Ask them to consider how they could conserve, protect, and participate in age-appropriate sustainable practices, such as recycling and waste watch programs. A KWL chart could be used.
- Students can do a case study of all the ways we depend on the physical environment, for example forests/trees, fishing limits. Prepare a “needs” and “wants” chart. As an extension, identify resource people who may provide suggestions or interview adults or older children for ideas. Have students make a mural, poster, or song to share their understanding.

### Notes

#### Video Resources

*Saving the Right Whales*, Land and Sea series (V1713)  
*Secrets of the Wild Panda* (21629)

### Processes and Skills

Peer and self-assessment, teacher observation, and conversation can be used to assess the development of processes and skills.

#### Communication

- listening and speaking
- creating a poster or picture book on their local physical environments
- constructing a shoe box diorama
- creating a mural, poster, or song

#### Inquiry

- asking questions
- comparing physical environments
- assessing progress in attaining a personal conservation goal
- listing ways to practice conservation
- interviewing

#### Participation

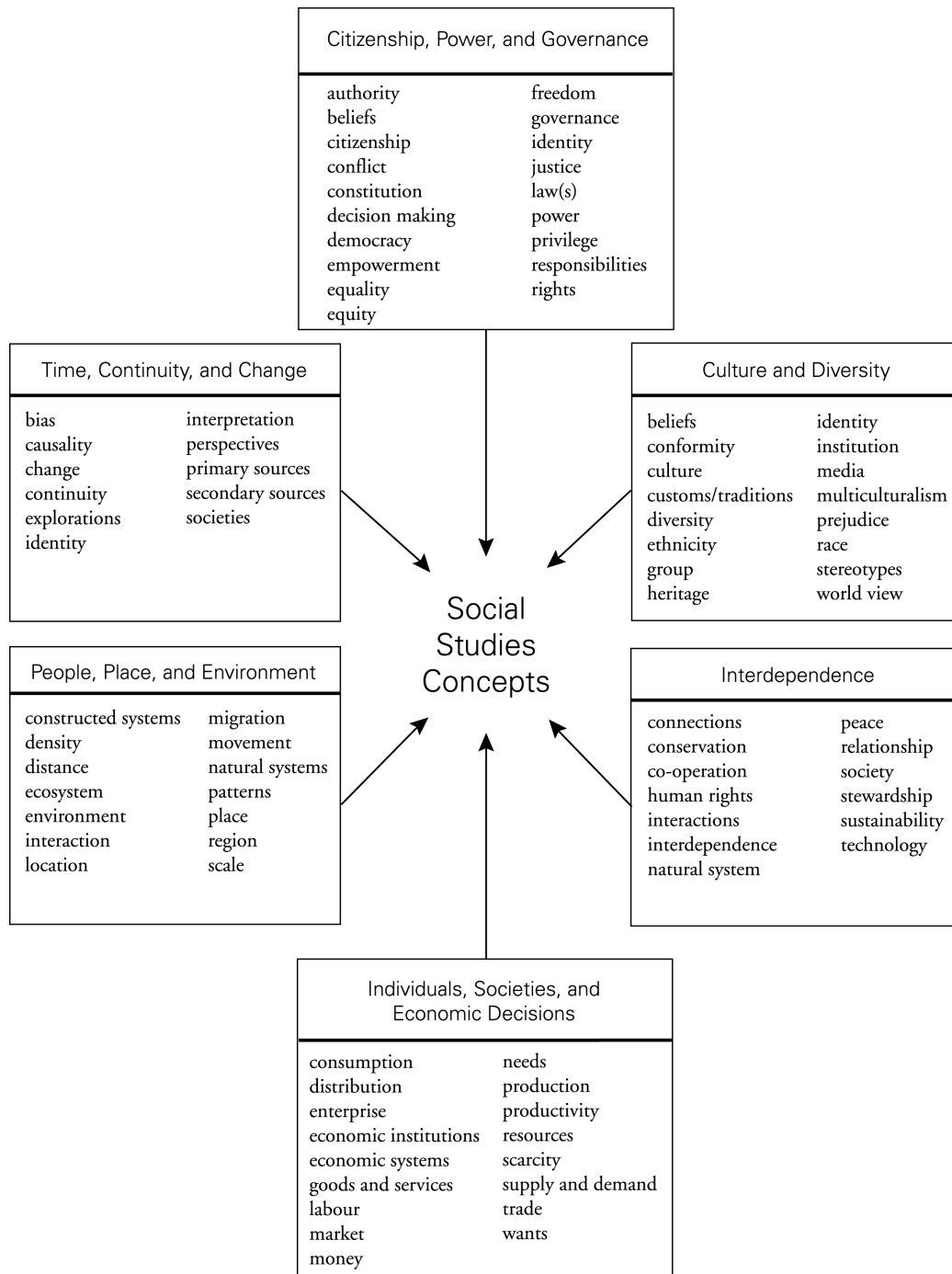
- sharing and discussing
- contributing to the construction of a KWL chart
- contributing to a needs and wants chart



# **Appendices**



# Appendix A: Concepts in Primary–Grade 9 Social Studies







# Appendix B: Process–Skills Matrix

## Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
read critically	<ul style="list-style-type: none"> <li>• detect bias in historical accounts</li> <li>• distinguish fact from fiction</li> <li>• detect cause and effect relationships</li> <li>• detect bias in visual material</li> </ul>	<ul style="list-style-type: none"> <li>• use picture clues and picture captions to aid comprehension</li> <li>• differentiate main and subordinate ideas</li> <li>• use literature to enrich meaning</li> </ul>
communicate ideas and information to a specific audience	<ul style="list-style-type: none"> <li>• argue a case clearly, logically, and convincingly</li> </ul>	<ul style="list-style-type: none"> <li>• write reports and research papers</li> </ul>
employ active listening techniques	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• listen critically to others' ideas or opinions and points of view</li> <li>• participate in conversation, and in small- and whole-group discussion</li> </ul>
develop mapping skills	<ul style="list-style-type: none"> <li>• use a variety of maps for a variety of purposes</li> <li>• use cardinal and intermediate directions to locate and describe places on maps and globes</li> <li>• construct and interpret maps that include a title, a legend, a compass rose, and scale</li> <li>• express relative and absolute location</li> <li>• use a variety of information sources and technologies in the preparation of maps</li> <li>• express orientation by observing the landscape, by using traditional knowledge, or by using a compass or other technology</li> </ul>	
express and support a point of view	<ul style="list-style-type: none"> <li>• form opinion based on critical examination of relevant material</li> <li>• restate major ideas of a complex topic in concise form</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate main and subordinate ideas</li> <li>• respond critically to texts</li> </ul>
select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• demonstrate a beginning awareness of purpose and audience</li> </ul>

<b>Skill</b>	<b>Critical Responsibilities for Social Studies</b>	<b>Shared Responsibilities</b>
use a range of media and styles to present information, arguments, and conclusions	<ul style="list-style-type: none"> <li>• use maps, globes, and geo-technologies</li> <li>• produce and display models, murals, collages, dioramas, art work, cartoons, multimedia</li> <li>• interpret/use graphs and other visuals</li> </ul>	<ul style="list-style-type: none"> <li>• present information and ideas using oral, visual, material, print, or electronic media</li> </ul>
present a summary, report, or argument	<ul style="list-style-type: none"> <li>• use appropriate maps, globes, and graphics</li> </ul>	<ul style="list-style-type: none"> <li>• create outline of topic</li> <li>• prepare summaries</li> <li>• take notes</li> </ul>
use various forms of group and interpersonal communications such as debating, negotiating, establishing a consensus, classifying, and mediating conflict	<ul style="list-style-type: none"> <li>• participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences</li> </ul>	<ul style="list-style-type: none"> <li>• participate in delegating duties, organizing, planning, making decisions, and taking action in group setting</li> <li>• contribute to the development of a supportive climate in groups</li> </ul>

## Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
frame questions or hypothesis that give clear focus to an inquiry	<ul style="list-style-type: none"> <li>• identify relevant primary and secondary sources</li> <li>• identify relationships between items of historical, geographic, and economic information</li> <li>• combine critical social studies concepts into statement of conclusions based on information</li> </ul>	<ul style="list-style-type: none"> <li>• identify relevant factual material</li> <li>• identify relationship between items of factual information</li> <li>• group data in categories according to appropriate criteria</li> <li>• combine critical concepts into statement of conclusions based on information</li> <li>• restate major ideas in concise form</li> <li>• form opinion based on critical examination of relevant information</li> <li>• state hypothesis for further study</li> </ul>
solve problems creatively and critically	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• identify a situation in which a decision is required</li> <li>• secure needed factual information relevant to making the decision</li> <li>• recognize the values implicit in the situation and the issues that flow from them</li> <li>• identify alternative courses of action and predict likely consequences of each</li> <li>• make decision based on data obtained</li> <li>• select an appropriate strategy to solve a problem</li> <li>• self-monitor one's decision-making process</li> </ul>
apply a variety of thinking skills and strategies	<ul style="list-style-type: none"> <li>• determine the accuracy and reliability of primary and secondary sources and geographic data</li> <li>• make inferences from primary and secondary materials</li> <li>• arrange related events and ideas in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• determine the accuracy and reliability of data</li> <li>• make inferences from factual material</li> <li>• recognize inconsistencies in a line of argument</li> <li>• determine whether or not the information is pertinent to the subject</li> </ul>
recognize significant issues and perspectives in area of inquiry	<ul style="list-style-type: none"> <li>• research to determine the multiple perspectives on an issue</li> </ul>	<ul style="list-style-type: none"> <li>• review an interpretation from various perspectives</li> <li>• critically examine, relationships between and among elements of an issue/topic</li> <li>• examine and assess a variety of viewpoints on issues before forming an opinion</li> </ul>

<b>Skill</b>	<b>Critical Responsibilities for Social Studies</b>	<b>Shared Responsibilities</b>
identify sources of information relevant to the inquiry	<ul style="list-style-type: none"> <li>• identify an inclusive range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• identify and evaluate sources of print</li> <li>• use card catalogue to locate sources</li> <li>• use search engine to locate sources on WWW</li> <li>• use periodical index</li> </ul>
gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> <li>• interpret history through artifacts</li> <li>• use sources of information in the community</li> <li>• access oral history including interviews</li> <li>• use map and globe reading skills</li> <li>• interpret pictures, charts, graphs, photographs, tables, and other visuals</li> <li>• organize and record information using time lines</li> <li>• distinguish between primary and secondary sources</li> <li>• identify the limitations of primary and secondary sources</li> <li>• detect bias in primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of information sources</li> <li>• conduct interviews of individuals</li> <li>• analyse evidence by selecting, comparing, and categorizing information</li> </ul>
interpret meaning and the significance of information and arguments	<ul style="list-style-type: none"> <li>• interpret the socio-economic and political messages of cartoons and other visuals</li> <li>• interpret the socio-economic and political messages of artistic expressions, e.g., poetry, literature, folk songs, plays</li> </ul>	<ul style="list-style-type: none"> <li>• identify ambiguities and inconsistencies in an argument</li> <li>• identify stated and unstated assumptions</li> </ul>
analyse and evaluate information for logic and bias	<ul style="list-style-type: none"> <li>• distinguish between hypothesis and evidence and hypothesis and generalizations</li> <li>• distinguish between fact and fiction, fact and opinion, and fact and value</li> </ul>	<ul style="list-style-type: none"> <li>• estimate the adequacy of the information</li> <li>• distinguish between relevant and irrelevant information</li> </ul>
test data, interpretations, conclusions, and arguments for accuracy and validity	<ul style="list-style-type: none"> <li>• compare and contrast credibility of differing accounts of same event</li> <li>• recognize the value and dimension of interpreting factual material</li> <li>• recognize the effect of changing societal values on the interpretation of historical events</li> </ul>	<ul style="list-style-type: none"> <li>• test the validity of information using such criteria as source, objectivity, technical correctness, currency</li> <li>• apply appropriate models such as diagramming, webbing, concept maps, flowcharts to analyse data</li> <li>• state relationships between categories of information</li> </ul>

<b>Skill</b>	<b>Critical Responsibilities for Social Studies</b>	<b>Shared Responsibilities</b>
draw conclusions that are supported by the evidence	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• recognize the tentative nature of conclusions</li> <li>• recognize that their values may have influenced their conclusion/interpretations</li> </ul>
make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none"> <li>• access, gather, synthesize, and provide relevant information and ideas about economic issues</li> <li>• generate new ideas, approaches, and possibilities in making economic decisions</li> <li>• identify what they gain and what they give up when they make economic choices</li> <li>• use economic data to make predictions about the future</li> </ul>	

## Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• express personal convictions</li> <li>• communicate own beliefs, feelings, and convictions</li> <li>• adjust own behaviour to fit the dynamics of various groups and situations</li> <li>• recognize the mutual relationship between human beings in satisfying one another's needs</li> <li>• reflect upon, assess and enrich their learning process</li> </ul>
function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• contribute to the development of a supportive climate in groups</li> <li>• serve as a leader or follower</li> <li>• assist in setting goals for the group</li> <li>• participate in making rules and guidelines for group life</li> <li>• participate in delegating duties, organizing, planning, making decisions, and taking action in group setting</li> <li>• participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences</li> <li>• use appropriate conflict resolution and mediation skills</li> <li>• relate to others in peaceful, respectful, and non-discriminating ways</li> </ul>

<b>Skill</b>	<b>Critical Responsibilities for Social Studies</b>	<b>Shared Responsibilities</b>
respond to class, school, community, or national public issues	<ul style="list-style-type: none"> <li>• keep informed on issues that affect society</li> <li>• identify situations in which social action is required</li> <li>• work individually or with others to decide on an appropriate course of action</li> <li>• accept and fulfil responsibilities associated with citizenship</li> <li>• articulate their personal beliefs, values, and world views with respect to given issues</li> <li>• debate differing points of view regarding an issue</li> <li>• clarify preferred futures as a guide to present actions</li> </ul>	
relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	<ul style="list-style-type: none"> <li>• recognize the economic factors associated with sustainability (see shared responsibilities)</li> <li>• identify ways in which governments can affect sustainability practices</li> </ul>	<ul style="list-style-type: none"> <li>• develop the personal commitment necessary for responsible community involvement</li> <li>• employ decision-making skills</li> <li>• contribute to community service and/or environmental projects in schools and communities</li> <li>• promote sustainable practices in families, schools, and communities</li> <li>• monitor their own contributions</li> </ul>





## Appendix C: Disciplines of Social Studies

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

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

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

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

political science, anthropology, sociology, and social psychology, essential understandings and competencies of social studies.

Political science is the study of how we attempt to establish and maintain order in society by investigating relationships between power and those subjected to it. It contributes such key concepts as government, federalism, nation, province, parliament, legislative assembly, senate, monarchy, bureaucracy, republic, citizenship, judiciary, rule of law, and due process. Anthropology is the study of culture, how it is established and how it functions. Concepts of importance to social studies include culture, archaeology, cultural diffusion, language, ethnology, acculturation, ritual, tradition, customs, innovation, and artifacts (Schuncke, 1988). Sociology is the study of groups and how they function. Sociology contributes such key concepts as groups, socialization, society, social status, social class, social roles, social mobility, segregation, role expectations, stratification, family, norms, and power. Social psychology is the study of group behaviour. Social psychology exposes the learner to understand such concepts as learning, achievement, self-concept, behaviour, attitudes, personality, perception, motives, aggression, habits, traits, instinct, conditioning, reinforcement, punishment.

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

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

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# Appendix D: Resources

[to be added]

