

# GRADE 2

## OVERVIEW

In Grade 2 social studies, students will develop their understanding of their local community and begin to examine the global community. Students will explore a variety of traditions within their families and their local communities, developing an understanding of how these traditions contribute to and enrich their own community and Canadian society. They will also study communities around the world, developing an awareness of the relationship between location, climate, physical features, and how people live in various communities. Students will use the social studies inquiry process to investigate traditions, ways of life, and relationships with the environment in local and global communities, and they will develop their ability to extract information from and construct maps for specific purposes.

The Grade 2 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *community, identity, relationships, respect, and stewardship*.

The following chart presents an overview of the Grade 2 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>Strand A. Heritage and Identity: Changing Family and Community Traditions</b>				
<b>A1.</b> compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/ celebrations	Perspective; Cause and Consequence	Understanding the diversity that exists among families and within the local community leads to an appreciation of diverse perspectives.	How does an understanding of unique individuals and groups help us appreciate the diversity in our community?  Why is it important to have an understanding of your family's past?	<b>Graphs</b> Extracting information from bar graphs (see, e.g., A2.4)  Constructing bar graphs using their own data (see, e.g., A2.4)
<b>A2.</b> use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong	Continuity and Change	The traditions that we celebrate today have developed over the generations.	Why should we respect the diverse cultures and traditions in the communities in which we live?	<b>Maps* and Globes</b> Using appropriate elements of maps (e.g., a title, symbols in a legend, direction, and scale [non-standard]), to help them extract information and/or when constructing maps for specific purposes (see, e.g., A2.3)
<b>A3.</b> describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups	Interrelationships; Significance	Canada is made up of various communities that have diverse traditions and celebrations.		Identifying and locating countries on a map or globe (see, e.g., A3.3)

(continued)

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>Strand B. People and Environments: Global Communities</b>				
<b>B1.</b> describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions	Cause and Consequence	The climate and physical features of a region affect how people in that region live.	How do physical features and climate contribute to differences in the ways people around the globe live?  How does the natural environment affect the ways in which people meet their needs?  Why do people live where they live?	<b>Graphs</b> Constructing bar graphs and pictographs for specific purposes (see, e.g., B2.4)  <b>Maps* and Globes</b> Extracting information from globes, atlases, and maps about location, climate, and physical characteristics of a region (see, e.g., B2.2, B3.2, B3.5)  Identifying and locating continents, significant bodies of water, the equator, poles, and hemispheres on maps or a globe (see, e.g., B3.2)  Understanding and using cardinal directions (see, e.g., B3.3)  Developing their ability to use appropriate elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information and/or when constructing maps for specific purposes (see, e.g., B2.3, B3.2, B3.5)
<b>B2.</b> use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live	Interrelationships; Patterns and Trends	Different people have adapted to similar climate and physical features in similar ways.	What are some of the ways in which different regions of the world are distinct?	
<b>B3.</b> identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities	Significance	The world is made up of many different regions, which have distinct characteristics.		

\* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

# A. HERITAGE AND IDENTITY: CHANGING FAMILY AND COMMUNITY TRADITIONS

## OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- A1. Application:** compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations (**FOCUS ON:** *Perspective; Cause and Consequence*)
- A2. Inquiry:** use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong (**FOCUS ON:** *Continuity and Change*)
- A3. Understanding Context:** describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups (**FOCUS ON:** *Interrelationships; Significance*)

## SPECIFIC EXPECTATIONS

### A1. Application: Why Traditions Change

**FOCUS ON:** *Perspective; Cause and Consequence*

By the end of Grade 2, students will:

- A1.1** compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions (*e.g., immigration to Canada, family members marrying someone from a different culture, changes in technology*)

**Sample questions:** “How might technology affect the ways in which we celebrate some holidays?” “How did moving to a new country change the way your family celebrated some of its traditions?”

**Student talk:** “When we visit my grandparents, they have a real Christmas tree. My grandma says that her parents put candles on their tree because they didn’t have electricity. At home we have an artificial tree with built-in lights. They are safer than candles.” “My dad is from India. My mom is from Quebec. My dad buys special sweets for Diwali because he remembers eating them in India. My mom’s family didn’t do that.”

- A1.2** compare their family’s structure and some of their traditions and celebrations with those of their peers’ families (*e.g., traditions/celebrations related to rites of passage, holidays, foods*)

**Student talk:** “I sometimes stay with my dad and other times I stay with my mom. Who do you live with?” “My big sister had her bat mitzvah last month. Some day I will do that too. When you get older, will you do something like that or something different?” “My grandmother always makes kheer for Eid. Does your family have special food for holidays?” “My family went to see the dragon dance on Chinese New Year. What do you do for the New Year?”

- A1.3** compare some of the past and present traditions and celebrations of different ethno-cultural groups in their local community, and identify some of the main reasons for the change (*e.g., influenced by practices around Christmas, some Jewish families now give presents at Hanukkah; when some of their spiritual or cultural traditions were outlawed, First Nations people developed different practices, but now some traditional practices are returning*)

**Sample questions:** “What celebrations include the hanging of lights?” “Why were First Nations

people unable to have powwows at one time? What reaction did First Nations people have to this law?"

**Student talk:** "Our neighbours hang lights up on their house for Diwali and keep them up for Christmas." "A long time ago, the government said First Nations couldn't have powwows. The law has changed and there are big powwows again."

## A2. Inquiry: Past and Present Traditions

**FOCUS ON:** *Continuity and Change*

By the end of Grade 2, students will:

**A2.1** formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong (e.g., simple questions related to past and present practices associated with Christmas, Yom Kippur, Eid ul-Fitr, Diwali, or Kwanzaa)

**Sample questions:** "What does your family do at Hanukkah? Are those the same things that your grandparents did? What is different?" "Does your family eat special food at Eid ul-Fitr? Are those foods the same as those your grandparents used to eat?"

**A2.2** gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them (e.g., photo albums, family stories, interviews, artefacts, newspaper clippings, paintings, Elders' stories)

**Sample questions:** "Where might you find photos to look into similarities and differences in wedding fashions at different times?" "How might interviewing an Elder help you find out about seasonal celebrations in the local First Nation community and the ways these celebrations have changed?"

**Student talk:** "My opa tells me stories of Christmas when he was young. They used to have real candles on their tree."

**A2.3** analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community (e.g., locate on a map the regions of origin of different settlers in their area; construct a map that includes an appropriate legend to show different peoples who settled in the area)

**Sample questions:** "Which First Nation lived on this land before your community was established? How can we show that on this map?"

**A2.4** interpret and analyse information relevant to their investigations, using a variety of tools (e.g., list the holiday decorations that their family uses today and that were used by their grandparents and great-grandparents, and use a Venn diagram to help them determine the similarities and differences; create a list of holiday traditions of their parents, grandparents, and great-grandparents, and use a bar graph to help them determine which have changed)

**Sample question:** "What tools could you use to help you find out ways in which this celebration has remained the same?"

**Student talk:** "My grandfather told me how he helped kill the Thanksgiving turkey. Now my mom buys ours at a store. That's different. But we still have turkey for Thanksgiving dinner. That's the same."

**A2.5** evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong

**Sample questions:** "What did you find out about the differences between traditions related to the New Year (Hanukkah, Eid ul-Fitr, a powwow) now and in the past? What is still the same? Do you think the changes are good?"

**Student talk:** "Christmas has changed in some ways. Our tree and decorations are different in a lot of ways. But we still put up stockings and give presents. We eat the special dinner that my grandma makes. It's the same as what her mother made. So a lot is the same too. It's good that those things are the same. They make Christmas special."

**A2.6** communicate the results of their inquiries, using appropriate vocabulary (e.g., holiday, tradition, culture, celebrations, generations) and formats (e.g., a big book cooperatively produced by the class using photographs uploaded from digital cameras; a recording of stories about how celebrations have changed and stayed the same in their family; interpretive movements representing a variety of celebrations)

### A3. Understanding Context: Tradition and Heritage

**FOCUS ON:** *Interrelationships; Significance*

By the end of Grade 2, students will:

**A3.1** identify and describe different types of families (*e.g., families with one parent, two parents, no children; same-sex families; blended and multi-generational families; immigrant families; families where the parents come from different religious or ethnocultural groups*)

**Student talk:** “I have my dad and my stepdad. My stepdad has other kids too.” “My best friend’s dad is from Jamaica, but her mother was born in Toronto. My friend’s grandmother lives with them too.”

**A3.2** identify some different groups in their community (*e.g., various religious and ethnocultural groups*), and describe some of the ways in which they contribute to diversity in Canada (*e.g., different languages, foods, music, clothing, holidays; ethnic neighbourhoods with specialized shops and restaurants*)

**Sample questions:** “What kinds of religious buildings are in our neighbourhood? Are there other religions in Canada?” “What are some of the different types of ethnic restaurants in our community?” “When we went to the local grocery store, what were some of the different types of regional foods we saw? Why are there so many different types of food in the grocery store?”

**Student talk:** “I go to South Asian dance classes. We are learning a dance we are going to perform at a festival.” “On the weekend, we went to the farmers’ market. Some people there sell bread and sausage they made. They dress a lot different than me. I like the caps the girls wear.”

**A3.3** identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map

**A3.4** describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada (*e.g., fall fairs; faith holidays such as Easter, Passover, Eid ul-Fitr; special days such as Remembrance Day, Canada Day, National Aboriginal Day, Kwanzaa, Earth Day; religious ceremonies; ethnocultural festivals*)

**Sample questions:** “What are some of the big celebrations in your family during the year?” “Why do some people wear poppies for Remembrance Day?”

**Student talk:** “I get to show my goat at the fall fair this year. There will be lots of animals. Some people bring pumpkins and other things they have grown. It’s fun to see stuff from different farms.” “This year I have my first communion. I get to wear a special dress. My parents will have a party for me.”

**A3.5** demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community (*e.g., construct a three-generation family tree; construct a timeline showing marriages and births within their family; prepare a chronological list showing when family members moved, including, if applicable, when they immigrated to Canada*)

**Student talk:** “My grandpa came from Ireland when he was a boy and lived in Newfoundland. My dad was born in Kingston, Ontario. Now we live in Windsor.” “Diwali comes after Thanksgiving and Hallowe’en. Those are all before Christmas. Then comes New Year’s Day. Chinese New Year is later.”

**A3.6** identify some ways in which heritage is passed on through various community celebrations and events (*e.g., recipes are passed down to new generations when traditional food is prepared for a community celebration; ethnocultural festivals often showcase traditional costumes, music, dance, stories, and/or games*)

**Student talk:** “I went to a Portuguese festival in the summer. I liked the food and music.” “I helped my aunt make bannock for a community dinner.” “My uncle lives in Nova Scotia. He says they have parties called ceilidhs. He is going to teach me how to play a Scottish song on the fiddle.”

**A3.7** identify some ways in which heritage is passed on through various family celebrations and practices (*e.g., celebrations around Christmas, Eid ul-Fitr, Hanukkah, Diwali, Kwanzaa; traditions related to rites of passage*)

**Student talk:** “I love my granny’s perogies. We always make them for the holidays. She showed me how to make the filling.” “I danced the hora at my cousin’s bar mitzvah.” “My mom speaks Italian when she visits my nonna. I’m going to learn Italian too.”

# B. PEOPLE AND ENVIRONMENTS: GLOBAL COMMUNITIES

## OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- B1. Application:** describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions (**FOCUS ON:** *Cause and Consequence*)
- B2. Inquiry:** use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live (**FOCUS ON:** *Interrelationships; Patterns and Trends*)
- B3. Understanding Context:** identify and locate various physical features and selected communities around the world, and describe some aspects of people’s ways of life in those communities (**FOCUS ON:** *Significance*)

## SPECIFIC EXPECTATIONS

### B1. Application: Variations in Global Communities

**FOCUS ON:** *Cause and Consequence*

By the end of Grade 2, students will:

- B1.1** compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs (*e.g., in northern Europe, people have homes that are heated and insulated, while in the Caribbean, houses do not need to be insulated and may have rooms that are open to the outdoors; in cities, most people buy their groceries from a local shop or a grocery store, but in rural South America people either grow their own food or trade with other farmers*)

**Sample questions:** “Why might some children in central Africa or in the Amazon region of South America never have played a video game or watched TV? In what other ways is their lifestyle different from that of children in Canada?”

**Student talk:** “When my family moved from the Philippines, we had to buy a whole lot of warmer clothes. I just got my first pair of mittens. I learned how to swim in the Philippines. Now I want to learn how to skate.” “My mom comes from Ethiopia and had to get water from a well when she was my age. I just turn on the tap. They had to be very careful about how much water they used.”

- B1.2** describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features (*e.g., in Arctic Canada, where it is cold, people wear warm clothes made with fur and hide or insulated with down or fleece; in Hawaii some schools start early in the morning and end before it gets really hot in the afternoon*)

**Sample questions:** “Why don’t farmers in Ontario grow bananas or pineapples?” “How do people stay cool in very hot places like South Asia?”

**Student talk:** “It’s too cold to farm in the Arctic. Inuit people hunt seals and whales from the ice. They sometimes travel by dog sled or snowmobile because you can’t drive a car on the ice.”

**B1.3** demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions (e.g., if people in dry regions do not use their water carefully, they may run out; if people do not use sustainable farming techniques, they may exhaust the fertility of the soil; responsible use of resources helps ensure that they will be available for future generations)

**Sample questions:** “What might happen if people use too much water?” “What can happen when people cut down all the trees for farmland?”

## B2. Inquiry: Natural Environments and Ways of Life

**FOCUS ON:** *Interrelationships; Patterns and Trends*

By the end of Grade 2, students will:

**B2.1** formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live (e.g., questions about how climate relates to clothing, agriculture, housing, recreation)

**Sample questions:** “How and why might your choice in clothes change if you lived closer to the equator? Would some of your hobbies/sports change? Why or why not?” “Why do countries such as Norway, Switzerland, and Canada win so many medals in skiing competitions while other countries such as Australia and Mexico do not?”

**B2.2** gather and organize information and data about some communities’ locations, climate, and physical features, and the ways of life of people in these communities (e.g., use atlases, globes, print, digital or interactive maps, and/or satellite images to determine location; find photographs in magazines or on the Internet that provide information on people’s food, shelter, and/or clothing)

**B2.3** analyse and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities (e.g., use a print, digital, or interactive map to determine the proximity of communities to the equator and then infer whether their climates are likely to be hot, temperate, or cold; use different colours on a map to illustrate climatic changes as one moves north and south from the equator; include photographs of shelter, clothing,

or recreational activities on a map to show how people’s adaptations are related to the general location of their community on the globe)

**Sample questions:** “What colours would you use to show different temperatures? What do you notice about the pattern created by the colours?” “Where would you place this picture on our world map? Why?”

**Student talk:** “I put pictures of skiers and skaters in Canada and northern Europe. I put pictures of pineapples and bananas near the equator.” “I coloured the places near the equator red because it is warm there a lot. Places that are cold are purple. There is purple near the top and bottom of the world map.”

**B2.4** interpret and analyse information relevant to their investigations, using a variety of tools (e.g., plot data on a chart, bar graph, or pictograph to help them determine which countries have similar climates; determine the climatic region in which people live by examining photos of their clothing or homes)

**Sample questions:** “Let’s look at your collection of photographs. Which part of the world might these represent? Why? Does anything not fit?” “Why did you put a snowflake beside all of these countries on your chart?”

**Student talk:** “I put the sun beside these countries because they are near the equator and are warm.”

**B2.5** evaluate evidence and draw conclusions about some aspects of the interrelationship between communities’ natural environment and the ways of life of people in those communities

**Sample questions:** “What similarities have you found in the housing of people who live in cold regions?” “In what ways are sports and recreation different in countries with hot and cold climates?”

**Student talk:** “In Canada and Russia, there’s a lot of hockey and skating in the winter because it’s cold and there is ice and snow. It doesn’t get cold in Hawaii, so people swim and surf.”

**B2.6** communicate the results of their inquiries, using appropriate vocabulary (e.g., globe, sphere, hemisphere, continent, country, equator, North Pole, South Pole, model, distance, culture) and formats (e.g., a book of captioned photos from a field study; song lyrics, a rap, or poem on the way of life in different communities around the world; a poster showing clothing of people who live in cold climates and in hot climates; a role play to illustrate variations in recreational activities)

### B3. Understanding Context: Physical Features and Communities

#### FOCUS ON: Significance

By the end of Grade 2, students will:

**B3.1** demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways (e.g., using globes; print, digital, and/or interactive maps; mapping programs; electronic images)

**Student talk:** “North America is a continent. Canada is a country.” “Canada looks different on the wall map and the globe, but it’s really the same.”

**B3.2** identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or a mapping program

**Sample questions:** “Where is North America on this globe?” “Who can place the label for the Atlantic Ocean on the interactive map?”

**B3.3** identify cardinal directions on a map (i.e., N, S, E, W), and use these directions when locating selected communities, countries, and/or continents

**Sample questions:** “What continent is south of North America?” “In what direction would you be going if you were travelling from Toronto to Beijing?”

**B3.4** identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related (e.g., Mexico is warm year-round because it is close to the equator; Canada has four seasons because it is far from the equator; Winnipeg is usually colder than Toronto in the winter because it is farther north)

**Sample questions:** “Approximately where is our community on the globe in relation to the equator and the poles?” “Let’s find Brazil on this map of the world. Where is it in relation to the equator? Do you think it’s hot or cold in Brazil? Why?”

**Student talk:** “This is Mumbai, the city where my parents were born. It is down by the equator. It is hot there all the time.” “Norway gets lots of snow in the winter because it is so close to the North Pole.”

**B3.5** demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps

**Sample questions:** “Where might this photograph have been taken? Why do you think that?” “Where might the communities shown in these photos be located in relation to the equator and the poles? Why do you think that?” “Let’s look at this online aerial map. Where do you think it is? What pieces of information in the map support your answer?”

**B3.6** identify basic human needs (e.g., for food, water, clothing, transportation, shelter), and describe some ways in which people in communities around the world meet these needs (e.g., food: hunting, fishing, farming, shopping at grocery stores; transportation: on foot, using animals, using motorized vehicles, by water)

**Sample questions:** “Do all people have the same needs?” “How does your family meet the need for food? How might a person living off the land in Arctic Canada meet this need?”

**B3.7** describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture (e.g., physical features such as mountains, lakes, rivers; native animals; cultural practices related to food, clothing, recreation, the arts)

**Student talk:** “In Canada, the land is mostly flat in Saskatchewan, but there are mountains in British Columbia. The Great Lakes are in Ontario. Canada has oceans on the east, west, and north.” “The Amazon is a very long river in Brazil. There are jungles near it. The river has fish that can eat animals. There are very big snakes, too.” “I like African masks. They are carved out of wood. I saw a picture of masks from Asia. They were painted different colours.”

**B3.8** describe similarities and differences between their community and a community in a different region in the world (e.g., with respect to food, clothing, housing, beliefs, climate, flora and fauna, recreation, agricultural practices)

**Student talk:** “We went to Florida last winter. It was cold here, but in Florida we swam and ran on the beach.” “In parts of Canada we have bears and moose, but in parts of Africa they have lions and elephants.”