

Grade 2 Curriculum Social Studies



TP= Time and Place

S=Systems

C= Citizenship



Indigenous content



francophone content

Time and Place (TP)

Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world

GUIDING QUESTION

2TP 1.1 How does the land in Canada differ from place to place?

LEARNING OUTCOME

2TP 1.1 Students examine major physical regions of Canada.

2TP 1.1 UNDERSTANDING

Physical regions and natural resources vary throughout Canada.

KNOWLEDGE

Maps and globes can represent the location of places, including

- physical regions
- major cities
- provinces and territories

Canada has distinct physical regions, for example,

- Canadian Shield
- Great Lakes
- Prairies
- Arctic
- Appalachian Mountains

Physical features are landforms and bodies of water.

Canada has a variety of natural resources, for example,

- fish (fishery)
- forests (forestry)
- agricultural land (agriculture)
- minerals (mining)
- oil and gas

Maps and globes can be used to describe relative location.

Relative location refers to the location of one place compared to another place.

Relative location can be described by using terms including near, far
north, east, south, west

SKILLS & PROCEDURES

Compare physical regions in Canada.

Compare natural resources in the local physical region to natural resources in other physical regions of Canada.

Locate places in Canada by using a map or globe.

Describe relative locations of places.

GUIDING QUESTION

2TP2.1 How can heritage build on foundations from the past?

LEARNING OUTCOME

2TP 2.1 Students relate traditions to Canada's heritage.

2TP 2.1 UNDERSTANDING

Heritage reflects traditions of people and communities.

Heritage plays a foundational role in our communities.

KNOWLEDGE

Since time immemorial, First Nations and Inuit inhabited the land and had unique ways of living on the land.



Kanata is likely a Haudenosaunee word for Canada and Turtle Island used by many First Nations today.

Distinct traditions and languages, such as Michif, with blended First Nations and European roots contribute to Métis heritage.

Histories of first settlements and French language contribute to Francophone heritage.



Heritage is passed down through generations.

Communities in Canada reflect diverse heritages.

Canada is a multicultural nation with people from diverse cultures.

Multiculturalism is about different cultural communities keeping their identity and creating a sense of belonging.

SKILLS & PROCEDURES

Explore ways the land contributes to First Nations and Inuit tradition and identity.



Relate distinct traditions and languages to Métis heritage.

Relate history and language to Francophone heritage.



Describe characteristics of diverse groups in a local community.

Express the benefits and challenges of multiculturalism and how it contributes to building acceptance.

Systems (S):

Evaluating processes and structures of organizations builds understanding of decision making in the world.

GUIDING QUESTION

2S 1.1 How do communities meet needs and wants?

LEARNING OUTCOME

2S 1.1 Students examine how trade supports communities.

2S 1.1 UNDERSTANDING

Trade helps communities meet their needs and wants.

KNOWLEDGE

Natural resources can be transformed into goods to meet needs and wants.

Natural resources can influence the types of jobs that are available and where people choose to live.

Communities (countries) and businesses can trade to increase variety and availability of goods (commodities) by

- buying or importing
- selling or exporting

SKILLS & PROCEDURES

Infer reasons why natural resources can influence where individuals live and work.

Compare ways various natural resources and goods are transported.

Determine how the needs and wants of a community can be met through trade.

Trade involves the transportation of natural resources and goods in various ways, such as by train, airplane, truck, ship, and pipeline.

GUIDING QUESTION

2S 2.1 How might governments support communities?

LEARNING OUTCOME

2S 2.1 Students examine the role of government in Canada.

2S 2.1 UNDERSTANDING

Elected leaders in government make decisions for the community.

KNOWLEDGE

Governments are organizations that can provide and make decisions about services in communities.

There are three levels of government in Canada:

- local (municipal)
- provincial and territorial
- federal

Each level of government has leaders.

The leader of the government of Canada is the prime minister.

The leader of a provincial or territorial government is a premier.

People can choose leaders in government by voting.

The King (the Crown, the sovereign) is represented by the Governor General of Canada and the lieutenant-governor of a province or territory.

First Nations communities can be represented by Chiefs.



The prime minister works with their team (Cabinet) and debates decisions with the leader of the Opposition in the House of Commons.

Decisions at the federal level of government are made by representatives who meet to discuss and vote on ideas in the House of Commons or the Senate.

Courts (Supreme Court) can make decisions when there is disagreement between the government and a community.

SKILLS & PROCEDURES

Differentiate between the three levels of government in Canada.

Identify the level of government the prime minister leads.

Identify the level of government a premier leads.

Analyze the role of government in the community.

Citizenship (C)

Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.

GUIDING QUESTION

2C1 How can people come together to make decisions?

LEARNING OUTCOME

2C 1 Students examine competencies for democratic discussion and decision making.

2C 1.1 UNDERSTANDING

Community decision making can include communication, critical thinking, citizenship, and diverse perspectives.

KNOWLEDGE

People in communities make decisions for various reasons, including to

- respond to needs and wants
- make rules
- solve problems
- address issues

There are various methods for making decisions, including

- voting (elections)
- discussing until an agreement is reached (consensus)
- giving one person the ability to decide

Individual perspectives can be influenced by

- heritage
- culture
- knowledge
- opinions
- experiences
- beliefs and values

A fact is information that can be proven to be true.

An opinion is what someone thinks or feels about a topic.

People have individual perspectives on problems.

Communication, critical thinking, and citizenship can be demonstrated by

- sharing ideas
- considering the ideas and suggestions of others
- brainstorming solutions
- agreeing on an action

SKILLS & PROCEDURES

Analyze issues in the local community that require decision making.

Listen to understand and consider the opinions of others on a community issue.

Simulate decision making and problem solving to address a community issue.

Distinguish between facts and opinions.