

Social Studies 2

Guide

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Social Studies 2

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Prepared by the Department of Education and Early Childhood Development

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Social Studies 2

Curriculum Guide

2019

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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. 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. In the first and second outcomes, students will examine change as it relates to individuals, groups, cultures, and communities. The study of economic change in outcome 3 will enable students to extend their understanding of basic economic concepts, including economic decision-making. An examination of environmental change, the focus of outcome 4 will allow students to examine sustainable development practices at the local level.

Outcomes and Indicators

Students will investigate change in the community.

Indicators:

- Ask **questions** about change in a selected community (COM, PCD, CI, CT, TF)
- **Investigate** why change happens (COM, PCD, CT, TF)

Students will investigate how individuals and diverse cultural groups, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, have contributed to change.

Indicators:

- Ask **questions** regarding individuals or groups that have contributed to positive change in the school or the community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional diverse cultural groups in the province (CZ, COM, PCD, CT)
- **Investigate** how actions can contribute to change (CZ, COM, CT, TF)

Students will investigate decisions are made as consumers.

Indicators:

- Ask **questions** about how people make decisions to purchase an item (CZ, COM, PCD, CT)
- **Investigate** criteria to determine why someone may purchase an item (CZ, COM, PCD, CT, TF)

Students will analyse ways for supporting sustainable development in local communities.

Indicators:

- Ask **questions** about sustainable development (CZ, COM, PCD, CT)
- **Investigate** a sustainability issue in the community (CZ, COM, PCD, CI, CT, TF)

Students will investigate change in the community.

Background

In this outcome, 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 and identify examples of how change is a result of decisions made by individuals and diverse groups in the school, community, and province.

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.

Indicators

- Ask **questions** about change in a selected community (COM, PCD, CI, CT, TF)
- **Investigate** why change happens (COM, PCD, CT, TF)

Concepts (and Guiding Questions)

Reasons why change occurs

- How do people change as they grow?
- How do people's needs and wants change?
- How does change make things different?

Skills

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Question

Generate broad questions that arise from a problem; Begin to narrow broad questions to create a question to investigate.

Assessment, Teaching, and Learning

- 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.
- 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?"
- Students can create a timeline to show changes related to their lives.
- 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.

- Students can make a timeline 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.
- Students can, as a class, make a Venn diagram 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.”
- 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.
- 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 visual 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.
- 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, and buildings.

Students will investigate how individuals and diverse cultural groups, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq have contributed to change.

Background

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.

Indicators

- Ask **questions** regarding individuals or groups that have contributed to positive change in the school or the community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional diverse cultural groups in the province (CZ, COM, PCD, CT)
- **Investigate** how actions can contribute to change (CZ, COM, CT, TF)

Assessment, Teaching, and Learning

- 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, representing a wide range of cultural groups, that 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.
- Have students develop a plan of action for change in their school. Using a visual they created, make a presentation to the principal.
- Have students e-mail other students regarding changes being planned or taking place within their school or another school/community.
- 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.
- Students can investigate various cultural groups that have brought about 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).

Concepts (and Guiding Questions)

People and actions can create positive change

- How does change happen in a community?
- Can individual people make changes in a community?
- What groups have made positive changes in our community?

Skills

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Question

Generate broad questions that arise from a problem; Begin to narrow broad questions to create a question to investigate.

Students will investigate how decisions are made as consumers.

Background

This outcome provides students opportunities to explore the changing world of economics. They will examine how they and their families make economic decisions as consumers.

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.

Indicators

- Ask **questions** about how people make decisions to purchase an item (CZ, COM, PCD, CT)
- **Investigate** criteria to determine why someone may purchase an item (CZ, COM, PCD, CT, TF)

Concepts (and Guiding Questions)

Differences between needs and wants

- How do people know what to buy?
- How do people know the difference between a need and a want?

Skills

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Question

- Generate broad questions that arise from a problem; Begin to narrow broad questions to create a question to investigate.

Assessment, Teaching, and Learning

- 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 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 granola bar or raisins or drink the beverage, 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.
- Students can identify an advertisement 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?,” “Why do they want it?,” “Can they plan how they will pay for it?”

- 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 will analyse ways for supporting sustainable development in local communities.

Background

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.

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 cleanup, salmon replacement, or replanting trees.

Indicators

- Ask **questions** about sustainable development (CZ, COM, PCD, CT)
- **Investigate** a sustainability issue in the community (CZ, COM, PCD, CI, CT, TF)

Concepts (and Guiding Questions)

Sustainable development in a local community

- What are the natural resources in our community?
- How do we share/protect the natural resources in our community?

Skills

Analyse

Gather and select information. Begin to consider appropriateness of information. Communicate findings.

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Question

Generate broad questions that arise from a problem; Begin to narrow broad questions to create a question to investigate.

Assessment, Teaching, and Learning

- Teachers can gather images 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.
- 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.

- Teachers can invite a Mi'kmaq elder to the class . Have the guest tell a story that focusses on how the community historically 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.
- Teachers could have the class create a time line of changes in their local physical environment brought about by an industry/occupation.
- Teachers can select and use an appropriate book as a read-aloud. The selected book should address change in a local environment.
- Students can use photos and pictures of local occupations over time, such as farming, fishing, and forestry, to create a timeline 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.
- 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.
- Teachers could have students set a personal goal to practice 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.
- 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.
- Teachers could have students discuss/list ways to practice 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.