

1998 Curriculum

Grade 2 – Heritage and Citizenship Traditions and Celebrations

Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding that Canada is a country of many cultures;
- describe family history and traditions as they relate to being Canadian;
- describe contributions made by individuals and groups to the local community.

Specific Expectations

Understanding Concepts

By the end of Grade 2, students will:

- demonstrate an understanding that communities may be made up of many cultures;
- demonstrate an understanding that traditions are passed down from parents and grandparents (e.g., celebrations, names);
- identify ways in which heritage and traditions are passed on (e.g., through community celebrations, special days such as Remembrance Day and Canada Day, the Canadian flag, music, crafts, dance, recreation, food, clothing);
- identify the cultural origins of various families' members;
- identify the significant features of various family cultures (e.g., food, dress, celebrations);
- describe a family history by identifying major events;
- describe the contributions each family makes to the community (e.g., voting, providing services through occupations).

Developing Inquiry/Research and Communication Skills

By the end of Grade 2, students will:

- use appropriate vocabulary (e.g., culture, celebrations, heritage, traditions, contributions, voting, occupations) to describe their inquiries and observations;
- ask questions to gain information and explore alternatives (e.g., the differences in celebrations among cultures);
- locate simple information about family history and traditions from primary sources (e.g., interviews, eyewitness visitors, class trips) and secondary sources (e.g., maps, illustrations, print materials, videos);
- sort and classify information (e.g., concerning traditional costumes), using more than one attribute;
- make and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare toys from other cultures);
- communicate the results of inquiries for specific purposes, using simple demonstrations, drawings, and oral and written descriptions.

Applying Concepts and Skills in Various Contexts

By the end of Grade 2, students will:

- identify the contributions that various cultures have made to the community (e.g., producing works in the visual arts, music, dance; providing services, new kinds of restaurants);
- construct a timeline identifying the history of a family member or a special person, orally, pictorially, and in written form;
- construct a simple family tree identifying members of a family;
- share family traditions with members of the class (e.g., festival of lights);
- identify community celebrations that reflect their own heritage and Canadian identity (e.g., Carnaval de Québec, Calgary Stampede).

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Grade 2 – Canada and World Connections Features of Communities Around the World

Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding that the world is made up of countries where people have both similar and different lifestyles;
- use maps and globes to locate countries as part of a comparative study of families from countries from different continents;
- describe how the environment affects the ways in which needs are met (e.g., influences of climate on food, clothing, and shelter).

Specific Expectations

Understanding Concepts

By the end of Grade 2, students will:

- demonstrate an understanding that the world contains many countries,

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Grade 2 – Heritage and Citizenship Traditions and Celebrations

Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding that Canada is a country of many cultures;
- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations;
- explain how the various cultures of individuals and groups contribute to the local community.

Specific Expectations

Knowledge and Understanding

By the end of Grade 2, students will:

- demonstrate an understanding that communities may be made up of people from many cultures;
- outline traditions of various cultures that are passed down from earlier generations (e.g., celebrations, names);
- identify ways in which heritage and traditions are passed on (e.g., stories; community celebrations; special days such as Remembrance Day, Canada Day, Aboriginal Solidarity Day, and religious holidays; the Canadian flag; music, crafts, dance, food, recreation, clothing);
- identify the origins and features of various families (e.g., nationality, culture, size, structure);
- explain the significant traditions and celebrations of families from a variety of cultural traditions.

Inquiry/Research and Communication Skills

By the end of Grade 2, students will:

- ask simple questions to gain information and seek clarification (e.g., What are the similarities and differences in celebrations among cultures? How are they the same? How are they different?);
- use primary and secondary sources to locate simple information about family history and traditions (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, videos);
- use illustrations, key words, and simple sentences (e.g., timeline of major family events, simple family tree) to sort, classify, and record basic information about family history and traditions;
- make and read a variety of graphs, charts, diagrams, maps, and models to understand information about cultural or religious traditions and share it with members of the class (e.g., Festivals of Lights, First Nation powwows, toys from various cultures);
- use appropriate vocabulary (e.g., culture, celebrations, heritage, traditions) to communicate the results of inquiries and observations about family traditions and celebrations.

Application

By the end of Grade 2, students will:

- identify examples that show the participation of various cultures in the community (e.g., restaurants, places of worship, styles of dress);
- identify community celebrations that reflect their own heritage and/or their Canadian identity (e.g., Remembrance Day, Canada Day, Victoria Day, Aboriginal Solidarity Day, Chinese New Year).

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Grade 2 – Canada and World Connections Features of Communities Around the World

Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding that the world is made up of countries, continents, and regions and that people's lifestyles may differ from country to country;
- use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied;
- explain how the environment affects people's lives and the ways in which their needs are met.

Specific Expectations

Knowledge and Understanding

By the end of Grade 2, students will:

- recognize that the world is made up of countries, continents, and

including Canada;

- demonstrate an understanding of the relationship between location and climate (e.g., warmer climates occur near the equator);
- identify the ways in which climate affects how needs (e.g., the need for food, recreation, shelter) are met in different communities around the world;
- demonstrate an understanding that there are similarities and differences in the ways communities around the world meet their needs (e.g., food, shelter, clothing);
- identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and communities in other parts of the world.

Developing Inquiry/Research and Communication Skills

By the end of Grade 2, students will:

- use appropriate vocabulary (e.g., globe, model, distances, sphere, hemisphere, culture, countries, regions, equator, polar regions) to describe their inquiries and observations;
- ask simple questions and use a variety of means for obtaining information about communities around the world;
- interpret data and draw simple conclusions (e.g., establish connections between climate and clothing, or among artefacts, games, and celebrations);
- sort and classify information using more than one criterion (e.g., by how environment affects the ways needs are met);
- construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., make graphs to compare the homes in various world communities);
- communicate information, using media works, oral presentations, and written notes and descriptions (e.g., drawings to compare clothing and food in polar and equatorial countries).

Developing Map and Globe Skills

By the end of Grade 2, students will:

- use symbols, colour, and cardinal directions (i.e., N, S, E, W) on maps of Canada and other countries;
- identify the earth as a sphere and half the earth as a hemisphere;
- demonstrate an understanding that the globe is a model of the earth;
- identify the equator and polar regions on a map and/or globe;
- use legends (e.g., blue line/river) and recognize pictorial symbols (e.g., for homes, roads) on simple maps;
- use cardinal directions when locating and recording information (e.g., Australia is south of Africa);
- locate their local community, as well as Toronto, Ontario, Canada, and the various countries studied on a globe or map.

Applying Concepts and Skills in Various Contexts

By the end of Grade 2, students will:

- record information on charts or data bases related to children around the world, including countries of origin, languages, food, clothing, homes, and games;
- describe some everyday items and identify the countries of origin of these items;
- describe places observed through the media, comparing their climates and regions (e.g., near-polar and near-equatorial regions) with respect to weather, homes, food, clothing, and activities;
- identify factors that influence choice of clothing (e.g., weather, culture, temperature, activity);
- describe long distances in terms of travel time (e.g., the distance between Toronto and England is equivalent to seven hours' flying time);
- compare symbols that represent the countries studied with symbols of their own country (e.g., flags, symbols on stamps and coins).

regions, including Canada in the continent of North America;

- demonstrate an understanding of the relationship between location and climate (e.g., warmer climates occur near the equator);
- describe some similarities and differences in the ways communities around the world meet their needs (e.g., with respect to food, clothing, shelter, recreation);
- identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and a community in another part of the world.

Inquiry/Research and Communication Skills

By the end of Grade 2, students will:

- ask questions and use factual texts (e.g., illustrated dictionaries and encyclopedias) to obtain information about communities around the world;
- interpret data and draw simple conclusions (e.g., establish connections between climate and clothing, or among artefacts, games, and celebrations);
- sort and classify information using more than one criterion (e.g., how environment affects the ways needs are met);
- use appropriate vocabulary (e.g., globe, model, distance, sphere, hemisphere, culture, countries, equator, North Pole, South Pole) to communicate the results of inquiries and observations about communities around the world.

Map, Globe, and Graphic Skills

By the end of Grade 2, students will:

- recognize and use pictorial symbols (e.g., for homes, roads), colour (e.g., blue line/river), legends, and cardinal directions (i.e., N, S, E, W) on maps of Canada and other countries;
- identify the earth as a sphere and half the earth as a hemisphere;
- demonstrate an understanding that the globe is a model of the earth;
- find the equator and the poles on a map and/or globe;
- locate on a globe or map their local community in Ontario; Canada; and the various countries and continents studied;
- construct and read a variety of graphs, charts, diagrams, maps, and models to clarify and display information (e.g., make graphs to compare the homes in various world communities).

Application

By the end of Grade 2, students will:

- present information about children around the world (e.g., country of origin, language, food, clothing, homes, games);
- compare how people living in different climates (e.g., near the poles and near the equator) meet their needs for food, shelter, clothing, and recreation.