

Grade 2 Inquiry Overview

| ENGAGED CITIZENS (pp. 1-24) <i>Students will understand the decision-making process and explore the rights and responsibilities associated with belonging to society.</i> | LIFELONG LEARNING CITIZENS (pp. 25-47) <i>Students will explore the effects of diversity on a community and consider how current behaviours can be influenced and changed.</i> | SELF, COMMUNITY AND PLACE (pp. 48- 69) <i>Students will understand the relationship between needs, wants and responsibilities. They will develop an appreciation for national, provincial and community symbols and traditions, and model appropriate behaviour.</i> |
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| <p>Essential Questions (p. 3)</p> <ul style="list-style-type: none"> • What makes a rule fair? • Why are rules different from place to place? • How do rules help people live peacefully together? • How do rules change? • How do I become an involved citizen? | <p>Essential Questions (p. 27)</p> <ul style="list-style-type: none"> • How are present events related to past events? • How does the past influence your present? Your future? • What is my behaviour saying about what I think? • Is my behaviour planned or am I reacting? | <p>Essential Questions (p. 50)</p> <ul style="list-style-type: none"> • How do needs differ from wants? • How can symbols provide a sense of belonging and unity? • What responsibilities do I have to my community? • What responsibilities do I have to my environment? |
| <p>Vocabulary (p. 7)</p> <p>common good; rule; rights; responsibility; engaged citizen; fair; community stewardship</p> | <p>Vocabulary (p. 31)</p> <p>culture; point of view; traditions, diversity, responsibility; community stewardship</p> | <p>Vocabulary (p. 54)</p> <p>community; organization; infrastructure; communication; transportation; natural resources; industry; economy; environmental footprint; community stewardship</p> |
| <p>Inquiry 1 (p. 8)</p> <p>Students will know how to make decisions, problem solve, and look for solutions to conflict in community.</p> <p>Students will develop an understanding of community governments and how rules are made.</p> <p>Outcomes: PA2.1; PA2.2</p> | <p>Inquiry 1 (p. 30)</p> <p>Students will develop an understanding of the history of their community and the contributions of people to their community.</p> <p>Outcomes: DR2.1, DR2.4, IN2.2</p> | <p>Inquiry 1 (p. 53)</p> <p>Students will begin to understand the interdependency of people to communities and the structures that support this interdependence.</p> <p>Outcomes: IN2.1</p> |
| <p>Inquiry 2 (p. 15)</p> <p>Students will develop understanding of the difference between rights and responsibilities and begin to explore the concept of community stewardship.</p> <p>Outcomes: PA 2.3</p> | <p>Inquiry 2 (p. 37)</p> <p>Students will examine the history of their community and consider the impacts of Indigenous people on community development.</p> <p>Students will examine their understandings of Indigenous people as engaged citizens.</p> <p>Outcomes: DR2.4; IN2.2; RW2.2</p> | <p>Inquiry 2 (p.62)</p> <p>Students will begin to understand the relationship between how the community serves the individual and how the individuals contribute to the community be exploring the connection between the community and the environment.</p> <p>Outcomes: RW2.1; DR2.2; RW2.3</p> |
| <p>Resources (p. 23)</p> <p>Cross Curricular Connection (p. 23)</p> | <p>Resources (p. 45)</p> <p>Cross Curricular Connection (p. 45)</p> | <p>Resources (p. 69)</p> <p>Cross Curricular Connection (p. 69)</p> |