



# ORC CURRICULUM MAP

## Grade 2 Social Studies

- Topics Included: Canada's Dynamic Communities, A Community in the Past

Resources Included: Accent on Heritage, Britannica School, The Canadian Encyclopedia, CultureGrams, Indigenous Peoples Atlas of Canada, National Film Bard, National geographic Kids Virtual Library, PebbleGo,

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## Background and Access Information

Learn Alberta's Online Reference Centre is a collection of authoritative curricular aligned resources funded by a grant from Alberta Education. They are licensed on behalf of all students, staff, parents and public librarians learning/teaching/supporting the Alberta curriculum.

To Access the Online Reference Centre:

1. Go to [LearnAlberta.ca](http://LearnAlberta.ca)
2. Select English or French
3. Click on "Online Reference Centre" in the tab along the top of the screen
4. In school while on a school device, users do not need to enter a username or password. Users are able to enter any database or website instantly.
5. Access from a personal device in school or remotely from outside of the school will require the user to enter a username/password once to unlock all of the resources.
  - a. School District Username: LA\_\_\_\_\_ Password: \_\_\_\_\_  
(not case sensitive)
6. Please share your district's ORC username/password with your students, parents of your students, and fellow staff members. Please do not share the username and password information on an open website (a website that does not require the user to login).

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## How to Use This Guide

Attached please find a listing of databases found on Learn Alberta's Online Reference Centre (ORC) that directly support specific learner outcomes in the social studies curriculum.

Formatting Overview:

### **Curricular Topic**

*Specific Learner Outcome (SLO)*

### **Name of the Database**

- Where to click or search
  - Other instructions to direct you
    - Article Title (with permalink where possible)
      - Article Sections if applicable (with permalink where possible)

For navigation, you may choose to use control F or the find tool to find keywords.

If you have any questions regarding this guide, notice a hyperlink that is broken, have recommended additions, or if you would like a guide for additional grades please contact the ORC Coordinator at [orc@thealbertalibrary.ab.ca](mailto:orc@thealbertalibrary.ab.ca)

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**General Outcome: Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.**

*2.1.1 appreciate the physical and human geography of the communities studied:*

- *appreciate how a community's physical geography shapes identity*
- *appreciate the diversity and vastness of Canada's land and peoples*
- *value oral history and stories as ways to learn about the land*
- *acknowledge, explore and respect historic sites and*
- *demonstrate care and concern for the environment*

**Accent on Heritage**

- Timeline (includes some information on before 1754 through colonization with heavy focus on French populations)

**Britannica School**

- Elementary
  - Britannica Learning zone (bottom right)
    - Read
      - People and Places
    - Explore
      - Tundra
      - Deciduous Forest
      - Rainforest
      - Grassland
      - Desert
  - Canada in Focus
    - Provinces, Territories, cities
      - Alberta
      - Edmonton
    - History and culture
      - Acadia
      - Beothuk
      - Cajun
      - Chipewyan
      - Cree
      - Haida
      - Inuit
      - Iroquois
      - Ojibwa
      - Tlingit
    - Plants and Animals

- Various articles on Canadian animals and plants with photos
- Geography
  - Arctic regions
  - Canada
  - Great Lakes
  - North America
  - Rocky Mountains
  - Taiga
- Notable Figures

### **The Canadian Encyclopedia**

- Historica Canada (left-hand top of the screen)
  - Heritage Minutes
    - [Heritage Minutes: Kenojuak Ashevak](#)
    - [Heritage Minutes: Inukshuk](#)
- Keyword Search: Acadian
  - [The magic of New Brunswick's Acadian Culture](#)
- Keyword Search: Inuit
  - [Inuit Video](#)
  - [The Owl and the Raven: An Inuit Legend](#)

### **National Film Board**

- Education
  - [Life in Early Canada Series](#)
  - [Legacies 150](#)

### **National Geographic Kids Virtual Library**

- Search:
  - Destination World: North America
  - Awesome Animals: American Beaver
  - Countries of the World: Canada (eBook)

### **PebbleGo**

- Social Studies
  - Countries
    - Countries in North America
      - [Canada](#)
  - People and the Environment
    - [Living in a city](#)
    - [Living in a Desert](#)
    - [Living in a Polar Region](#)
    - [Living in a Rain Forest](#)
    - [Living in a Rural Area](#)

- [Living in a Small Town](#)
- [Living in a Suburb](#)
- [Living in the Mountains](#)
- [Living near the Ocean](#)
- [Living on an Island](#)
- [Living on the Plains](#)

*2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:*

- *Where are the Inuit, Acadian and prairie communities located in Canada?*
- *How are the geographic regions different from where we live?*
- *What are the major geographical regions, landforms and bodies of water in each community?*
- *What are the main differences in climate among these communities?*
- *What geographic factors determined the establishment of each community (e.g., soil, water and climate)?*
- *How does the physical geography of each community shape its identity?*
- *What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)?*
- *How does the vastness of Canada affect how we connect to other Canadian communities?*

*2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:*

- *What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)?*
- *What are the traditions and celebrations in the communities that connect the people to the past and to each other?*
- *How are the communities strengthened by their stories, traditions and events of the past?*
- *What are the linguistic roots and practices in the communities?*
- *What individuals and groups contributed to the development of the communities?*
- *How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)?*
- *How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity?*

## **Accent on Heritage**

- Timeline (includes some information on before 1754 through colonization with heavy focus on French populations)

### **Britannica School**

- Elementary
  - Britannica Learning zone (bottom right)
    - Explore
      - Tundra
      - Deciduous Forest
      - Grassland
    - Canada in Focus
      - History and culture
        - Acadia
        - Beothuk
        - Cajun
        - Inuit
      - Geography
        - Arctic regions

### **Culturegrams**

- Provinces Edition
  - Alberta
    - Did You Know? (Centre homepage)
    - The People (right-hand side)
      - Population
      - First Nations, Metis, and Aboriginal Peoples
      - Famous People
    - Cultural Notes (right-hand side)
      - The Calgary Stampede
      - Edmonton Fringe Festival
    - Fun Facts & Contacts (right-hand side)
      - Official Emblems
      - Major League Sports Teams
      - Recipes
  - Saskatchewan
    - Did You Know? (Centre Homepage)
    - The People (right-hand side)
      - Population
      - First Nations, Metis and Aboriginal Peoples
      - Famous People
    - Cultural Notes (right-hand side)
      - Prairie Fiction
      - The Roughriders
    - Fun Facts & Contacts (right-hand side)

- Official Emblems
- Recipes
- Nunavut
  - Did You Know? (Centre homepage)
  - The People (right-hand side)
    - Population
    - First Nations, Metis, and Aboriginal Peoples
    - Famous People
  - Cultural Notes (right-hand side)
    - Inuit Artists
    - Language Preservation
  - Fun Facts & Contacts (right-hand side)
    - Official Emblems
    - Recipes
- Nova Scotia
  - Did You Know? (Centre homepage)
  - The People (right-hand side)
    - Population
    - First Nations, Metis, and Aboriginal Peoples
    - Famous People
  - Cultural Notes (right-hand side)
    - Dill's Giant Pumpkins
    - The Mystery Money Pit of Oak Island
  - Fun Facts & Contacts (right-hand side)
    - Official Emblems
    - Recipes
- New Brunswick
  - Did You Know? (Centre homepage)
  - The People (right-hand side)
    - Population
    - First Nations, Metis, and Aboriginal Peoples
    - Famous People
  - Cultural Notes (right-hand side)
    - Highland Games & Scottish Festival
    - Canada's Chocolate Town
  - Fun Facts & Contacts (right-hand side)
    - Official Emblems
    - Recipes

**Indigenous Peoples Atlas of Canada** (higher level, would require adult aid)

- First Nations
  - [Wildlife](#)
  - [Connection to the Land](#)



- [Food](#)
- Inuit
  - [Traditional Clothing](#)
  - [Wildlife](#)
  - [Housing](#)
- Métis
  - [Bison Hunting](#)
  - [Material Culture](#)

### **National Film Board**

- Education
  - [Legacies 150](#)
- Search:
  - [Breaths](#)
  - [Nunavut Animation Lab: I Am But a Little Woman](#)
  - [Stories from Our Land Vol. 2 - The Vending Machine](#)
  - [Three Thousand](#)
  - [Natsik Hunting](#)
  - [The Acadians](#)

### **National Geographic Kids**

- Search:
  - Face to Face with Polar Bears (eBook)
  - Countries of the World: Canada (eBook)

### **PebbleGo**

- Social Studies
  - Countries
    - Countries in North America
      - [Canada](#)
  - People and the Environment
    - [Living in a city](#)
    - [Living in a Polar Region](#)
    - [Living in a Rural Area](#)
    - [Living in a Small Town](#)
    - [Living in a Suburb](#)
    - [Living on the Plains](#)

*2.1.4 investigate the economic characteristics of communities in Canada by exploring and*

*reflecting upon the following questions for inquiry:*

- *What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)?*
- *What are the occupations in each of the communities?*

- *What kinds of goods and services are available in the communities?*
- *What impact does industry have on the communities (i.e., agriculture, manufacturing)?*

### **Britannica School**

- Elementary
  - Canada in Focus
    - Provinces, Territories, cities
      - Alberta
    - History and culture
      - Fur trade
      - Gold rush

### **Culturegrams**

- Provinces Edition
  - Alberta
    - The Place (right-hand side)
      - Environmental Issues
      - Resources and Industries
  - Saskatchewan
    - The Place (right-hand side)
      - Environmental Issues
      - Resources and Industries
  - Nunavut
    - The Place (right-hand side)
      - Resources and Industries
  - Nova Scotia
    - The Place (right-hand side)
      - Environmental Issues
      - Resources and Industries
  - New Brunswick
    - The Place (right-hand side)
      - Environmental Issues
      - Resources and Industries

### **National Film Board**

- Search:
  - [Design Innovations for Canadian Settlements](#)

### **PebbleGo**

- Science
  - Earth and Space Sciences
    - Earth Science

- Natural Resources
  - [What are Natural resources?](#)
- Social Studies
  - All About Money
    - [Consumers and Producers](#)
    - [Goods and Services](#)
    - [Making Choices](#)
    - [Needs and Wants](#)
    - [Scarcity](#)
    - [Supply and Demand](#)

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**General Outcome: Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.**

*2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:*

- What characteristics define their community?
- What is unique about their community?
- What are the origins of their community?
- What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)?
- What individuals or groups contributed to the development of their community?

*2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:*

- In what ways has our community changed over time (e.g., changes in transportation, land use)?
- What has caused changes in their community?
- How has the population of their community changed over time (e.g., ethnic mix, age, occupations)?
- How have the people who live in the community contributed to change in the community?
- How is the presence of Aboriginal and/or Francophone origins reflected in the community today?

### **Accent on Heritage**

- Timeline (includes some information on before 1754 through colonization with heavy focus on French populations)

### **Britannica School**

- Elementary
  - Canada in Focus

- History and Culture
  - Culture
  - History
  - Peoples
- Britannica Fundamentals
  - Read
    - People and Places
  - Explore
    - Map of the biomes of the world

### **CultureGrams**

- Kids Edition
  - North America
    - Canada
      - Peoples & Places (left-hand column)
      - History
      - Lifestyle
- Provinces Edition
  - Alberta
    - The Place (climate, wildlife, resources and industries)
    - History (Buffalo Hunters, Fur and Bibles, The Famous Five, Black Gold Rush)
    - The People (Population, Government, First Nations, Métis, and Inuit)
  - British Columbia
  - Manitoba
  - New Brunswick
  - Newfoundland and Labrador
  - Northwest Territories
  - Nova Scotia
  - Nunavut
  - Ontario
  - Prince Edward Island
  - Quebec
  - Saskatchewan
  - Yukon

### **National Geographic Kids Virtual Library**

- Search:
  - Countries of the World: Canada (eBook)

### **PebbleGo**

- Social Studies
  - Countries

- Countries in Africa
- Countries in Asia
- Countries in Europe
- Countries in North America
  - [Canada](#)
    - Landforms and Climate
    - Population and Language
    - History
    - Fun facts
  - Cuba
  - Dominican Republic
  - El Salvador
  - Greenland
  - Guatemala
  - Haiti
  - Jamaica
  - Mexico
- Countries in South America
- Long ago and Today
  - [Communication Then and Now](#)
  - [Games and Fun Then and Now](#)
  - [Homes Then and Now](#)
  - [School Then and Now](#)
  - [Transportation Then and Now](#)
- My World
  - [In My Continent](#)
  - [In My Home](#)
  - [In My Neighborhood](#)
  - [In My Town](#)
  - [In My world](#)