

ORC CURRICULUM MAP

Grade 2 Social Studies

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

*Resources Included: The Canadian Encyclopedia, Culturegrams, PebbleGO Science, PebbleGO
Social Studies*

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Background and Access Information

Learn Alberta's Online Reference Centre is a \$1.2 million collection of authoritative curricular aligned resources that 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
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 person 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).

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 grade two science and social studies curricula.

Formatting Overview:

Curricular Topic

Specific Learner Outcome (SLO)

Name of the Database

- Topic
 - Subtopic
 - Article Title
 - Article Sections

If you have any questions regarding this guide or if you would like a guide for additional grades please contact Bethany Arsenault, ORC Coordinator at barsenault@thealbertalibrary.ab.ca

Grade 2 Social Studies

Canada's Dynamic Communities

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 studies:

- *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*

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](#)
- Interactive Resources
 - Collections
 - [The Inuit](#)
 - [Heritage Minutes: Inukshuk](#)
 - More Videos
 - [Inuit Throat-Singing Sisters from Canada](#)
 - [Inuit Culture in Gjoa Haven – Nunavut, Canada](#)
 - [The Inuit Way of Life](#)
 - Relevant Media
 - Inuit Drum (Photograph)
 - Inuit Throat Singing
 - Soapstone Polar Bear

- Interactive Resources
 - Exhibits
 - [Acadian Culture](#)
 - Grand Pre (photograph 7)
 - The Memorial Church of Grande Pre (photograph 8)
 - Acadian Memorial in Moncton, New Brunswick (photograph 9)
 - Acadian Lighthouse (photograph 10)
 - Acadian Dory (photograph 11)

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 geographic 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?*

Culturegrams

- Provinces Edition
 - Alberta
 - The Place
 - Climate
 - Geography

- Environmental Issues
- Saskatchewan
 - The Place
 - Climate
 - Geography
 - Environmental Issues
- Nunavut
 - The Place
 - Climate
 - Geography
 - Environmental Issues
- Nova Scotia
 - The Place
 - Climate
 - Geography
 - Environmental Issues
- New Brunswick
 - The Place
 - Climate
 - Geography
 - Environmental Issues

2.1.3: investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a Prairie community in Canada by exploring and reflecting up on 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 practiced in the communities?*
- *What individuals and groups contributed to the development of the communities?*

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

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)?*

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

PebbleGO Science

- Earth and Space Sciences
 - Earth Science
 - Natural Resources
 - What are Natural Resources?

PebbleGO Social Studies

- All About Money
 - Goods and Services
 - Consumers and Producers

A Community in the Past

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 are the origins of their community?*
- *What were reasons for the establishment of their community (e.g.; original fur trade fort, original habitants)?*
- *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?*

The Canadian Encyclopedia

- Interactive Resources
 - Exhibits
 - [Acadian Culture](#)

- Acadian woman making a rug, Cape Breton, Nova Scotia, 1938 (photograph 1)
- Acadians (photograph 2)
- Evangeline (photograph 5)
- Acadian Deportation (photograph 6)
- Grand Pre (photograph 7)
- The Memorial Church of Grande Pre (photograph 8)
- Acadian Memorial in Moncton, New Brunswick (photograph 9)
- Acadian Lighthouse (photograph 10)
- Acadian Dory (photograph 11)

Culturegrams

- Provinces Edition
 - Alberta
 - History (right-hand side)
 - Buffalo Hunters
 - Furs and Bibles
 - Population Bursts
 - Black Gold Rush
 - Saskatchewan
 - History (right-hand side)
 - Bands of Brothers
 - Beaver Fur
 - The Great Lone Land
 - Nunavut
 - History (right-hand side)
 - Arctic Whalers
 - North of 60
 - Missionaries
 - The Dream of Nunavut
 - Nova Scotia
 - History (right-hand side)
 - The Mi'kmaq

- Cabot and Cartier
- L'Acadie
- The Future of Fish
- New Brunswick
 - History (right-hand side)
 - Algonquin Land
 - Acadia
 - The Irvings and the McCains
 - The Official Languages Act