

Grade 2: Change

Grade 2: Change

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, their country, and the world. 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. Students will explore change as it relates to people, technology, economics, and the environment.

In the first unit, students will examine change as it relates to individuals, groups, and communities. In the second unit, students will explore the changing nature of technology and its impact on their daily lives. The study of economic change in the third unit will enable students to extend their understanding of basic economic concepts including economic decision-making, supply and demand, and the changing nature of work. An examination of environmental change, the focus of the fourth unit, will allow students to investigate the changing features of the physical environment and to examine sustainable development practices at the local, national, and global levels.

Unit 1: People

Overview

In this first unit, 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 over time and identify examples of how change is a result of decisions made by individuals and diverse groups in the school, community, and province. They will predict ways their community may change in the future and how they can contribute to that future.

Outcomes

Students will be expected to

- 2.1.1 describe changes in their lives and their reactions to these changes
- 2.1.2 demonstrate an understanding of how individuals and groups have contributed to change
- 2.1.3 explain how decisions made by individuals and diverse groups result in change (local, national, and global)
- 2.1.4 predict ways their community might change in the future and how they can contribute to that future

Processes and Skills Development

Communication

- respond to a prompt sentence making predictions about themselves
- respond to a community guest speaker
- generate a list of decisions
- list changes that take place daily in your life
- illustrate examples of change

Inquiry

- make predictions
- chart changes in their community
- survey the class/school about change
- prepare a time line

Participation

- contribute to discussion about change
- collect new items
- predict changes for their community

Suggested Time for Unit Completion

To be finalized by individual provinces.

2.1.1 Students will be expected to describe changes in their lives and their reactions to these changes.

Outcomes

Students will be expected to

- describe different stages in their lives
- predict and explain needs and wants at different stages in their lives
- describe feelings when confronted with change
- recognize that there will always be change in their lives

Suggestions for Learning and Teaching

Teacher Talk

In this unit 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, does so in stages and has a relationship with the past, present and future.

Time is an important concept for this unit, particularly as it relates to different stages of life (infant, child, teen, adult, elder). Students will further develop an awareness that there is more to time than hours, minutes and seconds. The teacher could point out broader terms of time such as years, decades and centuries. The terms past (yesterday, long ago), the present (today), and the future (tomorrow, next week) are also important aspects of time. Through the exploration of time, students will realize that time brings about change.

- ♥ 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 baby, child, teen, adult, etc.
- Students can create a time line to show changes related to their lives.
- Teachers can ask students to bring pictures to class of themselves as babies. Display the pictures and make a game out of asking students connect pictures with individuals. Ask them to draw pictures of what they might look like as teenagers and adults. Develop a time line of themselves by displaying their drawings beside their baby pictures.

2.1.1 Students will be expected to describe changes in their lives and their reactions to these changes.

Suggestions for Assessment**Suggested Links**

2.1.1 Students will be expected to describe changes in their lives and their reactions to these changes. *(continued)*

Outcomes

Students will be expected to

- describe different stages in their lives
- predict and explain needs and wants at different stages in their lives
- describe feelings when confronted with change
- recognize that there will always be change in their lives

Suggestions for Learning and Teaching

Teacher Talk

Students would have been introduced to the concepts of needs and wants in kindergarten and further developed these concepts in Grade One. Students will need to be guided as they review their past needs and explore their present and future needs. Point out that their needs, likes, and dislikes change over time. Use the terms “past,” “present,” and “future” here. Focus on the ways they will change in the future by becoming a teenager, adult, elder and the responsibilities they will have. You could use examples of change in relation to their schooling, skills and attitudes, changes in bedtime, setting goals for themselves, and learning new things.

- Students can draw representations of themselves in various stages of life such as a baby, grade two student, teenager, adult, elder. Make a needs and wants chart by dividing a page into five sections. Place drawings or cut out pictures in each section showing the different needs and wants at different stages.
- Students can make a time line 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. Create a time capsule of their responses and put it away in a safe place to be opened on graduation day.
- 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?”

2.1.1 Students will be expected to describe changes in their lives and their reactions to these changes. *(continued)*

Suggestions for Assessment**Suggested Links**

2.1.1 Students will be expected to describe changes in their lives and their reactions to these changes. *(continued)*

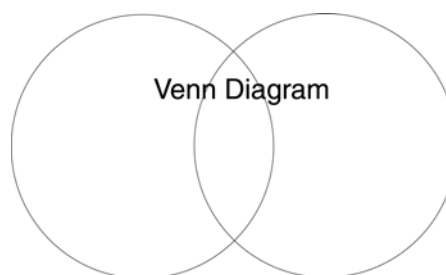
Outcomes

Students will be expected to

- describe different stages in their lives
- predict and explain needs and wants at different stages in their lives
- describe feelings when confronted with change
- recognize that there will always be change in their lives

Suggestions for Learning and Teaching

- Students can make a Venn diagram, as a class, 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."



Teacher Talk

As adults, we have learned through life's experiences that change is a constant, often bringing with it mixed emotions. These feelings are natural and a part of the human experience. Point out to students that it is only natural for them to experience new feelings/emotions when confronted with change but they will learn to deal with them.

- 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.
- Teachers can discuss words that express feeling or emotion such as "confidence," "bravery," "worry," "joy" and have children identify times when they felt like this. In art class ask children to represent different facial expressions that illustrate words with emotion. Some examples of representation could include: a collage, drawings, paper bag puppet.

2.1.1 Students will be expected to describe changes in their lives and their reactions to these changes. *(continued)*

Suggestions for Assessment**Suggested Links**

2.1.1 Students will be expected to describe changes in their lives and their reactions to these changes. *(continued)*

Outcomes

Students will be expected to

- describe different stages in their lives
- predict and explain needs and wants at different stages in their lives
- describe feelings when confronted with change
- recognize that there will always be change in their lives

Suggestions for Learning and Teaching

- Students can choose one significant event and create a poster 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 select and use an appropriate book as a read aloud. The selected book should address the idea that there will always be change in their lives. 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. There may also be a good opportunity for students to explore and develop an awareness that the concept of time is relative to the past, present, and future. Students could do a picture sequence showing changes their family has experienced over six generations.

2.1.1 Students will be expected to describe changes in their lives and their reactions to these changes. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - use appropriate vocabulary to indicate feelings about change
 - illustrate/cut out pictures of their predictions as a teenager, adult
 - respond to a prompt sentence of a prediction about themselves
- Inquiry
 - list changes that take place in their lives each day
 - prepare a “before” and “after” poster that expresses emotions about change
- Participation
 - contribute to discussion about change

Products Created/Written Evaluation/Portfolios

- the time line using baby pictures and illustrations about themselves as a teen, adult, elder
- the time capsule of student responses predicting their future
- the poster that demonstrates their understanding of feelings and emotions about change
- the drawings of facial expressions illustrating emotion
- the Venn diagram to chart needs and wants that don’t change as they grow older
- contribute to discussion about personal thoughts and feelings

Summative

Ask students to create a time line, using drawings/pictures/photos of themselves illustrating their independence at various stages in their lives.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- Factivity Series, Allen Trussel-Cullen
- *Children*, Gail Saunders
- *Boundless Grace*, Mary Hoffman
- *Alison’s House*, Maxime Trottier
- *Frozen Land*, Jan Reynolds
- *Share the Sky*, Tin-Xing Ye
- *Home Place*, Anne Shelby

Agencies/Groups

National/International

Local

2.1.2 Students will be expected to demonstrate an understanding of how individuals and groups have contributed to change.

Outcomes

Students will be expected to

- identify and represent through mapping or modelling various changes that have taken place within their community
- identify ways individuals and groups have contributed to change
- recognize the importance of teamwork in bringing about change

Suggestions for Learning and Teaching

Teacher Talk

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.

- 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 individual students would like to 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. Ask each student to prepare a question in advance about a change in the community.

2.1.2 Students will be expected to demonstrate an understanding of how individuals and groups have contributed to change.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - write a response to what they learned from the community speaker
 - write a response to the prompt: “If I could change one thing in my community, I would ...”
- Inquiry
 - list local individuals involved in some change in the community
 - create a class chart (what, who, why, where, result) about some change taking place in their community
- Participation
 - contribute to discussion about change
 - map the location of changes made in their community

Products Created/Written Evaluation/Portfolios

- the web that identifies factors involved in carrying out a team effort for a community project

Summative

- Ask students develop a plan of action for change in their school. Using a poster/collage they created, make a presentation to the principal.
- Ask students to e-mail other students regarding changes being planned or taking place within their school, another school/community.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Our People*, Angela S Medearis
- *The Glorious Flight*, Alice and Martin Provensen
- *The Terry Fox Story*, Leslie Scrivener
- *I Can Do It*, Sarah Albee
- I Can Do Anything series

2.1.2 Students will be expected to demonstrate an understanding of how individuals and groups have contributed to change. *(continued)*

Outcomes

Students will be expected to

- identify and represent through mapping or modelling various changes that have taken place within their community
- identify ways individuals and groups have contributed to change
- recognize the importance of teamwork in bringing about change

Suggestions for Learning and Teaching

- Students can investigate groups that have brought about past changes in their community. Invite a guest speaker who represents a group involved in a project that brought change. Create a web that identifies several factors that contributed to the completion of the project. (ideas/plans, money, workers, materials, services).
- 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 identify a class, school, or community project to bring about some change (organize recess activities, litter pick-up day). Ask students to work together to plan and carry out the project.

2.1.2 Students will be expected to demonstrate an understanding of how individuals and groups have contributed to change. *(continued)*

Suggestions for Assessment

Suggested Links

Agencies/Groups

National/International

Local

- consult provincial government departments for resources: archives, mapping division, tourism, community affairs
- community workers/volunteers
- community histories

2.1.3 Students will be expected to explain how decisions made by individuals and diverse groups result in change (local, national, and global).

Outcomes

Students will be expected to

- give examples that show decision-making is an important part of life
- recognize that decisions are made in various ways and serve various purposes
- identify people who are chosen, hired, or elected to help groups make decisions and bring about change

Suggestions for Learning and Teaching

Teacher Talk

Students participate in decision-making every day even though many decisions are made for them by adults. Explain to children that learning to making good decisions is an important skill in life and that to bring about change, a process of decision-making is involved.

- Students can generate a list of decisions they make each day. For example, some decisions could include those made as an individual, such as choosing a friend, decisions made as a class, such as sharing a playground, and those decisions made as a family. Pick one decision from the list and ask children to explain how they made that decision.
- Teachers can introduce to students the relationship between decision making and change by asking the class a question such as: “What school rule would you like to see changed?” Conduct a simple survey of the class and make a list of the most requested changes. Explain to children that change often requires developing new rules or changing existing ones and that decision making is necessary.
- Teachers can explore with students the concept of where rules originate. For example ask students such questions as: “Where do rules come from?” “How do rules affect our lives?” “How do school rules get changed?” “Who decides?” Ask the class to create a list of “school” rules and community rules. Compare the lists. Use a Venn diagram to discover what the two sets of rules have in common.

Teacher Talk

Students will need to be aware that the two basic ways to make decisions are as an individual and by a group. To help children clarify the difference between individual decision making and group decision making, ask the class to identify decisions made by themselves or their families, and compare the process used to make these decisions to decisions made by the school or local government. “Do all decisions become rules/laws?” “Why?” “Why not?”

2.1.3 Students will be expected to explain how decisions made by individuals and diverse groups result in change (local, national, and global).

Suggestions for Assessment**Suggested Links**

2.1.3 Students will be expected to explain how decisions made by individuals and diverse groups result in change (local, national, and global). *(continued)*

Outcomes

Students will be expected to

- give examples that show decision-making is an important part of life
- recognize that decisions are made in various ways and serve various purposes
- identify people who are chosen, hired, or elected to help groups make decisions and bring about change

Suggestions for Learning and Teaching

- Teachers can explain to students that decisions may be made by an individual or group. For example, illustrate a decision made by an individual, by using a prompt sentence such as: “If I were in charge for a day (mom, dad, teacher, principal) I would ...” Discuss with the class selected responses and ask students to decide whether a group or individual would be involved to implement their suggestion. Then ask the class to make a list of the different groups they belong to, such as family, friends, classmates, or a team. Ask students to identify ways decisions are made in those various groups. Use a “decision tree” to illustrate various ways of making decisions.

Teacher Talk

Students will need to be made aware that there are people such as teachers, principals, mayors, premiers, and prime ministers who are hired or elected to help groups make decisions.

- Students can list the people in their school or community who are hired/elected to help make and keep rules/laws. Discuss the difference between being hired and elected. Focus on the idea that we live in a democracy where the majority opinion (50 percent plus 1) governs, and that decisions are made democratically and not by force or “authority.” Students could collect news items demonstrating the kinds of tasks hired/elected people do. Display the results. Discuss the kind of change they brought about.

2.1.3 Students will be expected to explain how decisions made by individuals and diverse groups result in change (local, national, and global). *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - respond in their journals using a prompt sentence such as: “If I were in charge for a day, I would ...”
 - generate a list of decisions children make daily and explain how one decision is made
- Inquiry
 - survey the class and list the most requested changes for the school.
 - compose two questions to ask a guest speaker
- Participation
 - collect news items of tasks hired/elected people do

Products Created/Written Evaluation/Portfolios

- the “before” and “after” visual of a change in your community, and ask children to identify the decision makers involved
- the Venn diagram comparing school/community rules
- the decision tree

Summative

- Invite someone such as a principal, mayor, policeman, fireman from your school or community to speak to the class. Ask children to think of two questions to ask the speaker about how he./she make decisions in their job.
- Teachers could record the responses of children for their understanding of how changes are brought about by decision making.
- Teachers could provide children with a situation where they have to make a decision, such as two classes in their school need to share one playground. Ask children to focus on the method of decision making they will use, and explain why they made the choice(s) they did.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

Agencies/Groups

National/International

Local

- guest speaker

2.1.4 Students will be expected to predict ways their community might change in the future and how they can contribute to that future.

Outcomes

Students will be expected to

- identify and explain examples of changes that may take place in their community in the future
- identify ways they can contribute to future changes in their community

Suggestions for Learning and Teaching

Teacher Talk

In the previous outcomes students would have explored changes that have taken place in their lives, some factors that cause change, and how people react to change. They should have some understanding of how people contribute to change, and that change occurs as a result of decisions made by people. Building on what children have previously learned, this outcome is intended to be a culminating one in which children will predict changes that may take place in their community in the future and identify ways they can contribute to their future.

- Teachers can ask students what kinds of change they would like to see take place in their community. Ask them to brainstorm ideas for change that they feel are necessary to fulfill future needs. For example you could prompt children by asking: “How would you change your bedroom, classroom, etc.?” Then divide the class into small working groups and ask each group to discuss and map two or three physical changes they would like to see take place in their community; they could consider examples such as a new playground, restaurant, movie theatre, housing, business, roads, communication. Ask each group to share its ideas with the class. Students could make a poster explaining reasons for the changes and how they would benefit the community.
- Students can make a list identifying examples of changes they would like to see in their community. Divide the class into small groups and put each group in charge of planning one aspect. Encourage students to focus on a healthy sustainable environment and the needs of different people, including those with disabilities. Consider wellness and safety issues. Develop a plan to create a model or poster of their community of the future.

2.1.4 Students will be expected to predict ways their community might change in the future and how they can contribute to that future.

Suggestions for Assessment**Suggested Links**

2.1.4 Students will be expected to predict ways their community might change in the future and how they can contribute to that future. *(continued)*

Outcomes

Students will be expected to

- identify and explain examples of changes that may take place in their community in the future
- identify ways they can contribute to future changes in their community

Suggestions for Learning and Teaching

- Students can identify three actions they could take now or in the future to contribute to changes that would lead to the development of their model community.

2.1.4 Students will be expected to predict ways their community might change in the future and how they can contribute to that future. *(continued)*

Suggested Assessment Strategies

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - respond in their journals: “If I could change one thing in my community I would ...”
 - write/draw a letter/illustration to themselves (to be opened on graduation) predicting their future
- Inquiry
 - map and discuss some physical changes students would like to see take place in their community
 - prepare a time line of their future
- Participation
 - list the changes in the future they would to see in their community

Products Created/Written Evaluation/Portfolios

- the plan/ drawing/poster or model of their community of the future
- the poster explaining reasons/benefits for change in their community

Summative

- As a class teachers could ask students to prepare a letter to community council making a suggestion for change.
- Teachers could ask students to predict one change in their own community for the future. Predict the part they may play in the change. Reflect on the positive and negative aspects of the change.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

Agencies/Groups

National/International

Local

Unit 2: Technology

Overview

In this unit, students will explore the changing nature of technology, learn to describe and evaluate the role of technology in their lives, and develop an understanding that people have changed technology over time to meet their needs, wants, and interests. The focus of this unit is to explore the various technologies that directly impact children, and to help children develop an awareness that technology has evolved over time.

Outcomes

Students will be expected to

- 2.2.1 describe and evaluate the role of technology in their lives
- 2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests

Process and Skills Development

Communication

- explain what it's like to forego a favourite technology
- debate an issue about technology
- create a graph related to travel

Inquiry

- list technologies children use
- identify positive/negative impact of a technology

Participation

- role-play a technology scenario

Suggested Time for Unit Completion

To be finalized by individual provinces.

2.2.1 Students will be expected to describe and evaluate the role of technology in their lives.

Outcomes

Students will be expected to

- identify examples of different kinds of technology
- describe the technologies that affect their everyday lives
- assess the effect of technology on their lives

Suggestions for Learning and Teaching

Teacher Talk

The focus of this unit is to explore with students the impact technology has on their daily lives and to evaluate the increasing role technology plays in meeting the needs, wants, and interests of people. Explain to children that technology is any tool that makes a job easier.

- Students can brainstorm and give examples of various types of technology that people use at home, in school, for play, for work, for travel. A chart could be used to gather and organize data of the different types of technology.
- Teachers can help students discover how technologies and inventions are developed to meet the needs, wants and interests of people through examples. The example of the construction of the Confederation Bridge to PEI could be used to show how travel over water was made faster, safer, and more efficient.
- Teachers can create a learning centre in the classroom. Display and use examples of different types of technology to show how technology affects our everyday life. (This will tie in with the next outcome in which students will explore in greater detail how technology has evolved over time). Students could create or bring in simple examples of different types of technology such as models of cars, trains. They could share examples of the role that the various technologies play in their lives. Role-playing scenarios could be developed from the various technology “prompts” in the display.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the role of technology in life. After reading the book to the class, the teacher may wish to engage the children in a discussion of the positive and negative aspects of technology. A t-chart could be used to record “positives” and “negatives.”

2.2.1 Students will be expected to describe and evaluate the role of technology in their lives.

Suggestions for Assessment**Suggested Links**

2.2.1 Students will be expected to describe and evaluate the role of technology in their lives.
(continued)

Outcomes

Students will be expected to

- identify examples of different kinds of technology
- describe the technologies that affect their everyday lives
- assess the effect of technology on their lives

Suggestions for Learning and Teaching

- Students can identify the technologies they use throughout a normal day in their lives, such as alarm clocks waking them up in the morning, using computers, and watching television in the evening. Create a list of the technologies used. Ask students to suggest how they would accomplish their daily tasks without technology. Ask them to write a response in their journals: “Would I like/dislike a day without technology?” and tell why.

Teacher Talk

Once students have identified and have an awareness of the various technologies they use in their everyday lives, focus on the technologies special to them and how the lives of children have been changed by technology.

- Students can graph or chart using various examples of technologies that have influenced the lives of children. Use headings such as: “recreation,” “entertainment,” “play,” “school,” “clothes,” “travel.” Display and discuss the results.
- Students can (with prior permission from parents or guardians) agree to forego watching television, riding their bike, or playing their favourite game for an agreed period of time. Then, during this time away from their favourite technology, ask students to record how it affected their lifestyle and present their findings to class.

2.2.1 Students will be expected to describe and evaluate the role of technology in their lives.
(continued)

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - respond to the prompt: “Would I like/dislike a day without technology?”
 - explain verbally/writing what it is like to forego (for a day) a favourite technology
- Inquiry
 - list the technologies children use in their daily lives and note which technologies are special
 - create a learning centre of technologies
- Participation
 - list examples of technology people use
 - gather examples of technology for a class display
 - forego using an example of technology in their daily lives
 - role-play a technology scenario

Products Created/Written Evaluation/Portfolios

Summative

- Teachers could take students on a tour of technologies found in their school. Focus on old pieces of technologies no longer used.
- Teachers could note responses of children as they identify, describe, and evaluate the positive and negative aspects of technologies in their lives. Organize the results using a t-chart.
- Ask the class to identify and chart the technologies that have changed the lives of children.
- Ask the class to debate the positive/negative issues about a technology.
- Teachers could display the examples of technology children have brought to class.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics
 - graphing
- Science
 - inventions/simple machines

Provincial Curriculum

- Art

Resources

- *When the TV Broke*, Harriet Ziefert
- *Fred's TV*, Clive Dobson
- *Berenstain Bears: Too Much TV*, Stan & Jan Berenstain

Agencies/Groups

National/International

Local

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests.

Outcomes

Students will be expected to

- identify selected technological milestones
- describe how lifestyles of the past are different from today due to technological changes
- predict how changes in technology might affect individuals and communities in the future
- give examples of the positive and negative impact of technology (local, national, and global)

Suggestions for Learning and Teaching

Teacher Talk

This outcome is intended to help students develop an understanding of how people have changed technology over time to meet their needs, wants, and interests. The focus of this outcome is on the history of technology (milestones) and how the lifestyles of people (local, national, and global) have changed as a result of new and innovative technologies from around the world.

- Teachers can review the term “milestone” (which was used with children in the earlier grades as they created time lines and identified milestones in their lives). Students could be asked to identify one new piece of technology for their family that they feel has been a milestone, such as a computer, skis, bread making machine. Ask students to draw pictures to show what impact this had on their family. Create a bulletin board with pictures under the heading “Technology Milestones for My Family”.
- use picture books, posters, or video/DVD to identify and discuss major technology milestones for society over time. (Some of the milestone technologies that should be included in this outcome are the wheel, plow, printing press, steam engine, telephone, automobile, airplane, television, and computer). Discuss with children the ways things were done before and after the milestone. Discuss positive and negative impacts of the milestone on a local, national, and global level.
- add a new section to the bulletin board that focusses on these technology milestones.

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests.

Suggestions for Assessment**Suggested Links**

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests. *(continued)*

Outcomes

Students will be expected to

- identify selected technological milestones
- describe how lifestyles of the past are different from today due to technological changes
- predict how changes in technology might affect individuals and communities in the future
- give examples of the positive and negative impact of technology (local, national, and global)

Suggestions for Learning and Teaching

- Students can revisit the learning centre to identify examples of changes in technology over time. For example, how writing tools have evolved over time from quill pen to keyboard; how communication has been made easier from pony express, to the telegraph, telephone, cell phone. Teachers can create activities that show how the technology has brought about change in our lives. For example, ask students to write using a computer, pen and paper, a quill or fountain pen and a manual typewriter. Ask students to rate which method of writing they prefer and tell why.
- Teachers can point out to students that not all places in the world have access to the same types or advances in technology. Again picture books, magazine pictures, literature and video/DVD could be used to help children see that the technology that is used varies from one part of the world to another. As examples are found the countries could be identified on a world map and the teacher could discuss with the class why these variations in the technology available exist. In this way children will see that “milestones in technology” have not occurred for all people at the same time. For example, there are still parts of the world that do not rely on electricity. **Teachers will need to be careful not to create or reinforce stereotypes.**

Teacher Talk

The evolution in transportation is a good example to show how lifestyles have been affected by technological change. By focussing on the changes in transportation children can think about the relationship between time and travel, how it takes less time to travel and how this has changed peoples' lives.

- Teachers can ask students what means of transportation they used to get to school. Ask them to imagine what it would be like travelling to school in years gone by.

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests. *(continued)*

Suggestions for Assessment**Suggested Links**

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests. *(continued)*

Outcomes

Students will be expected to

- identify selected technological milestones
- describe how lifestyles of the past are different from today due to technological changes
- predict how changes in technology might affect individuals and communities in the future
- give examples of the positive and negative impact of technology (local, national, and global)

Suggestions for Learning and Teaching

Predict what it might be like travelling to school in the future. Explore through picture books, literature or video/DVD, how technology has impacted transportation and has made it easier for people to travel, creating a borderless world. Ask the class to make drawings or collect pictures to create a mural/time line showing the technological changes in transportation over a selected number of years. This could be in the form of a “then and now” chart.

Teacher Talk

Family lifestyles have changed in many ways because of changes in technology. Preparing food, doing the laundry, making clothes, cleaning the house, building homes, recreation, and entertainment are examples.

- Teachers can divide the class into groups and ask each group to develop a “then and now” page for a “Changes in Lifestyle” book. Each group would be assigned a specific category such as food, clothing, homes, transportation, recreation. Each group can present its page to the class. Discuss the impact that the differences had on life in the past as compared to today, such as less garbage, people were more self-sufficient, slower travel, closer communities, less interdependent world. Make this into a chapter of the class book.
- Teachers can invite a community member to speak to the class about what his/her life was like as a child. The guest could be asked to include topics such as food preparation, doing the laundry, taking a bath, transportation, building houses, recreation. Ask students to prepare questions to ask the guest speaker. After the presentation, students could discuss the positive and negative effects of different technologies.

Teacher Talk

As students make predictions about changes in technology that might affect the future, focus on the fact that they have a responsibility to make wise decisions about the use of new technologies and inventions.

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests. *(continued)*

Suggestions for Assessment**Suggested Links**

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests. *(continued)*

Outcomes

Students will be expected to

- identify selected technological milestones
- describe how lifestyles of the past are different from today due to technological changes
- predict how changes in technology might affect individuals and communities in the future
- give examples of the positive and negative impact of technology (local, national, and global)

Suggestions for Learning and Teaching

- Teachers can provide some examples of changes in technology that he/she (teacher) has seen in his/her lifetime. Discuss changes in technology that the children might see in the future including ones for the community.
- Students can explore what their lifestyle would be like if their family moved to a futuristic community in space or under the ocean. Focus on how they would meet their needs, wants, and interests. Ask children: “What technologies/inventions would you need to survive?” “What might the negative/positive results be?” Chart their responses.
- Students can visit the local museum and explore the technologies/inventions of the past. Based on what children see ask them to make predictions about what the technology might look like in the future.
- Students can work in pairs or small groups to model a simple invention that would make life easier. Ask each group to present its invention to the class. This could be done in collaboration with the science curriculum. Hold an open house for the rest of the school or invite the community to attend.

Teacher Talk

In order for students to further develop their understanding of change and the role that technology plays in change, it is important for children to reflect on the consequences of technological change. Are new technologies and inventions always for the best? Are changes in technology always in the best interests of children? The Family? Society?

- Teachers can select various types of technology, identify examples of changes in them and discuss positive and negative results for each. For example, if you choose transportation look at the positive and negative results of the automobile, airplane, or ship. Create a chart to present response.

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - identify/illustrate one new piece of technology for their family
 - debate an issue about technology
 - write /draw a response about their visit to a local museum
- Inquiry
 - list two questions to ask a guest speaker about technology
 - compare writing technologies used over time: quill pen, typewriter, computer
 - survey students in your class/school to rate which method of writing is best: computer, quill pen, typewriter
 - respond in writing/drawing to the guest speaker
 - predict the impact of one technology they saw on their museum visit
 - discuss the positive/negative aspects of a milestone in technology
- Participation
 - contribute to day-to-day discussions
 - graph a trip of estimated time of travel compared to the past

Products Created/Written Evaluation/Portfolios

- the time line representing technological milestones in transportation or some other topic
- the “then” and “now” chart of technological milestones in transportation
- the “then” and “now” booklet of their family’s lifestyle
- the “needs and wants” list for their move to a futuristic community in space or under the ocean
- the model of a simple invention/innovation
- the bulletin board display “Technology Milestones for My Family”

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics
 - graphs and graphing
- Physical Education
 - how technology has changed playing sports, games.
- Science
 - inventions, new technologies

Provincial Curriculum

- Art

Resources

- *What Was It Like before Cars?*, Steck-Vaughn Staff
- Sears Catalogue, 1908

Agencies/Groups

National/International

Local

- museum

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests. *(continued)*

Outcomes

Students will be expected to

- identify selected technological milestones
- describe how lifestyles of the past are different from today due to technological changes
- predict how changes in technology might affect individuals and communities in the future
- give examples of the positive and negative impact of technology (local, national, and global)

Suggestions for Learning and Teaching

- Students can conduct a class debate around a question such as: “Are technological changes always in the best interest of children?” “Should computers be used in the primary grades?”

2.2.2 Students will be expected to demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests. *(continued)*

Suggestions for Assessment

Summative

- Teachers could record responses of children as they identify, describe, and evaluate the positive and negative aspects of technological changes in their lives.
- Teachers could ask students to make a class chart to identify the positive and negative results of the automobile, airplane, or ship, etc. on society.
- Teachers could ask students to interview a grandparent or another elder on the topic: “The Life of My Grandparent When He/She Was My Age.”
- Teachers could ask students to map the journey of a food product, toy, or item of clothing to a local store.
- Teachers could ask students to create a model of a simple invention to make life easier.

Suggested Links

Unit 3: Economics

Overview

This unit provides students opportunities to explore the changing world of economics. They will examine how they and their families make economic decisions as consumers. Students will be introduced to the concept of supply and demand and examine how it affects price. They will also investigate how the nature of work has changed over time.

Outcomes

Students will be expected to

- 2.3.1 give examples of how children and their families use economic decision making as consumers
- 2.3.2 explain how supply and demand affects price
- 2.3.3 demonstrate an understanding of the changing nature of work over time

Process and Skills Development

Communication

- listen to/sing a song
- create an ad for a product/service
- read/discuss a piece of literature
- map the origin of a product

Inquiry

- list ways children/families are consumers
- identify/list new occupations
- identify/list costs
- predict changes in work in the nature of work

Participation

- contribute to class discussion

Suggested Time for Unit Completion

To be finalized by individual provinces.

2.3.1 Students will be expected to give examples of how children and their families use economic decision making as consumers.

Outcomes

Students will be expected to

- give examples to show that the exchange of money is the most common way to obtain goods and services
- identify different ways people acquire an income
- identify different strategies used by consumers to make good economic decisions
- create an action plan that models good economic decision-making

Suggestions for Learning and Teaching

♥ Teacher Talk

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 his/her 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.

- 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 collaborate with the music teacher to introduce the concept of money with the song: "If I Had a Million Dollars" or "Money Doesn't Grow on Trees."
- Students can brainstorm a list of goods and services they use in their home. Ask them how people get the money to pay for goods and services. Ask students to suggest job possibilities. Ask them what jobs could they do to earn money. Develop a list and ask students to draw or collect pictures of all the different ways people obtain an income, such as seasonal work, government sources, operating a business (entrepreneurs) and investing.

2.3.1 Students will be expected to give examples of how children and their families use economic decision making as consumers.

Suggestions for Assessment**Suggested Links**

2 3.1 Students will be expected to give examples of how children and their families use economic decision making as consumers. *(continued)*

Outcomes

Students will be expected to

- give examples to show that the exchange of money is the most common way to obtain goods and services
- identify different ways people acquire an income
- identify different strategies used by consumers to make good economic decisions
- create an action plan that models good economic decision-making

Suggestions or Learning and Teaching

- Teachers can show students such things as a pencil, paper they use in class, or a box of raisins. Ask them to identify the item. Ask them to 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 candy bar or raisins or drink the pop, 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.

Teacher Talk

Consumers must decide how to use limited resources to satisfy unlimited wants. To do this, good economic decision-making is a necessary skill to develop. Students should have a basic understanding of the difference between needs and wants as they would have explored these concepts in kindergarten and grade 1. Discuss with students some strategies for making good economic decisions. The teacher could give examples such as: recognize the difference between shopping for something a person needs compared to shopping for something a person wants.

- Students can brainstorm examples of strategies that they and their families use to make good economic decisions. Teachers can discuss with children some additional strategies. These could include: paying off your debts, buying in bulk, comparison shopping, and planning a budget.

2 3.1 Students will be expected to give examples of how children and their families use economic decision making as consumers. *(continued)*

Suggestions for Assessment**Suggested Links**

2.3.1 Students will be expected to give examples of how children and their families use economic decision making as consumers. *(continued)*

Outcomes

Students will be expected to

- give examples to show that the exchange of money is the most common way to obtain goods and services
- identify different ways people acquire an income
- identify different strategies used by consumers to make good economic decisions
- create an action plan that models good economic decision-making

Suggestions for Learning and Teaching

- Students can identify a TV commercial 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?”
- Teachers can set up a “yard sale” in the classroom and ask students bring items from home. Each student could be given \$5.00 in play money to spend. After the sale is over, have the children who purchased the most/least items with their \$5.00 explain their choices to the class.
- Students can create an economic decision-making plan based on one of the following scenarios: a class purchase, spending their allowance or improve the school playground.

2.3.1 Students will be expected to give examples of how children and their families use economic decision making as consumers. *(continued)*

Suggestions for Assessment

Formative*Demonstrate a Skill*

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - read/discuss a piece of literature to introduce the concept of money
 - listen/sing a song about money
 - explain economic choices/purchases made at yard sale
- Inquiry
 - list job opportunities for children to earn money
 - gather pictures/drawings of different ways people obtain an income
 - list ways children/families are consumers
 - list strategies for good economic decision-making
- Participation
 - contribute to class discussion
 - plan a class purchase and how to pay for it
 - plan to spend \$50 well
 - plan what to do with a month’s allowance

Products Created/Written Assessment/Portfolio

Summative

Teachers could ask children to explain a TV commercial they saw and give reasons why the commercial appealed to them.

Suggested Links**Curriculum***CAMET Curriculum*

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources**Agencies/Groups***National/International**Local*

2.3.2 Students will be expected to explain how supply and demand affects price.

Outcomes

Students will be expected to

- demonstrate an understanding of the concept of supply and demand
- identify factors that can affect supply and demand
- explain why prices change

Suggestions for Learning and Teaching**Teacher Talk**

Supply is the quantity of a product that is available for purchase.
Demand is the quantity of a product that consumers want.

- Teachers can ask students to list three items (products) that they would like to have (demand). Share the results and identify the top five products. Explain that for this class there is a “demand” for these five products. Ask students how they can find out if there is a “supply” for their demand (catalogues, TV ads, visiting stores, print ads, flyers, etc.).
- Teachers can send a survey home asking parents to identify a product that they buy that is always in supply and a product that is not always available. Discuss with students why some products are always in supply while others are not (demand, season, price). Share the survey results.
- Teachers can show the class a picture of a child behind a lemonade stand with no customers. Ask students: “Is there a supply of lemonade?” “Is there a “demand” for the lemonade?” “Why are there no customers?” “How could you get more?” Focus on the demand for the lemonade. List and discuss the responses.

Teacher Talk

Children will need to be made aware that there are different methods to affect supply and demand of a product or service. Building on responses children gave above discuss other examples that affect supply and demand such as scarcity, resources available to make a product, “word of mouth,” news ads, free products, Internet, marketing, TV ads, fads.

2.3.2 Students will be expected to explain how supply and demand affects price.

Suggestions for Assessment

Suggested Links

2.3.2 Students will be expected to explain how supply and demand affects price. *(continued)*

Outcomes

Students will be expected to

- demonstrate an understanding of the concept of supply and demand
- identify factors that can affect supply and demand
- explain why prices change

Suggestions for Learning and Teaching

- Teachers can use a locally produced food or product to help children develop an awareness of what is produced in their community and what has to be imported. Discuss the number of people employed in the production and other associated costs such as transportation, taxes. Visit a local farm or factory to identify what food or product is produced in your community. Or take a field trip to a local grocery store. Ask the grocer to identify which products are brought in from other places. Ask him to explain how the different products arrive at the store, and the cost of transportation. Ask students to respond in writing/drawing.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the journey of a particular product from beginning to end (e.g., milk from the cow on a farm to the mozzarella cheese on your pizza). After reading the book to the class, the teacher may wish to ask the children to describe a parallel journey made by another product.
- Teachers can bring a group of products into the classroom. See if students can figure out where the products were produced. Ask them to check the labels for information. Discuss the various people who would have handled the item, the costs involved, and how the item would have arrived at the store. Pick a particular product and discuss how it gets from producer to consumer. Be sure to include the costs associated with getting the product from place to place. Ask the class to refer to a map and using string, connect the origin of the product with your community.
- Teachers can invite a member of the business community, an entrepreneur, a grocery store manager, a local farmer, or fisher person to the class as a guest speaker to discuss how prices change because of supply and demand. Ask students to develop a list of questions to ask the speaker beforehand.
- Students can create their own ad to sell a service or product.

2.3.2 Students will be expected to explain how supply and demand affects price. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - create an ad for a product/service
 - read/discuss a piece of literature
 - respond in writing/drawing to field trip
- Inquiry
 - map the origin of a product within their community
 - list one question to ask a guest speaker about a product/business
- Participation
 - contribute to discussion about supply/demand/prices
 - identify/list the various costs involved in making a product and transporting it to market

Products Created/Written Evaluation/Portfolios

Summative

- Teachers could note appropriate use of vocabulary children use to indicate their understanding of the concepts of supply/demand/prices.
- Teachers could ask students to survey a business in their community to determine how they decide which product to put on sale.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Extra Cheese, Please!: Mozzarella's Journey from Cow to Pizza*, Chris Peterson

Agencies/Groups

National/International:

Local

- supermarket
- businesses, farmers, fishers

2.3.3 Students will be expected to demonstrate an understanding of the changing nature of work over time.

Outcomes

Students will be expected to

- explain how work, including children’s work, has changed from the past to the present
- explain why occupations have changed over time
- give examples of paid work, unpaid work and volunteerism
- predict how work might change in the future

Suggestions for Learning and Teaching

Teacher Talk

The nature of work has changed from the past to the present. Until quite recently, industry was very **labour intensive**—i.e., it used a lot of workers, or labour, doing largely manual work. Particularly since the **Industrial Revolution**, and more recently with the proliferation of computers, industry has become ever more **capital intensive**—i.e., it uses money, or capital, to purchase machinery and technology to do the work that workers used to do. Workers today often do very different types of work than those working in preceding generations. The importance of technology, specifically technological change, provides an opportunity for teachers to link this outcome with the previous unit on **Technology**—either by building on the earlier work or by integrating it.

For generations, cultures around the world have depended on the work of children in the family for survival. Children have always had household chores and responsibilities to do in the family and around the home; however, the nature of the responsibilities of children have changed over time. What may be considered a “chore” for one child may be “work” for another. In Canada today, legal protection and an emphasis on education help to safeguard children from child labour abuses.

- Teachers can select and use an appropriate book as a read aloud. The selected book should describe a particular job often done by children in the past. After reading the book to the class, the teacher may wish to lead the class in a brainstorming activity to try to identify other jobs that children often performed in the past, but no longer typically do in Canada.

2.3.3 Students will be expected to demonstrate an understanding of the changing nature of work over time.

Suggestions for Assessment**Suggested Links**

2.3.3 Students will be expected to demonstrate an understanding of the changing nature of work over time. *(continued)*

Outcomes

Students will be expected to

- explain how work, including children's work, has changed from the past to the present
- explain why occupations have changed over time
- give examples of paid work, unpaid work and volunteerism
- predict how work might change in the future

Suggestions for Learning and Teaching

- Students can create a poster of past and present chores done by children. Compare traditional jobs and responsibilities such as household chores with those jobs recently created, using a Venn diagram (see: Unit 1/Outcome 2.1.1) to note changes as well as the things that have remained the same. Students may also include examples of kinds of jobs that have changed due to technology.
- Students can use learning stations to investigate an occupation and discover how that occupation has changed over time. Some occupations children could choose include: farming, fishing, logging. Provide questions students could use to guide their inquiry, such as: "How do they do their job today compared with how it was done in the past?" "How might they work in the future?" "What parts of their job remain the same?" "What has changed?" Model how the information collected may be presented to the class by using a chart. Suggest that information may be presented in the form of words, phrases, pictures, drawings.
- Students can identify and make a list of the new occupations that have developed using information gathered from the learning stations activity. Teachers can point out that changes in technology, social situations, and lifestyles have contributed to the changing nature of work and new occupations.

2.3.3 Students will be expected to demonstrate an understanding of the changing nature of work over time. *(continued)*

Suggestions for Assessment**Suggested Links**

2.3.3 Students will be expected to demonstrate an understanding of the changing nature of work over time. *(continued)*

Outcomes

Students will be expected to

- explain how work, including children’s work, has changed from the past to the present
- describe how occupations have changed over time due to changes in technology, supply and demand, social situations, and lifestyles
- give examples of paid and unpaid work
- predict how work might change in the future

Suggestions for Learning and Teaching

Teacher Talk

To make students even more aware of how work has changed over time, explain how there are more opportunities open to men and women in non-traditional fields. In addition to traditional careers such as teacher, nurse, administrative assistants, and homemaker, women are now truck drivers, engineers, and astronauts. Conversely, in our society, men now work as nurses, administrative assistants, or stay home as homemakers.

- Teachers can invite a guest speaker to class such as a female firefighter or logger and ask the speaker to provide information about what he/she does and how his/her job has changed over time. Ask children to make a drawing to represent what they learned or make an kindergarten in their journal.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the importance of unpaid work and/or the work of volunteers. After reading the book to the class, the teacher may wish to ask the class to identify other examples of unpaid work and/or volunteerism.
- Students can make a list, as a whole class, of people who do things for which they are not paid in their community. The teacher can ask some guiding questions or give a few examples. On a large sheet of paper, titled “Volunteers in Our Community,” ask each student to draw a representation of one community volunteer in the midst of doing his/her volunteer activity.
- Students can imagine how work might look in the future and make a drawing to represent this. Point out changes in work that might happen. For example: “If we colonize under the ocean, what types of work would we do under the sea?” “If we are living in outer space what would work look like in that environment?” Ask students to present their creations to the class, explaining what the workers are doing in their drawings and where they are.

2.3.3 Students will be expected to demonstrate an understanding of the changing nature of work over time. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - read/discuss a piece of literature
 - respond in writing/drawing to what you learned from a guest speaker
 - make a list
 - observe appropriate use of vocabulary
 - note questions, responses, opinions children express
- Inquiry
 - investigate an occupation through learning stations
 - predict/illustrate how work may be done in the future
- Participation
 - contribute to discussion

Products Created/Written Evaluation/Portfolios

- the Venn diagram to chart changes/similarities of children's chores, past and present
- the poster of children's chores, past and present
- the poster illustrating occupations, past and present
- the drawings children create

Summative

Teachers could ask students to role-play a scenario of an occupation then/now.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Click, Click, Moo, Moo: Cows that Type*, VHS, 10 min., colour, teacher's guide. Weston Woods, 2001, E-3.
- *My Dad Takes Care of Me*, Patricia Quinlan
- *Sofie's Role*, Amy Heath

Agencies/Groups

National/International

Local

- Firefighter
- Farmer
- Nurse
- a community history

Unit 4: Environments

Overview

In this unit, students will further develop geography concepts and skills. They will explore how and why physical environments change over time and how people’s interactions with their environment have changed. Students will extend their understanding of sustainable development and its importance to their future.

Outcomes

Students will be expected to

- 2.4.1 explain how and why physical environments change over time
- 2.4.2 describe how people’s interactions with their environment have changed over time
- 2.4.3 demonstrate an understanding of sustainable development and its importance to our future (local, national, and global)

Processes and Skills Development

Communication

- use appropriate vocabulary
- write/draw a response to guest speaker/museum visit
- write a letter on a conservation/sustainability issue
- draw pictures of natural/constructed change

Inquiry

- identify examples of erosion
- interview an elder
- locate physical features/regions on a map

Participation

- collect news items
- plan/carry out a conservation activity

Suggested Time for Unit Completion

To be finalized by individual provinces.

2.4.1 Students will be expected to explain how and why physical environments change over time.

Outcomes

Students will be expected to

- identify some causes of change in their environment that occur naturally
- recognize that people modify and change their environment according to their needs and wants

Suggestions for Learning and Teaching

Teacher Talk

Children would have gained an awareness of the physical environment around them in both their kindergarten year (Unit 3: Place) and in Grade 1 (Unit 2: Environments) when they learned to recognize and describe some natural and constructed features. Changes to the physical environment are brought about in two ways: the first is **natural change**, through the agents of nature such as erosion, vegetation growth, wind storms, floods; and the second is **constructed change** through the construction (and sometimes, deconstruction) of roads, dams, buildings, highways. Young children may not readily see the subtle changes that take place daily in their environment, therefore, examples of these will have to be pointed out by the teacher.

- Students can participate in an activity that demonstrates soil erosion by using a cup of sand and a spray water bottle. Students can observe and describe what they see happening with the sand as the water is sprayed on it. Discuss with them examples of erosion that take place in the environment they see occurring around them. Prompt them with examples such as wind and water erosion they know about. For example, you could ask: “Have you ever built a sand castle at the beach and rushed to complete it before the incoming tide washed it away?” Ask students to describe what they saw. Then, using sand or potting soil, ask them to draw a “before and after” picture of a sand castle.
- Students can experience the effect of soil erosion by going outside the school after a heavy rain. Identify examples of erosion that have occurred in the school yard or make your own hill of sand before a rain.
- Teachers can gather photos/pictures of several examples in the physical environment created naturally and ask students to discuss how each may have been created by nature.

2.4.1 Students will be expected to explain how and why physical environments change over time.

Suggestions for Assessment**Suggested Links**

2.4.1 Students will be expected to explain how and why physical environments change over time. *(continued)*

Outcomes

Students will be expected to

- identify some causes of change in their environment that occur naturally
- recognize that people modify and change their environment according to their needs and wants

Suggestions for Learning and Teaching

Teacher Talk

Over time people have modified and changed their environment through the construction of roads, dams, bridges, highways and cutting down forests to meet their needs and wants.

- Teachers can select and use an appropriate book as a read aloud. The selected book should address changes that have taken place over time in a neighbourhood or community. After reading the book to the class, the teacher may wish to ask the students to ask their parents or neighbours about changes that have taken place in their particular neighbourhood. Each student could report his/her findings to the class.
- 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 access aerial photographs of a local area that cover several decades and identify/discuss examples of change in the physical environment.

2.4.1 Students will be expected to explain how and why physical environments change over time. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - contribute to discussion about erosion
 - read/respond to a piece of literature
 - use appropriate vocabulary when discussing physical change
 - note the questions, responses and opinions expressed by children
- Inquiry
 - identify examples of erosion using photos
 - list examples of constructed changes mentioned in a piece of literature
- Participation
 - draw pictures of natural/constructed change
 - identify examples of natural/constructed change using aerial photos

Products Created/Written Evaluation/Portfolios

- the “before and after” drawing of their sand castle being eroded by the tide
- the map of a physical change that has taken place in their community

Summative

- Ask children to place in sequence photographs/pictures of the history of their school or some other building in their community.
- Ask students to identify whether pictures/photos represent natural or constructed changes.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Windows*, Jeannie Baker
- *A River Ran Wild*, Lynne Cherry

Agencies/Groups

National/International

Local

- Physical map of your community
- Aerial maps of your community

2.4.2 Students will be expected to describe how people's interactions with their environment have changed over time.

Outcomes

Students will be expected to

- give examples of how Aboriginal peoples interacted with the environment
- describe how people depended on their environment to survive and build communities
- describe how their local environment has changed over time as people's needs and wants have changed
- identify the effects of community growth and development on the local environment

Suggestions for Learning and Teaching

Teacher Talk

The last delineation from the previous outcome (2.4.1., delineation 2) provides a nice transition to this outcome.

In Grade One, Unit 3: Place and Time, students would have explored the relationship that Aboriginal peoples have with the physical environment in Atlantic Canada over time. They should have some awareness that Aboriginal peoples in the Atlantic region, including the Mi'kmaq, Maliseet, Inuit, and Innu have inhabited the region since time immemorial, interacting with the woodlands and waters for survival. Like all people who live in Atlantic Canada today, the Mi'kmaq, Maliseet, Inuit, and Innu way of life has changed over time to meet the needs and wants of their community.

Students will need to know that the first inhabitants in their local area were very self-reliant and had to work hard to survive. They interacted with the physical environment to meet their needs for survival, and that, over time, how they interacted with the environment has changed.

- Teachers can invite an elder of the Mi'kmaq/Maliseet/Inuit/Innu community to class. Ask the guest to tell a story, myth or legend that focuses on how their ancestors 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 his/her 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, transportation. Use photographs/pictures.

2.4.2 Students will be expected to describe how people’s interactions with their environment have changed over time.

Suggestions for Assessment**Suggested Links**

2.4.2 Students will be expected to describe how people's interactions with their environment have changed over time. *(continued)*

Outcomes

Students will be expected to

- give examples of how Aboriginal peoples interacted with the environment
- describe how people depended on their environment to survive and build communities
- describe how their local environment has changed over time as people's needs and wants have changed
- identify the effects of community growth and development on the local environment

Suggestions for Learning and Teaching

Teacher Talk

In the previous outcome students would have identified some of the ways people have modified their physical environment over time to meet their needs, wants, and interests. From this exploration students should have some understanding of how their local environment has changed in regard to land use, farming, fishing, forestry, and the development/devolution of communities they know about.

- Students can use photos and pictures of local occupations over time, such as farming, fishing, forestry to create a time line of one of the occupations. Discuss with students the changes that have been made to the physical environment as a result.
- Students can visit a local museum to explore how things were done in the past such as clothing, handmade items, housing, lighting, transportation, communication, getting water, recreation. In a whole class discussion, they can examine how the environment influenced how these things were done.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address change in a local environment.
- 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.

2.4.2 Students will be expected to describe how people’s interactions with their environment have changed over time. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - respond in writing/drawing about their museum visit or the information provided by a guest speaker
 - read/discuss a piece of literature
 - prepare a written/drawn response about a piece of literature read to the class
- Inquiry
 - interview an elder
 - collect news items about a current environmental issue
- Participation
 - contribute to discussion

Products Created/Written Evaluation/Portfolios

- the bulletin board display of news items about a local environmental issue

Summative

Teachers could ask the class to create a time line of changes in their local physical environment brought about by an industry/occupation.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Aunt Flossie’s Hats*, Elizabeth Howard
- *The Milkman’s Boy*, Donald Hall

Agencies/Groups

National/International

Local

- elder
- community museum

2.4.3 Students will be expected to demonstrate an understanding of sustainable development and its importance to our future (local, national, and global).

Outcomes

Students will be expected to

- identify and locate a variety of environments and natural resources (local, national, and global)
- describe sustainability issues (local, national, and global)
- plan, carry out, and evaluate a conservation activity

Suggestions for Learning and Teaching

Teacher Talk

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.

In Grade One, Unit 2: Environments, students identified some examples of their local physical features and regions, and both natural and constructed. They should have explored how people interact with their natural and constructed environment; and that our rainforests, deserts, rivers, oceans, mountains, and polar regions are affected by how we use natural resources, such as forests, minerals, fish. As well, they would have gained an awareness that the conservation and sustainability of the physical features and regions are important, and that sustainable practices must be encouraged on a local, national, and global level.

- Teachers can identify various physical features and regions that are found in the world by using an appropriate book, set of books, or atlas. The selected resource should illustrate examples such as: deserts, forest, grasslands, mountains, oceans, and polar regions. Then ask children to make a poster or picture book illustrating the various physical environments found in their local area and how they provide resources. Display the illustrations and discuss the similarities and differences of each. Locate examples on a map.
- 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.

2.4.3 Students will be expected to demonstrate an understanding of sustainable development and its importance to our future (local, national, and global).

Suggestions for Assessment**Suggested Links**

2.4.3 Students will be expected to demonstrate an understanding of sustainable development and its importance to our future (local, national, and global). *(continued)*

Outcomes

Students will be expected to

- identify and locate a variety of environments and natural resources (local, national, and global)
- describe sustainability issues (local, national, and global)
- plan, carry out, and evaluate a conservation activity

Suggestions for Learning and Teaching

- 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.

Teacher Talk

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 clean-up, salmon replacement, or replanting trees.

- Students can do a case study of all the ways we depend on the physical environment, for example forests/trees, fishing limits. Prepare a “needs” and “wants” chart. As an extension, identify resource people who may provide suggestions or interview adults or older children for ideas. Ask students to make a mural, poster, or song to share their understanding.
- 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.

2.4.3 Students will be expected to demonstrate an understanding of sustainable development and its importance to our future (local, national, and global). *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - respond to field trip
 - read/discuss a piece of literature about sustainability
 - write a letter on a conservation/sustainability issue
- Inquiry
 - locate physical features/regions on a map
 - interview an elder/older student
 - plan and evaluate a conservation activity
- Participation
 - carry out a conservation activity
 - contribute to the poster, picture book, or song composition.

Products Created/Written Evaluation/Portfolios

- the mural/picture book/song
- the poster/picture book of features of the local physical environment.
- the KWL chart of age-appropriate sustainable practices
- the needs/wants chart

Summative

- Teachers could have students set a personal goal to practise conservation. For example, ask them to choose an objective and write it on a chart. Every Friday ask the child to assess his/her progress with the use of a happy face, neutral face, or sad face to indicate progress in meeting the objective.
- Teachers could ask students to make a shoe box diorama illustrating local physical features of the physical environment.
- Teachers could ask students to discuss/list ways to practise conservation in the home.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- This Earth Is Ours series
- *Come Back, Salmon*, Molly Cone
- *The Lorax* (text and video), De. Seuss

Agencies/Groups

National/International

Local

- an elder
- older student
- guest speaker

|