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| **Social Studies Grade 2** | | **BIG IDEAS (UNDERSTAND)** | | | | | |
| Local actions have global consequences, and global actions have local consequences. | Canada is made up of many diverse regions and communities. | | Individuals have rights and responsibilities as global citizens. | | |
|  | | **Content (KNOW)** | | | | | |
| **Curricular Competencies**  **(DO)** | | relationships between people and the environment in different communities | diverse features of the environment in other parts of Canada and the world | diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture | rights and responsibilities of individuals regionally and globally | how people’s needs and wants are met in communities | roles and responsibilities of regional governments |
|  | | Inquiry Question(s) | Inquiry Question(s) | | Inquiry Question(s) | | |
| **Thinking - Communication – Personal & Social** | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |  |  |  |  |  |  |
| Explain why people, events, or places are significant to various individuals and groups (significance) |  |  |  |  |  |  |
| Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) |  |  |  |  |  |  |
| Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change) |  |  |  |  |  |  |
| Recognize the causes and consequences of events, decisions, or developments (cause and consequence) |  |  |  |  |  |  |
| Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) |  |  |  |  |  |  |
| Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment) |  |  |  |  |  |  |