

Canada's Dynamic Communities

Student will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

General Outcome: **Values and Attitudes**

SPECIFIC OUTCOMES

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

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

General Outcome: **Knowledge and Understanding**

SPECIFIC OUTCOMES

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

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

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

- 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?

inquiry:	<ul style="list-style-type: none"> • How are the communities strengthened by their stories, traditions and events of the past? • What are the linguistic roots and practices in the communities? • What individuals and groups contributed to the development of the communities? • How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? • How do the cultural and linguistic characteristics of the communities studied contribute to Canada’s identity?
2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • 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)?

A Community in the Past
 Students will demonstrate an understanding and appreciation of how a community emerged, and how the various interactions and cooperation among peoples ensured the continued growth and vitality of the community.

General Outcome: **Values and Attitudes**

<p>2.2.1 appreciate how stories of the past connect individuals and communities to the present 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student’s community 2.2.3 appreciate the importance of collaboration and living in harmony 2.2.4 appreciate how connections to a community contribute to one’s identity 2.2.5 appreciate how cultural and linguistic exchanges connect one community to another</p>
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General Outcome: **Knowledge and Understanding:**

SPECIFIC OUTCOMES	
2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What characteristics define their community? • What is unique about their community? • What are the origins of their community? • What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? • What individuals or groups contributed to the development of their community?
2.2.7 examine how the community being studied has changed, by exploring and	<ul style="list-style-type: none"> • In what ways has our community changed over time (e.g., changes in transportation, land use)?

**reflecting upon
the following questions for inquiry:**

- 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?