

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	2
Main Subject:	Social Studies
Big Idea:	Recognize that First Nations and Inuit people are Canada's original peoples
Title:	FIRST NATIONS COMMUNITIES IN CANADA
Cluster:	Communities in Canada
Duration:	1–2 weeks
Materials:	PowerPoint Presentation, Blackline Masters, Internet
Short Description:	Mini-unit about First Nations communities in Manitoba. Students will learn about wants and needs of community members, locations of First Nations communities in Manitoba, cultural/linguistic groups, different community roles/jobs, and buildings that you can find in a community. This is predominately designed to be teacher-led or it could also be student independent work supported by caregivers.

LEARNING OUTCOMES

Social Studies: https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr7

KH-027, KI-012, KE-037, VI-006, VI-006A

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Language as Sense Making, Language as System, Language as Power and Agency, Language as Exploration and Design

Mathematics: www.edu.gov.mb.ca/k12/cur/math/index.html

2.N.9, 2.N.10

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
x		x	x	x	x	x	x				x	x	x

Original concept created by: Jill Fast and Kim Berezka

LEARNING EXPERIENCES AND ASSESSMENT

Question: How do communities in Canada meet the needs of the people that live in them?

Teacher's instructions

Follow the PowerPoint presentation, use the BLM and rubrics as support. Activities may be adapted or rearranged to better suit your context and expectations may be amended up or down depending on student interests, skills, and availability. See the PowerPoint presentation for websites and book suggestions.

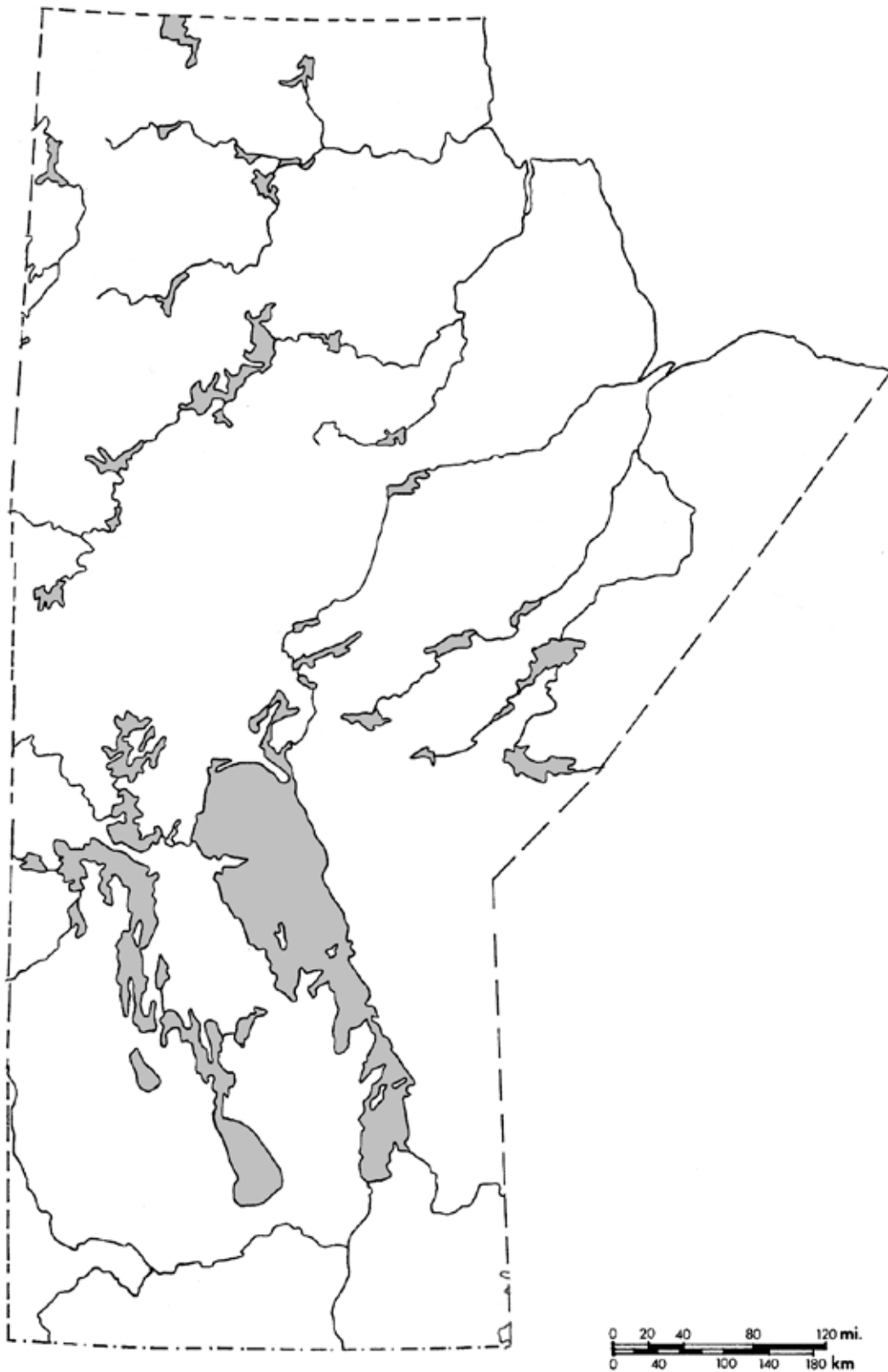
Step-by-step instructions for students:

1. Think about your community (activating).
2. Locate your community on a Map of Manitoba.
3. Reflect on the Inquiry Question "How do communities in Canada meet the needs of the people that live in them?"
4. Analyze wants and needs.
5. Learn about Indigenous peoples.
6. Choose a First Nation community to learn more about (research and mapping).
7. Learn about roles/jobs in a First Nation community.
8. Imagine what it would be like to take on a role/job of someone from a First Nation community.
9. Reflection: compare similarities and differences between a First Nation community and your community.
10. Reflection: think about how communities in Canada meet the needs of the people that live in them.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

- First Nations Communities in Manitoba PowerPoint
- Geographic Features and Natural Resources—Manitoba Map
- Manitoba First Nation Communities Number Sentences
- Community Role Reflection in Words or Pictures
- Canadian Needs, Choices, and Decisions—T-Chart
- Communities in Canada Inquiry Project Rubric

Map of Manitoba



Manitoba First Nation Communities Number Sentences



Cree + Dene + Oji-Cree + Ojibway + Dakota = Total Manitoba First Nation Communities

_____ + _____ + _____ + _____ + _____ = _____ Manitoba First Nation Communities

Other Addition Sentences:



Subtraction Sentences:



Community Role Reflection in Words or Pictures

Today I am going to imagine what it would be like to take on a role/job of someone from a First Nation Community!



My name is

I am a

I work at the



Today I

What I like
about my

What I
dislike about

Canadian Needs, Choices, and Decisions—T-Chart

basketball	clothing	horse	sunglasses
bed	computer	love	telephone
bike	doll	money	toys
candy	food	safety	vacation
car	game	shelter	water

Needs 	Wants 

Grade 2 Communities in Canada Inquiry Project Rubric

How do communities in Canada meet the needs of the people that live in them?

Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)	Not demonstrated (ND)
Social Studies— Knowledge and Understanding	Student insightfully makes connections across cultural and geographical contexts and fluently uses appropriate vocabulary about their community and a First Nation community and maps those communities on a map of Manitoba.	Student makes connections across cultural and geographical contexts and uses key vocabulary about their community and a First Nation community and can map those communities on a map of Manitoba.	Student requires occasional teacher or peer support to make connections across cultural and geographical contexts and to use key vocabulary about their community and a First Nation community and to map those communities on a map of Manitoba.	Student requires considerable, ongoing teacher support to make connections across cultural and geographical contexts and to use key vocabulary about their community and a First Nation community and to map those communities on a map of Manitoba.	Does not yet demonstrate the required understanding and application of concepts and skills.
Social Studies— Research and Communication	Student asks thought-provoking questions during activities/discussions, and accurately and comprehensively records and clearly communicates First Nation community and own community information and ideas.	Student asks relevant questions during activities/discussions, and records and communicates First Nation community and own community information and ideas.	Student requires occasional teacher or peer support to ask relevant questions and, record and communicate First Nation community and own community information and ideas.	Requires considerable, ongoing teacher support to asks relevant questions, and record and communicate First Nation community and own community information and ideas.	Does not yet demonstrate the required understanding and application of concepts and skills.
Social Studies— Critical Thinking and Citizenship	Student easily compares First Nation community to their community, and spontaneously expresses thoughtful opinions about their community and First Nations communities.	Student compares First Nation community to their community and recognizes and responds to thoughtful opinions about their community and First Nations communities.	Student requires occasional teacher or peer support to compare First Nation community to their community and to recognize and responds to thoughtful opinions about their community and First Nations communities.	Student requires considerable, ongoing teacher support to compare First Nation community to their community and to recognize and responds to thoughtful opinions about their community and First Nations communities.	Does not yet demonstrate the required understanding and application of concepts and skills.
Lang. Arts - COMP. Listening & Viewing	Student uses strategies and cues before, during and after listening and viewing to develop understanding of First Nations and other communities in Manitoba.	Student uses strategies and cues with some prompting before, during and after listening and viewing to develop understanding of First Nations and other communities in Manitoba.	Requires occasional teacher or peer support or modelling to use strategies and cues before, during and after listening and viewing to develop understanding of First Nations and other communities in Canada.	Requires considerable, ongoing teacher support to use strategies and cues before, during and after listening and viewing to develop understanding of First Nations and other communities in Manitoba.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMM. Writing	Student uses strategies and cues to independently generate and communicate their ideas and information about their community and a First Nation Community Role with very few convention errors.	Student uses strategies and cues with occasional prompting to generate and communicate their ideas and information about their community and a First Nation Community Role with some convention errors.	Student requires occasional teacher or peer support to use strategies and cues to generate and communicate their ideas and information about their community and a First Nation Community Role and correct convention errors.	Student requires considerable, ongoing teacher support to use strategies and cues to generate and communicate their ideas and information about their community and a First Nation Community Role and correct convention errors.	Does not yet demonstrate the required understanding and application of concepts and skills.

Language Arts— COMM. Speaking and Representing	Student uses strategies and cues to independently generate and clearly communicate, thinking, ideas, and information about their community, a First Nation Community and a First Nation Community Role.	Student uses strategies and cues with some prompting to generate and clearly communicate, thinking, ideas, and information about their community, a First Nation Community and a First Nation Community Role.	Requires occasional teacher or peer support to generate and clearly communicate, thinking, ideas, and information about their community, a First Nation Community and a First Nation Community Role.	Requires considerable, ongoing teacher support to generate and clearly communicate, thinking, ideas, and information about their community, a First Nation Community and a First Nation Community Role.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— Critical Thinking	Student insightfully interprets evidence and draws a conclusion about a First Nation community and their community.	Student interprets evidence and draws a conclusion with some prompting about a First Nation community and their community.	Requires occasional teacher or peer support to interpret evidence and draw a conclusion about a First Nation community and their community.	Requires considerable, ongoing teacher support to interpret evidence and draw a conclusion about a First Nation community and their community.	Does not yet demonstrate the required understanding and application of concepts and skills.
Mathematics— Knowledge and Understanding (number sentences)	Student chooses and can explain efficient strategies to accurately write addition and subtraction sentences (within 100) about the different and total Manitoba First Nation Communities.	Student uses strategies to accurately write addition and subtraction sentences (within 100) about the different and total Manitoba First Nation Communities.	Requires occasional teacher or peer support to use strategies to accurately write addition or subtraction sentences (within 100) about the different and total Manitoba First Nation Communities.	Requires considerable, ongoing teacher support to use strategies to accurately write addition or subtraction sentences (within 100) about the different and total Manitoba First Nation Communities.	Does not yet demonstrate the required understanding and application of concepts and skills.
Mathematics— Mental Math and Estimation (number sentences)	Student efficiently and flexibly chooses and uses mental math strategies to solve addition and subtraction sentences (within 100) about the different and total Manitoba First Nation Communities.	Student accurately chooses and uses mental math strategies to solve addition and subtraction sentences (within 100) about the different and total Manitoba First Nation Communities.	Requires occasional teacher or peer support to choose and use mental math strategies to solve addition or subtraction sentences (within 100) about the different and total Manitoba First Nation Communities.	Requires considerable, ongoing teacher support to choose and use mental math strategies to solve addition or subtraction sentences (within 100) about the different and total Manitoba First Nation Communities.	Does not yet demonstrate the required understanding and application of concepts and skills.
Mathematics— Problem Solving (number sentences)	Student initiates and efficiently explains and uses a strategy to determine the number of Indigenous cultural-linguistic groups in Manitoba.	Student explains and uses a strategy with some prompting to determine the Indigenous cultural-linguistic groups in Manitoba.	Requires occasional teacher or peer support to think of and use a strategy to determine the number of Indigenous cultural-linguistic groups in Manitoba.	Requires considerable, ongoing teacher support to think of and use a strategy to determine the number of Indigenous cultural-linguistic groups in Manitoba.	Does not yet demonstrate the required understanding and application of concepts and skills.