

Ross Farm Curriculum Map For Teachers – Grade Two

Grade Level / Concepts	Ross Farm Experiential Workshops	Suggested Evaluation or Follow-up Activities	Specific Social Studies Outcomes Met	Teacher check completed
<p>Social Studies Concept: Change Explore change as it relates to people, technology, economics, and the environment</p> <p>English Language Arts 2.1 • participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen</p>	<p>Workshop: Experience the School House Students will experience life in Harriston school built 107 years ago. Children will discover that the teacher’s attire and behavior is different from modern teachers. Children will be assigned a grade level in the one room school, which will then determine where they sit, and the tasks assigned. Students will experience lessons such as arithmetic, spelling and penmanship using slates, slate pencils, and quill pens. They will discover how the subjects, costs and even the physical structure of schools differ from modern classrooms today. Students will be asked to identify an artifact that will help them understand that school rules differed as well. As the school day ends, children may ring the school bell and then receive their “reports”.</p>	<p>Compare and contrast school rules then and now on a chart. (continuity / change)</p> <p>Teachers and students explore where rules come from by inviting school authorities (the principal) to visit the class. (historical significance)</p>	<p>2.1.1 describe changes and explain their reaction to the changes (rules, lessons, physical building etc.) 2.1.2 how individuals and groups contributed to change – Joseph Howe 2.1.3 explain how decisions made by individuals and diverse groups result in change 2.1.4 predict ways their community might change in the future 2.2.1 describe and evaluate role of technology in their lives – identify different kinds of technology, assess the effect of technology on their lives 2.2.2 people have changed technology over time to meet</p>	

		<p>Students would interview their parents/ grandparents to see how school rules, buildings, lessons and technology are different from their own. (continuity / change)</p>	<p>their needs, wants and interests – lifestyles of the past are different from today, positive/negative impact of technology 2.3.1 children and their families use economic decision making as consumers – exchange of money is most common way to obtain goods/services 2.3.3 changing nature of work over time – including children’s work has changed from the past to the present, 2.4.1 explain how and why environments change over time – constructed change 2.4.2 how interactions with environment have changed – how people depended on their environment to survive and build communities 2.4.3 demonstrate an understanding of sustainable development and its</p>	
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