Grade 3
Social Studies

Communities of the World

A Foundation for Implementation

Manitoba
Building for the Future

GRADE 3 SOCIAL STUDIES
COMMUNITIES OF THE WORLD

A Foundation for Implementation

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Contents

Acknowledgements *iii*

Introduction *1*

Social Studies and the Creation of a Democratic Learning Community *1*

Background *1*

A Brief History of the Social Studies Curriculum *1*

Contents of the Document *2*

Overview ***3***

Social Studies in Manitoba—A Kindergarten to Senior 4 Overview *3*

Definition *3*

Vision *3*

Goals of Social Studies *3*

Citizenship as a Core Concept in Social Studies *6*

Rationale for Citizenship Education *6*

Active Democratic Citizenship in Canada *7*

Canadian Citizenship for the Future *7*

Citizenship in the Global Context *8*

Environmental Citizenship *8*

General Learning Outcomes *9*

Social Studies Skills *12*

Guiding Principles for Social Studies Learning and Teaching *14*

Social Studies and the Learning Process *14*

Instructional Strategies for Active Learning *14*

Resource-Based Learning *15*

Role of the Social Studies Teacher *16*

Dealing with Controversial Issues *16*

Social Studies as a Curriculum of and for Diversity and Equity *17*

Inclusive Social Studies Classrooms *17*

Towards a Pedagogy for Social Justice *19*

The Transformative Curriculum: Education for Social Justice *20*

Diversity and Inequity: The Historical Context *20*

Identity, Culture, and Race *21*

Towards an Inclusive and Anti-Bias Identity *21*

Towards an Anti-Bias/Anti-Racist Identity *22*

Applying Racial Identity Development Concepts in the Classroom *22*

Isolation and Identity *23*

Strategies to Develop Positive Attitudes towards Diversity *24*

Points to Consider When Using Multicultural Resources in the Classroom *24*

Contents

Social Studies Assessment *26*
Purpose of Assessment *26*
Assessment and the Stages of Learning *27*
Collecting Assessment Information *29*
Assessment Tools and Strategies *29*
Self-Assessment and Reflection *31*
A Social Studies Model for Classroom-Based Assessment *33*
Document Components and Structure *34*
Document Components *34*
Conceptual Map *34*
Core Concept *35*
Diverse Perspectives *35*
General and Specific Learning Outcomes *35*
Skills Learning Outcomes *35*
Knowledge and Values Learning Outcomes *36*
Distinctive Learning Outcomes *36*
Document Structure *36*
Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles *38*
Guide to Reading the Learning Outcome Code *39*
Guide to Reading a Learning Experience *40*

Grade Three: Communities of the World *41*
Grade Overview *42*
Cluster Descriptions *43*
Grade 3 Skills *44*
Active Democratic Citizenship *44*
Managing Information and Ideas *44*
Critical and Creative Thinking *45*
Communication *45*
Core Concept: Citizenship—Knowledge and Values Specific Learning Outcomes *46*
General Learning Outcomes—Knowledge and Values Specific Learning Outcomes *47*
Identity, Culture, and Community *47*
The Land: Places and People *48*
Historical Connections *49*
Global Interdependence *50*
Power and Authority *51*
Economics and Resources *52*

Contents

Suggested Teaching Scenarios and Classroom Materials *53*
Cluster 1: Connecting With Canadians *55*
- Learning Experiences: Overview *56*
- Cluster Assessment: Tools and Processes *58*
- Cluster Description *58*
- Engaging Students in the Cluster *59*
- Learning Experiences *59*
  - Canadian Citizenship *60*
  - Canadian National Anthem *64*
  - Personal Identity *68*
  - Leadership *72*
  - Conflict Resolution *76*
  - Remembrance Day *80*
- Cluster 1 – Connecting and Reflecting *82*

Cluster 2: Exploring the World *83*
- Learning Experiences: Overview *84*
- Cluster Assessment: Tools and Processes *86*
- Cluster Description *86*
- Engaging Students in the Cluster *87*
- Learning Experiences *87*
  - Mapping the World *88*
  - Community Connections *92*
  - Human Rights *96*
  - Personal Responsibilities *102*
- Cluster 2 – Connecting and Reflecting *107*

Cluster 3: Communities of the World *109*
- Learning Experiences: Overview *110*
- Cluster Assessment: Tools and Processes *112*
- Cluster Description *112*
- Engaging Students in the Cluster *113*
- Learning Experiences *113*
  - Locating World Communities *114*
  - Living with the Land *118*
  - Resources *124*
  - World Communities *128*
  - Daily Life *132*
  - Cultural Diversity *136*
- Cluster 3 – Connecting and Reflecting *141*

Cluster 4: Exploring an Ancient Society *143*
Learning Experiences: Overview *144*
Cluster Assessment: Tools and Processes *146*
Cluster Description *146*
Engaging Students in the Cluster *147*
Learning Experiences *147*
Daily Life in an Ancient Society *148*
Cultural Expression in an Ancient Society *152*
Contributions, Continuity, and Change *156*
Cluster 4 – Connecting and Reflecting *160*

References *161*

Appendices

Appendix A: Skills Assessment
Appendix B: Blackline Masters
Appendix C: Charts and Checklists
Appendix D: Vocabulary Strategies
Appendix E: Kindergarten to Grade 4 Cumulative Skills Chart
Appendix F: Recommended Learning Resources

SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY

Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

Background

This document was produced by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It includes the core concept of citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in Manitoba.

A Brief History of the Social Studies Curriculum

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the *Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)*. This was the first inter-provincial/territorial curriculum project to include both Aboriginal and francophone representatives as full and equal partners in the development process.

Manitoba Advisory Groups

- Social Studies Steering Committee
- K to S4 Framework Development Team
- Cultural Advisory Team

Manitoba's involvement in the WCP project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, including representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Senior 4 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, français, and French Immersion Programs, as well as Aboriginal educators, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba

  (See the Acknowledgments section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Senior 4 Overview:** This section presents an overview of the Kindergarten to Senior 4 social studies program in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 3: Communities of the World:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values learning outcomes; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **Appendices:** This section contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Kindergarten to Grade 4 Cumulative Skills Chart; and F: Recommended Learning Resources.
- **Bibliography**

SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO SENIOR 4 OVERVIEW

Definition

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

Vision

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand Canada and the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Senior 4, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies

Overview

With respect to **Canada**, social studies enables students to

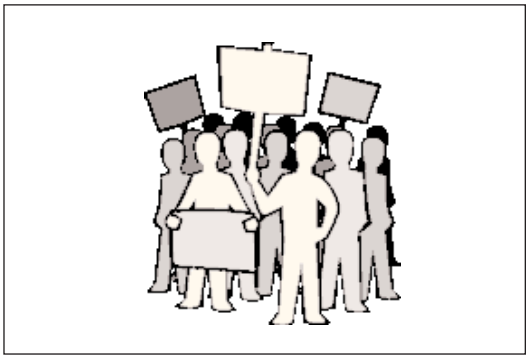
- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present

With respect to the **world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as a whole

With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability



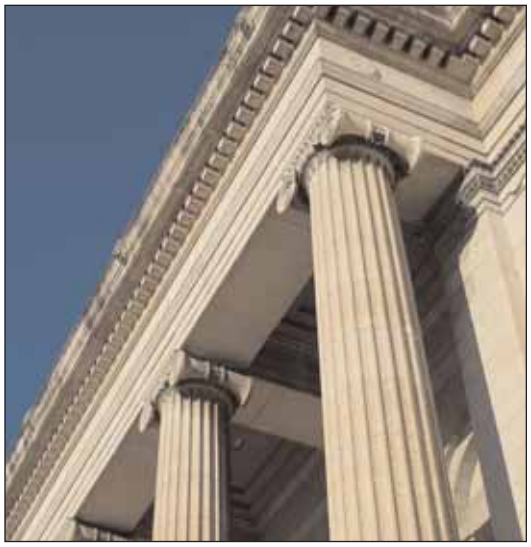
With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience

With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES



Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Canada is regarded as one of the most prosperous, peaceful, and democratic countries in the world, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

GENERAL LEARNING OUTCOMES

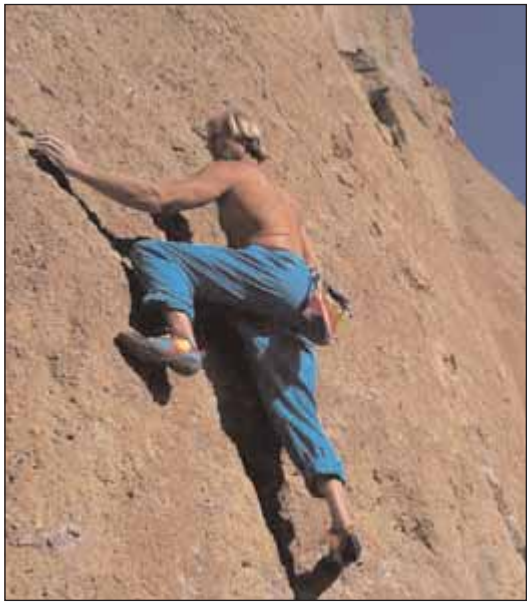
The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Senior 4. They are the basis for the specific learning outcomes for each grade.

Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

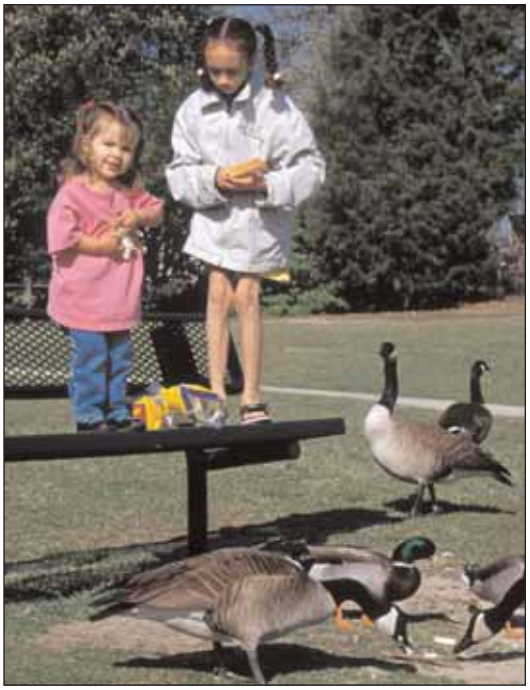
The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

SOCIAL STUDIES SKILLS

Social studies skills for Kindergarten to Grade 8 are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

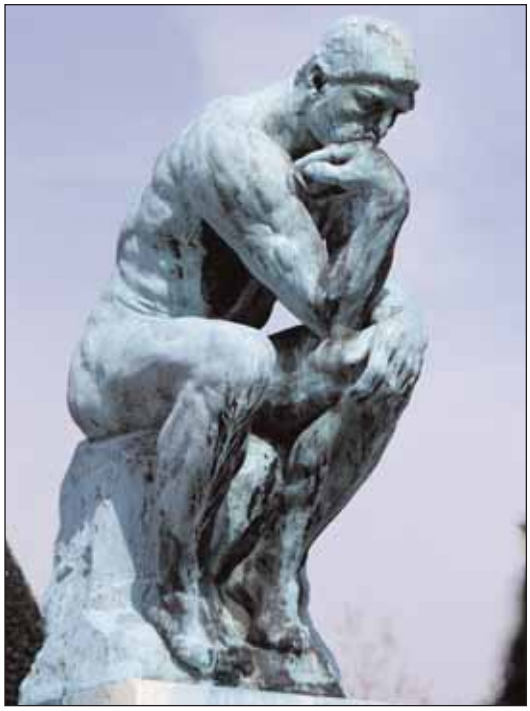


Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.



Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

Strategies to support student inquiry and interaction:

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

Active learning includes
- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

Activities that engage students in democratic processes:
- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well-suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a plethora of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, field trips, as well as knowledgeable individuals from the local community.

Resource-based learning
- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single "right answer" to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY

Inclusive Social Studies Classrooms

The social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by, larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

Inclusive classrooms focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the "hard stuff" of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

2. Grounded in the lives of students

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers "don't know it all." Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with children of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

4. Critical

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onwards, students need to develop skills and insights that allow them to pose essential questions. Who makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

5. Participatory and experiential

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

6. Hopeful, joyful, caring, and visionary

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

7. Academically rigorous

An inclusive classroom focused on social justice equips students with the skills they need to navigate in the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

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Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity, and racism. This approach requires a clear and well-developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

> *"It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada." (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)*

The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

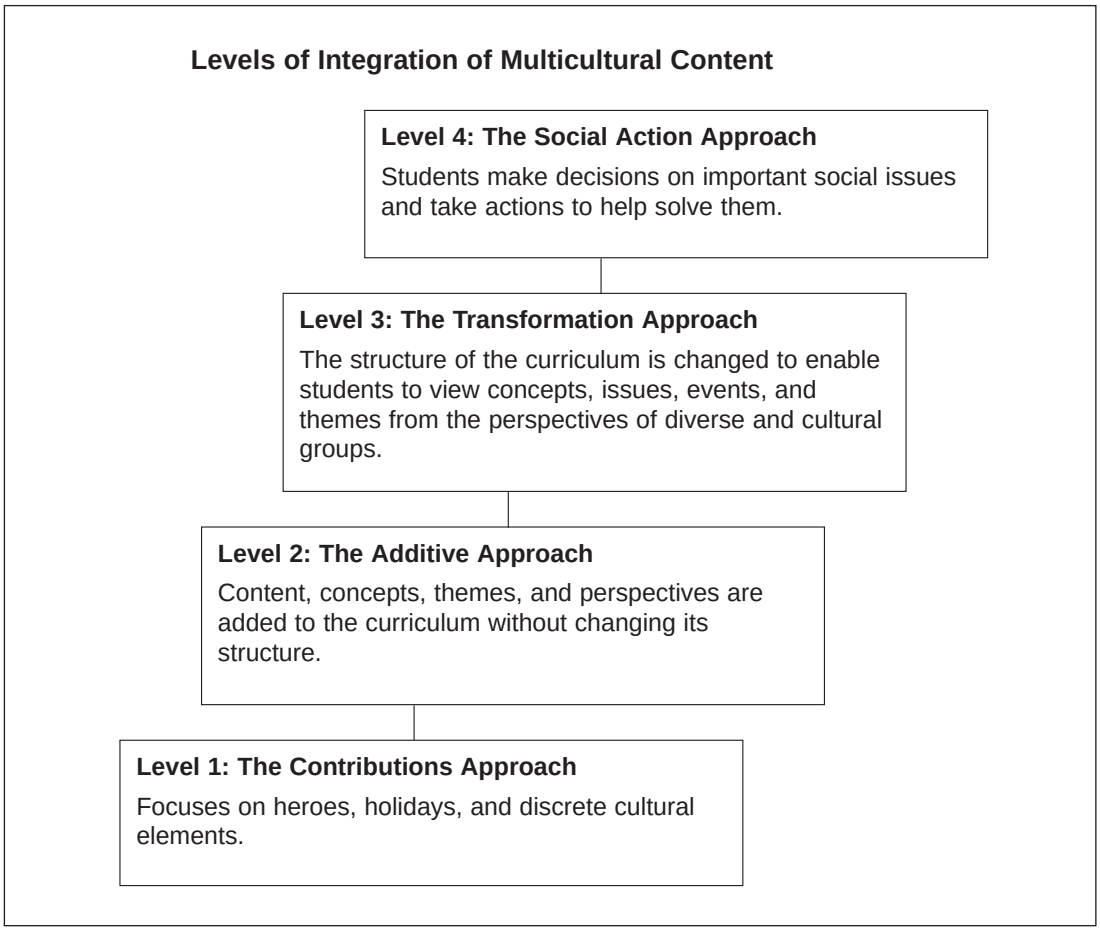


Figure 1: From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual's identity is complex and composed of various dimensions.
- Every individual has multiple identities, with ethnicity, class, gender, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity. (see below)

Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey. It is a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable, static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)

Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African American experience, but is relevant in a Canadian context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.

Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?

Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.
- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.
- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.

Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
- Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
- Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
- Pay attention to feelings.
- Provide truthful information appropriate to students' level of understanding.
- Help students recognize racial, cultural, social, and other stereotypes.
- Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
- Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
- Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**
   - How does the resource fit into the yearly plan or the curriculum?
   - Is the school environment positive and open to diversity?
   - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?

- Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
- What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
- Is multicultural literature frequently used in the school and throughout various subject areas?

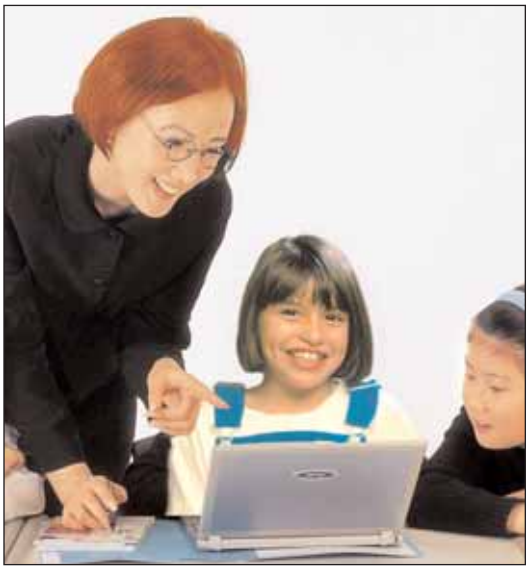
2. **What was the rationale for choosing the resources to be used?**
   - Were parents or community group members involved in the selection of the resources?
   - Has the impact of the resource on readers of different experiences and perspectives been considered?
   - Have questions of voice and authenticity been considered?
   - Have supplementary or complementary materials been considered?

3. **Has the stage been set for the introduction of the resource, including its content and major themes?**
   - Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
   - Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
   - Have students explored issues related to the use of problematic terms and references made in the resource?
   - Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. **Does the classroom experience lend itself to anti-bias/ anti-racist learning?**
   - Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
   - Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
   - Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
   - Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
   - Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?
   - Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
   - Has the use of additional resources that give a more complete picture been considered?

5. **How does the resource or issue studied relate to other aspects of the curriculum and school experience?**
   - Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
   - Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
   - Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
   - Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

SOCIAL STUDIES ASSESSMENT



Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves its own purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of* or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

Activating: How will students be prepared for learning?

Acquiring: What strategies facilitate learning for groups and individuals?

Applying: How will students demonstrate their understanding?

Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each stage of activating, acquiring, and applying. Assessment at each stage benefits both students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students applying new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources.

Assessment at Different Stages of Learning		
	Students	**Teachers**
Activating Stage	Assessment in the activation stage helps **students** • "set the stage" and to mentally plan and prepare for new learning • identify the focus of new learning • identify what they already know about a topic • gain interest in a new topic	Assessment in the activation stage helps **teachers** • identify gaps, strengths, misconceptions, and faulty information in student prior knowledge • identify student interests • provide a focus for planning instructional strategies and the selection of student learning resources • determine which instructional approaches or resources need to be implemented or adapted
Acquiring Stage	Assessment during the acquiring stage helps **students** • become aware of the progress and the degree of understanding they are achieving • experience and adapt different approaches and strategies that facilitate their learning • identify what further learning they need to undertake • improve as they practise	Assessment during the acquiring stage helps **teachers** • revise learning strategies to meet evolving student needs • monitor student growth and progress, and determine where students are in achieving specific learning outcomes • determine if individual students need additional support or further learning opportunities to achieve SLOs • identify which learning outcomes need to be the focus of subsequent instruction and assessment • gather evidence of student growth, which may be used for reporting
Applying Stage	Assessment during the applying stage helps **students** • become aware of their growth and achievement, and celebrate their successes • identify their strengths, as well as areas needing further growth • deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways	Assessment during the applying stage helps **teachers** • be fully aware of student understanding and achievement of learning outcomes • identify student strengths and areas needing further learning • provide evidence of student growth and achievement for reporting to parents and administrators • reflect on their teaching practices in order to identify changes and revisions to learning strategies

Figure 2: Assessment at Different Stages of Learning

Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through moment-by-moment observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all of the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes, the structure of the learning activity (e.g., individual, small group, whole class), the time of year, and the stage of student development. Teachers may choose to focus assessment observation on one or two students or a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to pre-determined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals.

Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- ***Assessing Knowledge:*** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.
- ***Assessing Skills:*** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

- ***Assessing Values:*** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including student's interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

Assessment tools and strategies:
- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

Student portfolios are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year's end, and "summative" assessments that were made earlier may need to be revised.

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.

Student autonomy and responsibility is enhanced when students

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

Language to encourage self-assessment

Students

- I think I need to…
- I also want to…
- I was thinking that…
- I wonder…
- Next time I would…

Teachers

- Why did you choose to…?
- What options did you consider…?
- What changed in your thinking?

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks, and to not be afraid of making mistakes. Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the summative assessment stage.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 3: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

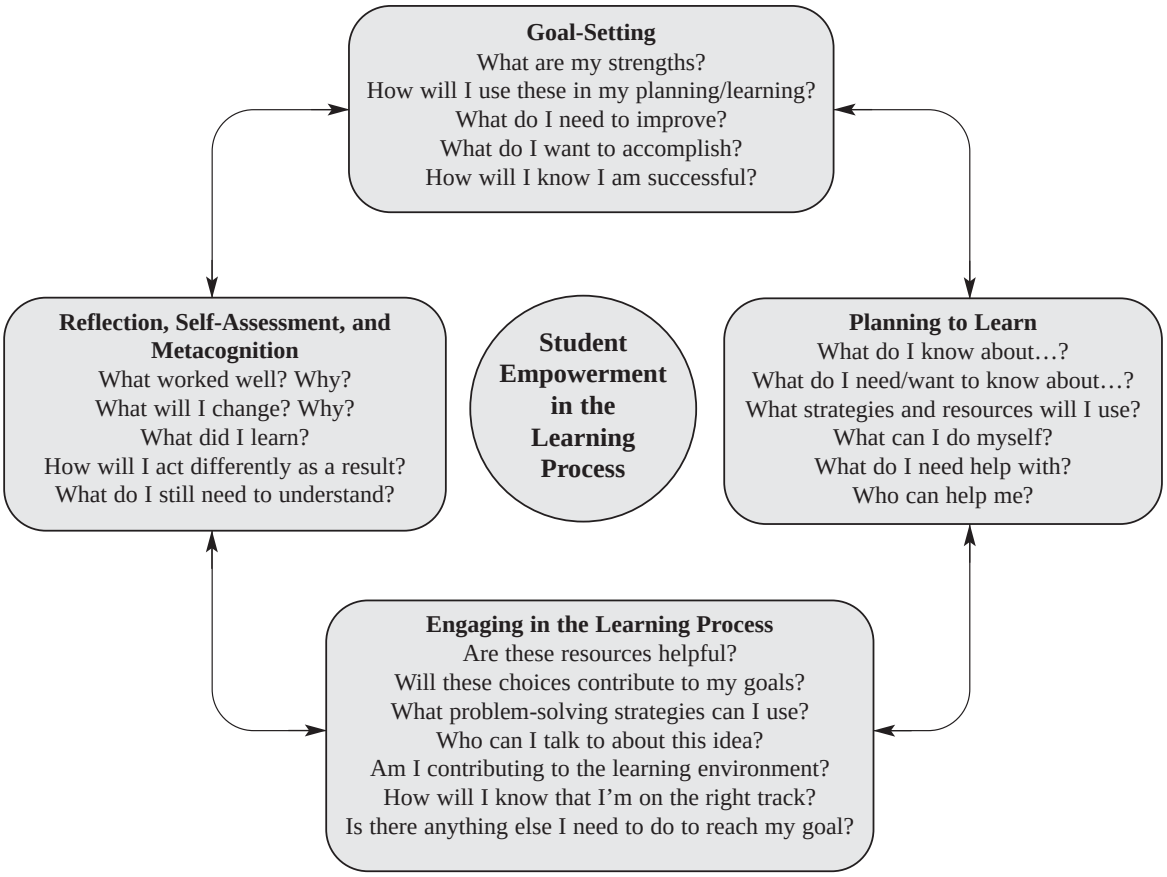


Figure 3: Student Empowerment in the Learning Process

Teacher Reflection

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before*, *during*, and *after* learning.

Before learning begins, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

Once learning is underway, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

Teacher as reflective practitioner

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Finally, *when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.

In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendix C.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. (Appendix C)
- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)
- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience:**

-
Skills Set: This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.

-
Suggested Portfolio Selections: Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

  A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

The following assessment tool appears at the **end of every cluster:**

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

DOCUMENT COMPONENTS AND STRUCTURE

Conceptual Map

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

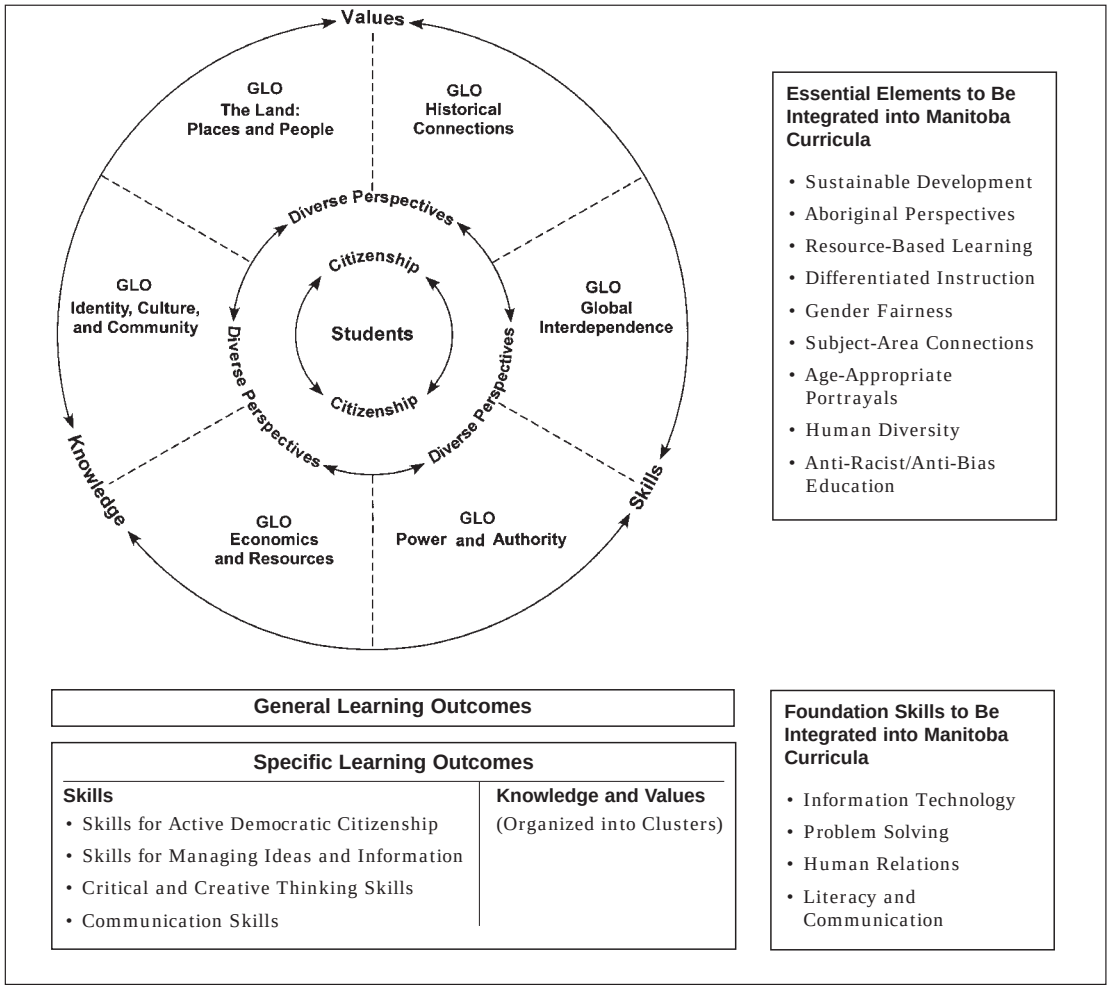


Figure 4: Conceptual Map

DOCUMENT COMPONENTS

Core Concept

As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge**, and **values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes (see page 12) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Kindergarten to Grade 4 is found in Appendix E.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.
- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

DOCUMENT STRUCTURE

Each grade from Kindergarten to Grade 4 contains the following components:

- **Grade Overview:** A brief description of the content and focus of a given grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:
  - — **Skills:** The skills learning outcomes are organized in four categories, and intended to be integrated through each cluster.

— **Knowledge and Values:** The knowledge and values specific learning outcomes are presented under the Core Concept: Citizenship, and under each of the six general learning outcomes.

— **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.

- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:

  — **Skills Progress Chart** (teacher tracking tool)

  — **Student Portfolio Tracking Chart** (student tool)

  — **Engaging Students in the Cluster** (strategies to activate the cluster)

  — **Skills Set** (an icon indicating the skills targeted in the learning activity)

  — **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)

  — **Knowledge and Values Learning Outcomes** (targeted outcomes)

  — **Description of the Learning Experience**

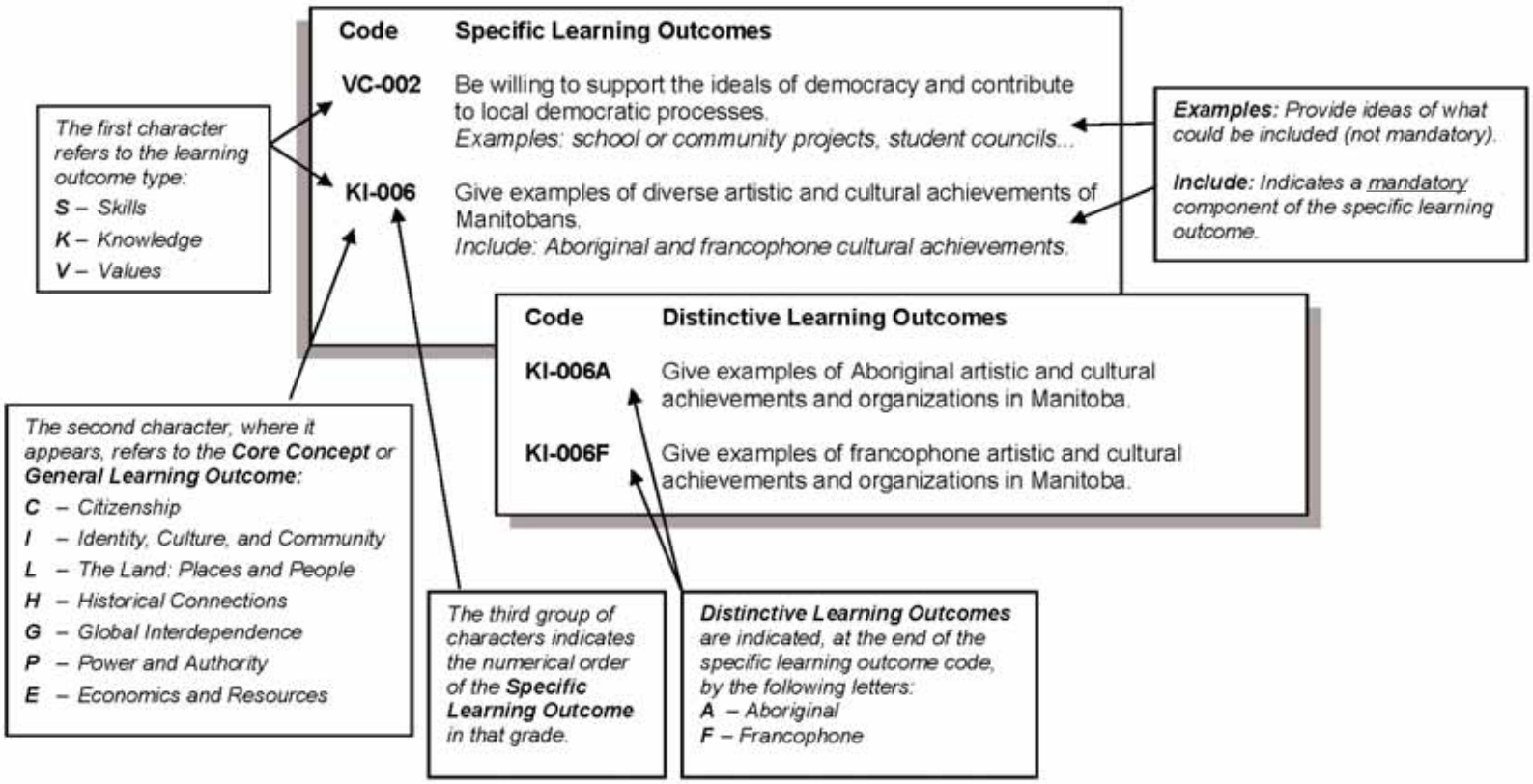
  — **Vocabulary List**

  — **Connecting and Reflecting** (end-of-cluster summative assessment activity)

Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles

Grade	Kindergarten *Being Together*	Grade 1 *Connecting and Belonging*	Grade 2 *Communities in Canada*	Grade 3 *Communities of the World*	Grade 4 *Manitoba, Canada, and the North: Places and Stories*	Grade 5 *Peoples and Stories of Canada to 1867*	Grade 6 *Canada: A Country of Change (1867 to Present)*	Grade 7 *People and Places in the World*	Grade 8 *World History: Societies of the Past*
Skills Outcomes	Active Democratic Citizenship		Managing Information and Ideas			Critical and Creative Thinking		Communication	
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept Citizenship								
Cluster 1	Me	I Belong	Our Local Community	Connecting with Canadians	Geography of Canada	First Peoples	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Living in Canada	Early European Colonization (1600 to 1763)	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Living in Manitoba	Fur Trade	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome
Cluster 4				Exploring an Ancient Society	History of Manitoba	From British Colony to Confederation (1763 to 1867)	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)
Cluster 5					Canada's North				Shaping the Modern World (Circa 1400 to 1850)

Guide to Reading the Learning Outcome Code



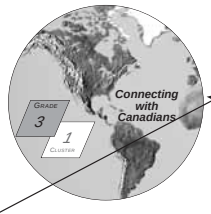
Guide to Reading a Learning Experience

GRADE 3 — 1 CLUSTER

Communities of the World

Connecting with Canadians

Learning Experience: 3.1.5 Conflict Resolution



KP-033 Identify ways of resolving conflict in groups and communities.

KP-034 Identify ways to deal with bullying.

Title of the learning experience

A description of the focus of the learning experience

Targeted specific learning outcomes

Description of the Learning Experience

Conflicts may occur when people interact with each other in their groups and communities, and most conflicts can be resolved peacefully. Students identify examples of conflict and bullying, explore ways to resolve conflicts, and develop strategies to deal with bullying.

Vocabulary: conflict resolution, bully, victim, bystander (See Appendix D for Vocabulary Strategies.)

Suggested vocabulary

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
		Activate
Suggested student portfolio selection	KP-033 KP-034	Using a Y-chart, students identify the characteristics of a bully and a victim. Students describe what each person does, what she or he says, and how he or she feels. Students share completed charts with peers.
Blackline masters (Appendix B)		3.1.5 a BLM: Conflict Resolution - Y-Chart
		or
	KP-033 KP-034	As an Admit Slip, students describe a conflict or bullying situation they have seen on a television show. Students describe the conflict, explain how it was resolved, and suggest an alternative solution. Students record successful conflict resolution strategies in their journals.
		or
Skills set and classroom-based assessment (Appendix A)	KP-033 KP-034	Students brainstorm places where conflict or bullying occurs (e.g., playground, school bus, community centre...), people who help resolve conflicts (e.g., teachers, police, parents, friends...), and examples of how conflicts are resolved (e.g., talking, compromise, apologizing, restitution...). Students discuss strategies they may use to resolve conflict or deal with bullying. TIP: Introduce the term "restitution" as a means of conflict management.

Indicates stage of learning

Teacher Reflections

or

KL-016 Students browse a variety of satellite images and aerial photographs and compare these representations of the Earth with images found in maps and atlases. Students select satellite images or aerial photographs of continents or oceans, and challenge peers to identify the location on a map or globe.

Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>

Supporting websites

(*continued*)

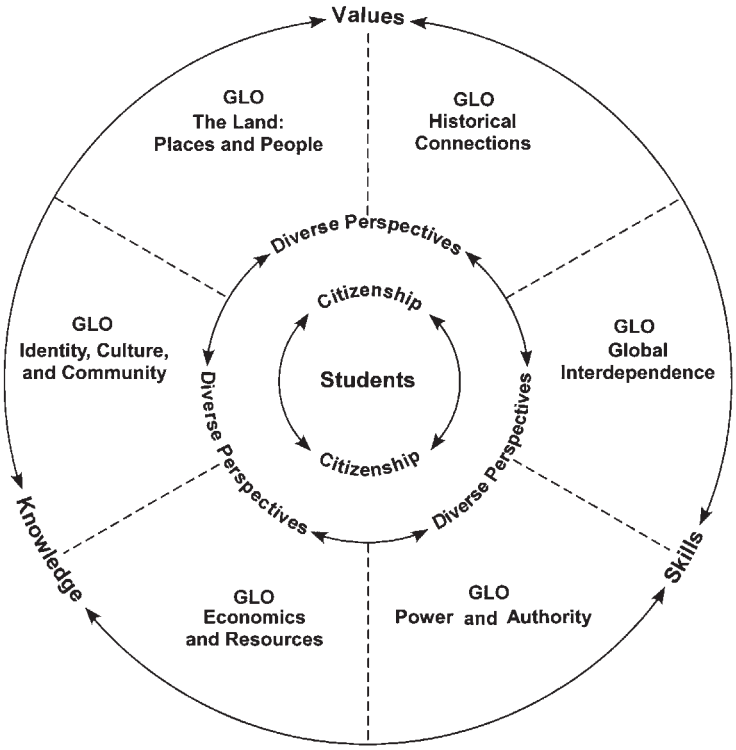
Teacher Reflections

COMMUNITIES OF THE WORLD

GRADE 3

Grade Overview
Specific Learning Outcomes
Learning Experiences

GRADE 3 students explore ways of life in selected communities of the world, past and present. They are introduced to world geography and enrich their appreciation of global diversity as they explore communities and cultures. Students study physical, social, and cultural characteristics of two contemporary communities of the world, one of which is an indigenous community. They also explore life in an ancient society selected from Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs. Through this exploration, students discover the connections linking diverse communities, past and present, and develop an appreciation of the enduring contributions of communities of the world.



Cluster 1: Connecting with Canadians

Students examine the rights and responsibilities of Canadian citizens and explore their connections with other Canadians. This includes a focus on Canada's national anthem and Remembrance Day. Students also consider community influences and interactions related to identity, leadership, and decision making, and explore ways of dealing with conflict and bullying.

Cluster 2: Exploring the World

Students are introduced to world geography and the use of maps and images to represent geographic concepts such as borders, hemispheres, and the equator. They explore common concerns and connections between world communities. They also examine human rights, the role of community services, and the effects of personal decisions.

Cluster 3: Communities of the World

Students enrich their appreciation of global diversity as they explore communities and cultures in other places of the world. Students explore the elements that constitute a culture and examine the physical, social, and cultural characteristics of *two contemporary communities of the world, one of which is an indigenous community*.

Cluster 4: Exploring an Ancient Society

Students explore life in *one ancient society selected from a choice of Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs*. They consider various aspects of that society, including its ways of life, cultural expressions, customs and traditions, and enduring contributions.

Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Grade 3 students will...

S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.	S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-101	Resolve conflicts peacefully and fairly.	S-104	Consider the rights and opinions of others during interactions.
S-102	Interact fairly and respectfully with others.		

Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Grade 3 students will...

S-200	Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	S-205	Construct maps that include a title, legend, and compass rose.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	S-206	Interpret maps that include a title, legend, and compass rose.
S-202	Use appropriate terms or expressions to describe periods of time.	S-207	Use cardinal directions to describe the relative locations of places on maps and globes.
S-203	Select and use appropriate tools and technologies to accomplish tasks.		
S-204	Use timelines to organize information chronologically.		

Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Grade 3 students will...

S-300	Formulate questions for research.	S-303	Revise ideas and opinions based on new information.
S-301	Consider advantages and disadvantages of solutions to a problem.	S-304	Distinguish fact from opinion.
S-302	Draw conclusions based on information and evidence.		

Communication

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Grade 3 students will...

S-400	Listen actively to others to understand their perspectives.	S-402	Support their ideas and opinions with information or observations.
S-401	Use language that is respectful of human diversity.	S-403	Present information and ideas orally, visually, concretely, or electronically.

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Grade 3 students will...

KC-001	Recognize citizenship as membership in the Canadian community.
KC-002	Give examples of responsibilities and rights of Canadian citizens.
KC-003	Recite the words to Canada's national anthem in English, French, and a local Aboriginal language. *Examples: Cree, Ojibway, Michif, Dene...*
KC-004	Describe Remembrance Day as a time to think about peace and war.
KC-005	Recognize that people around the world have basic human rights. *Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment...*
KC-006	Explain the importance of fairness and sharing in groups and communities.

VC-001	Support fairness in social interactions.
VC-002	Be willing to contribute to their groups and communities.
VC-003	Respect the equality of all human beings.

Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Grade 3 students will...

KI-007	Identify factors that may influence their identities. *Examples: culture and language, time and place, groups and communities, arts and media...*
KI-007A	Describe personally significant aspects of their Aboriginal community.
KI-007F	Describe personally significant aspects of their francophone community.
KI-008	Describe countries as types of communities defined by borders.
KI-009	Define the elements that constitute a culture. *Include: ways of life, language, art, clothing, beliefs.*
KI-009A	Identify the protocols within their Aboriginal culture.
KI-010	Describe characteristics of daily life in communities studied. *Examples: housing, tools, work, use of the land, recreation, education...*
KI-011	Give examples of cultural expression in communities studied. *Examples: language and stories, art, music and dance, architecture, traditions, clothing...*
KI-012	Recognize the diversity of cultures and communities in the world.
KI-013	Compare daily life in their own communities to life in communities studied.

VI-004	Express interest in the ways of life of diverse cultures and communities.

The Land: Places and People

Students will explore people's dynamic relationships with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

	Grade 3 students will...
KL-014	Locate on a map or globe the equator and the Northern and Southern hemispheres.
KL-015	Locate on a map or globe the continents and oceans.
KL-016	Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.
KL-017	Describe the influence of natural phenomena on ways of life in communities studied. *Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...*
KL-018	Give examples of the use of natural resources in communities studied.
KL-019	Recognize that people have diverse ways of living on or with the land.
KL-020	Locate communities or countries studied on a world map or globe.

VL-005	Appreciate the diversity of the global natural environment.
VL-006	Value the land for what it provides for communities.
VL-006A	Appreciate the sacredness of living on and with the land.

Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Grade 3 students will...

KH-021	Recognize the continuity of cultures, traditions, and practices over time.
KH-022	Recognize that communities change over time.
KH-023	Describe characteristics of daily life in an ancient society. *Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...*
KH-024	Give examples of customs, stories, and traditions of an ancient society.
KH-025	Describe ways in which members of an ancient society expressed themselves. *Examples: art and architecture, music and dance, writing and stories, religious practices...*
KH-026	Give examples of the enduring contributions of an ancient society. *Examples: ideas, inventions, art and architecture, stories...*

VH-007	Express interest in and curiosity about people, events, and ways of life in the past.
VH-008	Value the enduring contributions of societies of the past.

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Grade 3 students will...

KG-027	Give examples of concerns common to communities around the world.
KG-028	Identify organizations that support communities in all countries of the world. *Examples: United Nations and UNICEF, Red Cross, Médecins sans frontières...*
KG-029	Identify ways in which community services can help people acquire their basic human rights. *Examples: ensure quality housing, education, security, food and water.*
KG-030	Describe similarities and connections between communities around the world.
KG-031	Give examples of personal decisions and actions that may positively affect people locally or globally. *Examples: charitable donations and projects, recycling...*

VG-009	Be willing to accept differences among people, communities, and ways of life.
VG-010	Appreciate their connections to people and communities elsewhere in the world.

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

	Grade 3 students will...
KP-032	Give examples of formal and informal leadership and decision making in groups and communities.
KP-033	Identify ways of resolving conflict in groups and communities.
KP-034	Identify ways to deal with bullying.
VP-011	Respect positive leadership in their groups and communities and in Canada.
VP-011A	Respect the teachings of Elders, leaders, parents, and community members.

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

	Grade 3 students will...
KE-035	Give examples of work, goods, and technologies in communities studied.
KE-036	Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
KE-037	Describe diverse ways in which communities meet their members' needs.
KE-038	Identify media influences on their perceptions of people and places elsewhere in the world.
VE-012	Value the contributions individuals make to their communities.

Suggested Teaching Scenarios

Grade 3 Social Studies: Communities of the World is designed so that students focus on

- two contemporary communities of the world, one of which is an indigenous community
- one ancient society selected from Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs

The study of particular communities in Cluster 3, Communities of the World, and Cluster 4, Exploring an Ancient Society, may be planned and organized in a variety of ways:

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Wherever possible, involve students in the selection of communities to be studied, guiding them according to available resources and time. As well, throughout the year, encourage students to gather and discuss pictures and stories of communities elsewhere in the world, identifying these places on a world map. A "Communities of the World" bulletin board would be a useful tool for this ongoing discussion.

Suggested Classroom Materials

It is suggested that the following materials be made available to students as they explore *Communities of the World:*

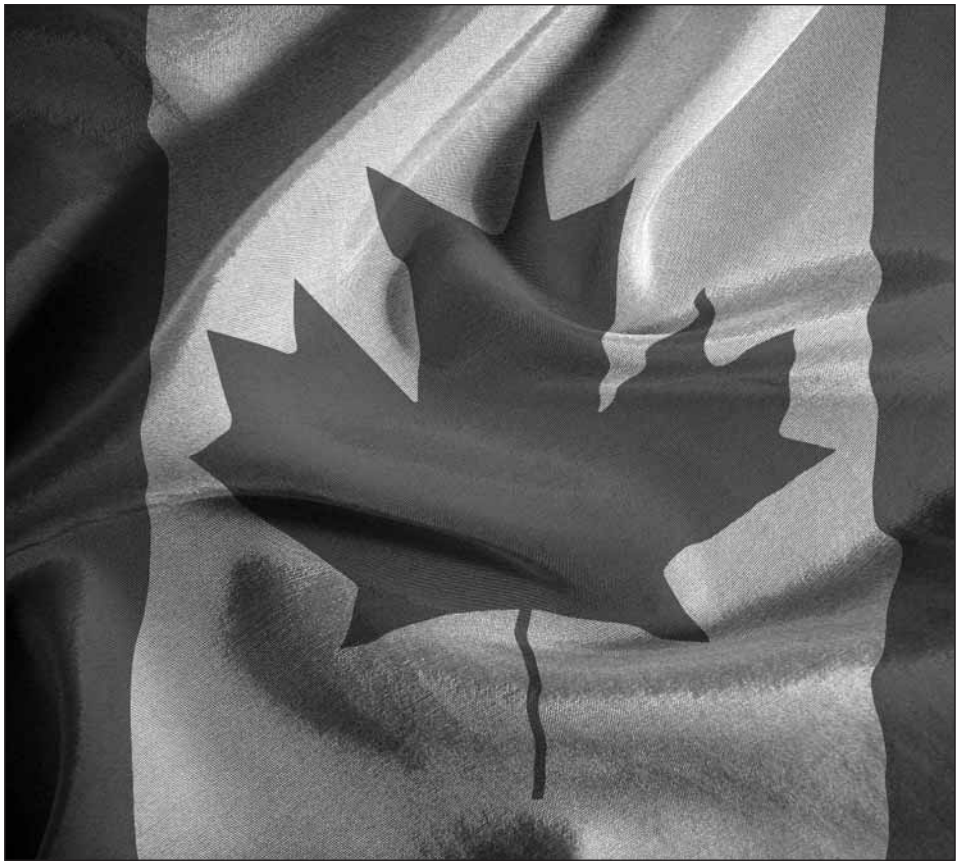
- a collection of old and recent *National Geographic* magazines
- calendars and magazines containing images of landscapes, natural regions, and communities from around the world
- images, photographs, and news clippings of people and cultures from around the world
- brochures and publications produced by international agencies such as UNICEF, UNESCO, CIDA, United Nations, Amnesty International, and International Red Cross
- travel brochures from travel agencies
- a class set of world atlases (minimum one for every five students)
- globes, ideally one for each group of five to eight students
- world wall map
- a computer work station set up with a list of favourite websites including various map sites and international websites for the study of various communities around the world

Communities of the World

Connecting with Canadians

GRADE 3

1 CLUSTER



Learning Experiences

3.1.1 Canadian Citizenship

KC-001 Recognize citizenship as membership in the Canadian community.

KC-002 Give examples of responsibilities and rights of Canadian citizens.

VC-002 Be willing to contribute to their groups and communities.

3.1.2 Canadian National Anthem

KC-003 Recite the words to Canada's national anthem in English, French, and a local Aboriginal language.
Examples: Cree, Ojibway, Michif, Dene...

3.1.3 Personal Identity

KI-007 Identify factors that may influence their identities.
Examples: culture and language, time and place, groups and communities, arts and media...

KI-007A Describe personally significant aspects of their Aboriginal community.

KI-007F Describe personally significant aspects of their francophone community.

3.1.4 Leadership

KP-032 Give examples of formal and informal leadership and decision making in groups and communities.

VP-011 Respect positive leadership in their groups and communities and in Canada.

VP-011A Respect the teachings of Elders, leaders, parents, and community members.

3.1.5 Conflict Resolution

KP-033 Identify ways of resolving conflict in groups and communities.

KP-034 Identify ways to deal with bullying.

3.1.6 Remembrance Day

KC-004 Describe Remembrance Day as a time to think about peace and war.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.

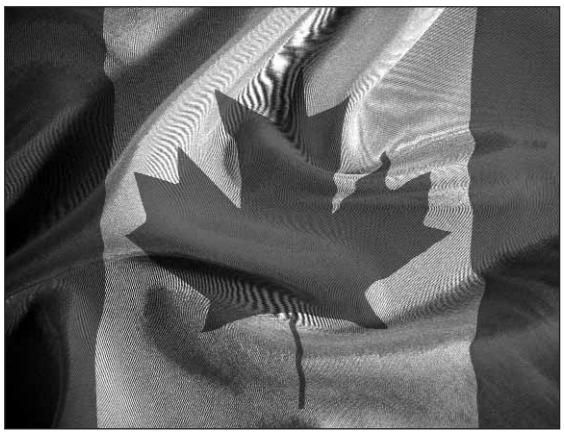
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.

- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students examine the responsibilities and rights of Canadian citizens and explore their connections with other Canadians. This includes a focus on Canada's national anthem and Remembrance Day. Students also consider community influences and interactions related to identity, leadership, and decision making, and explore ways of dealing with conflict and bullying.



Engaging Students in the Cluster

- Create a bulletin board display of images of Canada (e.g., symbols of Remembrance Day, maps of Canada, Canadian symbols, Canadian leaders, words to the national anthem...).
- Create a literature centre of books, poems, and songs that express Canadian identity.
- Students contribute articles that reflect their identity to an artifact centre.
- Post words that contribute to positive conflict resolution on a classroom word wall (e.g., caring, considerate, cooperation, friendly, honest, patient, peace, respect, responsibility, rights...).
- Create a listening centre of music from across Canada (e.g., Maritime fiddle music, Inuit throat singing, Métis fiddle music, Ukrainian polka music, Winnipeg Symphony Orchestra...).
- Students contribute pictures and ideas related to leadership and decision making to create a classroom collage.
- Share books, poems, and picture books related to Canadian communities.

Learning Experiences

3.1.1 Canadian Citizenship

3.1.2 Canadian National Anthem

3.1.3 Personal Identity

3.1.4 Leadership

3.1.5 Conflict Resolution

3.1.6 Remembrance Day

Learning Experience: 3.1.1 Canadian Citizenship

KC-001	Recognize citizenship as membership in the Canadian community.
KC-002	Give examples of responsibilities and rights of Canadian citizens.
VC-002	Be willing to contribute to their groups and communities.

Description of the Learning Experience

All Canadians have responsibilities and rights, including the responsibility to contribute to the well-being of their groups and communities. Students explore what it means to be a citizen of Canada and ways that they can personally contribute to their groups and communities.

Vocabulary: citizen, citizenship, responsibility, right (See Appendix D for Vocabulary Strategies.)

3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
		Activate
	KC-001 KC-002	Students discuss the concept of citizenship, proposing definitions of the term "citizen," and describing what it means to them to be a Canadian citizen. Students record and post ideas on a classroom bulletin board, including dictionary definitions of citizenship. TIP: Be sensitive to the fact that not all individuals see themselves as Canadians and that some students may have immigrated to Canada under difficult circumstances.
		or
	KC-001 KC-002 VC-002	Students discuss the differences between responsibilities and rights. Students create a class list of responsibilities and rights in the community, the school, and in their families. TIP: Help students differentiate between legal and ethical responsibilities. Violations of legal responsibilities have legal penalties (e.g., speeding results in a traffic violation ticket). Violations of ethical responsibilities have social consequences (e.g., deciding not to participate in a team event may affect the team's success and result in disappointment for all team members). (*continued*)

Teacher Reflections

3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KC-001 KC-002 VC-002	Students brainstorm various ways that citizenship is recognized (e.g., medals, certificates, local, provincial, and national awards...). Students discuss the importance of recognizing the contributions of good citizens, and create a list of criteria for Canadian citizenship awards.
		or
	KC-001 KC-002 VC-002	Students brainstorm examples of classroom citizenship (e.g., sharing, respecting others, following the rules, cleaning up...), and take pictures or illustrate instances of "Citizenship in Action" and examples of responsibilities and rights in the classroom. Students discuss how each illustration and example contributes to a positive classroom and/or school environment.
		Acquire
	KC-001 KC-002	Students sort and classify examples of responsibilities and rights. Students share classifications with peers and discuss the differences between responsibilities and rights, and the purposes of each. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **3.1.1 a** BLM: Canadian Citizenship - Responsibility or Right
		or
	KC-001 KC-002 VC-002	Students compose questions and interview, email, or fax community leaders (e.g., elected leader, First Nations Chief, principal, clergy member, police officer, judge, Aboriginal Elder...) to learn about citizenship, responsibilities and rights, as well as ways in which students can contribute to their groups and communities. Students record information and share with peers.
		or
	KC-001 KC-002 VC-002	Students view video clips describing various views of citizenship, responsibilities, and rights. Students discuss the responsibilities and rights of Canadian citizens and record their thoughts and ideas on the meaning of Canadian citizenship and ways in which they may contribute to their groups and communities. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** *(continued)*

Teacher Reflections

3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KC-001 KC-002	Using email, students contact students in other countries to learn about their responsibilities and rights as citizens. Using a Venn diagram, students compare Canadian citizenship responsibilities and rights with those of students in another country. Students share results with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KC-001	Using print and electronic resources, students research the criteria for becoming a citizen of Canada. They prepare and ask questions of someone who has chosen to come to this country and has applied for Canadian citizenship, focusing on that individual's experiences in becoming a Canadian citizen. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Apply
	KC-001 KC-002 VC-002	Using a Y-Chart, students describe what citizenship looks like (e.g., helpful actions), sounds like (e.g., respectful language), and feels like (e.g., pride and belonging), and give examples of ways in which they may contribute to their groups and communities.
		or
	KC-001 KC-002 VC-002	Using a word processor, students create a brochure promoting Canadian citizenship. Students identify and give examples of Canadian responsibilities and rights, and illustrate examples of ways in which students may contribute to their groups and communities. *(continued)*

Teacher Reflections

3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KC-001 KC-002 VC-002	Students create a "Canadian Citizens Wanted" poster. Students illustrate the responsibilities and rights of Canadian citizens, and describe ways in which they may contribute to their groups and communities. **3.1.1 b** BLM: Canadian Citizenship - Canadian Citizens Wanted Poster
		or
	KC-001 KC-002 VC-002	Students plan and conduct a Canadian Citizenship celebration. Students develop criteria, and design and present citizenship awards to recognize individual actions that contribute to their groups and communities. Students present vignettes (e.g., dramatizations, songs, poems...) that identify the responsibilities and rights of Canadian citizens.
		or
	KC-001 KC-002 VC-002	Collaborative groups of students create a multimedia "Canadian Citizenship" presentation. Using a map of Canada as the title slide, students create links to additional slides, and illustrate responsibilities and rights enjoyed by Canadians (e.g., students going to school, sound clips of "O Canada," multiculturalism...), as well as examples of ways in which Canadian citizens contribute to their groups and communities. Compile group presentations in a class presentation.
		or
	KC-001 KC-002 VC-002	Students exercise their responsibilities as Canadian citizens and plan and conduct a "Kids Can Make a Difference" community action project (e.g., recycling, visiting community elders, organizing a food drive...) to contribute to their groups and communities.

Teacher Reflections

Learning Experience: 3.1.2 Canadian National Anthem

KC-003 Recite the words to Canada's national anthem in English, French, and a local Aboriginal language.
Examples: Cree, Ojibway, Michif, Dene...

Description of the Learning Experience

The national anthem is an important aspect of who we are as Canadians. It has its own history and it is part of the Canadian cultural fabric. Students learn the lyrics and history of "O Canada," and recite the anthem in English and French, as well as a local Aboriginal language.

Vocabulary: O Canada, native land, patriot, glorious (See Appendix D for Vocabulary Strategies.)

3.1.2 Canadian National Anthem

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 3a	KC-003	Students brainstorm places and times when the national anthem is sung (e.g., opening exercises, special events, sporting events...), and protocols observed during the singing of "O Canada" (e.g., removal of hats, standing quietly and respectfully...). Students discuss why the national anthem is sung at various times and the significance of the protocols. TIP: Be aware of cultural/religious sensitivities regarding the national anthem.
		or
Appendix A Skill 3a	KC-003	Students create a Word Splash of words and phrases from the lyrics of "O Canada" (e.g., patriot, strong and free...). Students discuss the meanings of the words and phrases, and how the words reflect Canada as a country. 3.1.2 a BLM: Canadian National Anthem - Lyrics
Teacher Reflections		

3.1.2 Canadian National Anthem

Assessment	Outcomes	Strategies
		Acquire
Appendix A Skill 9f	KC-003	Use the lyrics of "O Canada" for a daily edit. Students rewrite the lyrics, correcting errors in grammar, spelling, or vocabulary. Students check their corrections with a poster or blackline master. 3.1.2 a BLM: Canadian National Anthem - Lyrics
		or
Appendix A Skill 8	KC-003	Students explore the lyrics of "O Canada" in different languages. Students practise the pronunciation of words in different languages, recite the anthem to an instrumental accompaniment, match the words to their English equivalent, and cut and mix up the lyrics and arrange them in the correct order. TIP: Words in Aboriginal languages are phonetic and made up of many syllables that start with a consonant. 3.1.2 b BLM: Canadian National Anthem - Translations
		or
Appendix A Skill 9f	KC-003	Students complete Cloze exercises using the lyrics of "O Canada." 3.1.2 c BLM: Canadian National Anthem - Cloze
		or
Appendix A Skill 11a	KC-003	Using print and electronic resources, students research the history of the Canadian national anthem. Students record facts about "O Canada" (e.g., timeline of versions, who wrote the lyrics, when "O Canada" was adopted as the national anthem...). **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
Appendix A Skill 3a	KC-003	Students compare different versions of "O Canada" and discuss how the lyrics have changed over time, and what they like or dislike about different versions. 3.1.2 d BLM: Canadian National Anthem - Versions

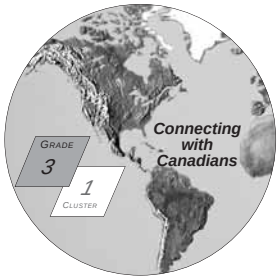
Teacher Reflections

3.1.2 Canadian National Anthem

Assessment	Outcomes	Strategies
		Apply
	KC-003	Collaborative groups of students create a multimedia presentation about the national anthem. Students include illustrations to represent the meaning of the lyrics of "O Canada," sound clips of recitations of "O Canada" in English, French, and an Aboriginal language, and reflective stories or poems describing what the lyrics mean to them as Canadians. Compile group presentations in a class presentation.
		or
	KC-003	Students design and conduct a survey to determine current attitudes toward the national anthem (e.g., Do school and community members know the words to the national anthem? How do new Canadians and Aboriginal people feel about the anthem?...). Students compile their results, draw conclusions, and prepare a report making recommendations regarding the national anthem to an elected representative.
		or
	KC-003	Collaborative groups of students prepare and present a new version of the national anthem (e.g., rewrite the lyrics to represent their ideals of Canadian society, recite lyrics to a different tune, dramatize lyrics while reciting "O Canada" in English, French, and an Aboriginal language...).

Teacher Reflections

Teacher Reflections



Learning Experience: 3.1.3 Personal Identity

KI-007	Identify factors that may influence their identities. *Examples: culture and language, time and place, groups and communities, arts and media...*
KI-007A	Describe personally significant aspects of their Aboriginal community.
KI-007F	Describe personally significant aspects of their francophone community.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

Personal identity is influenced by many different factors, including culture and language, the time and place in which one lives, affiliations to groups and communities, and the arts and media. Students explore the meaning of the term "identity" and determine various factors that influence their personal identities. They reflect on ways in which their identities are influenced and represent their personal identities in various media.

Vocabulary: personal identity (See Appendix D for Vocabulary Strategies.)

3.1.3 Personal Identity

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 3b	KI-007 KI-007A KI-007F	Using Think-Pair-Share, students reflect on the meaning of the word "identity." Students list various factors with examples that influence their personal identities. Students share factors and examples with peers. 3.1.3 a BLM: Personal Identity - My Identity
		or
Appendix A Skill 2	KI-007 KI-007A KI-007F	Students brainstorm positive character traits (e.g., kind, courageous, trustful, respectful, responsible...), and give examples of actions that illustrate each. Students complete the BLM Character Traits, and discuss ways in which each character trait may be learned/acquired and how particular traits are a part of their personal identities. 3.1.3 b BLM: Personal Identity - Character Traits

(*continued*)

Teacher Reflections

3.1.3 Personal Identity

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KI-007 KI-007A KI-007F	Students discuss factors that influence identity (e.g., family traditions and celebrations, special foods, places they have lived...), and share examples of ways in which particular factors are expressed in their families. Students discuss how these factors influence their personal identities.
		or
Appendix A Skill 3a	KI-007 KI-007A KI-007F	Students view images of places in Canada, including Canadian art, and listen to Canadian musical selections. Students discuss ways in which art, culture, and the place one lives may influence identity. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Acquire
Appendix A Skill 6d	KI-007 KI-007A KI-007F	Students compose questions and interview family or community members to learn about their personal identities. Students discuss how various factors influence identity.
		or
Appendix A Skill 4	KI-007 KI-007A KI-007F	Collaborative groups of students list examples of factors that influence their identities. Compile lists to create a collective classroom list of identity factors. **3.1.3 c** BLM: Personal Identity - Factors
		or
Appendix A Skill 6f	KI-007 KI-007A KI-007F	Using print and electronic resources, students view/listen to various art forms by a number of different Canadian artists. Students list the images represented in various works of art and discuss how the art forms reflect Canadian identity. TIP: Expose students to a variety of art mediums, including painting, sculpture, models, music, dance, photography, film, video, et cetera. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		(continued)

Teacher Reflections

3.1.3 Personal Identity

Assessment	Outcomes	Strategies
		Acquire *(continued)*
	KI-007A	Introduce the Seven Teachings of the Ojibway culture. Students compare the Ojibway teachings to the general list of character traits, give examples of each teaching, and describe how they reflect their own identities. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **3.1.3 d** BLM: Personal Identity - Seven Teachings
		or
	KI-007 KI-007A KI-007F	Students plan and prepare a potluck lunch to celebrate individual cultural traditions and identities. Students contribute family dishes and recipes, as well as games or traditions that illustrate their identities. Students prepare a menu and a program that lists the various dishes and activities, and explain ways in which each represents their identity. The recipes, games, and traditions may be compiled in a "Class Cultural Cookbook."
		Apply
	KI-007 KI-007A KI-007F	Students create a personal multimedia presentation to represent their identities. Students include images and reflective statements to illustrate ways in which culture, language, the time and place in which they live, groups and communities to which they belong, the arts, and media influence their identities.
		or
	KI-007 KI-007A KI-007F	Students select an art form (e.g., art, sculpture, music, dance...) and create an artistic piece that illustrates their personal identities. Students present their art to peers, describe how it represents their identities, and give examples of factors that influence their identities.
		or
	KI-007 KI-007A KI-007F	Students decorate shoe or cereal boxes to represent their identities. Students keep items in the box that reflect their identities. Using the items as storytelling props, students describe their identities to peers and explain how the items reflect their identities.
		(continued)
Teacher Reflections		

3.1.3 Personal Identity

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KI-007 KI-007A KI-007F	Students compose and present a poem or song that reflects their identities. Students include references to various factors that influence their identities. While listening to each presentation, students list factors identified in poems or songs that influence identity.
		or
	KI-007 KI-007A KI-007F	Students create "Identity" collages or posters that include images and slogans to represent various factors that influence identity.

Teacher Reflections

Learning Experience: 3.1.4 Leadership

KP-032	Give examples of formal and informal leadership and decision making in groups and communities.
VP-011	Respect positive leadership in their groups and communities and in Canada.
VP-011A	Respect the teachings of Elders, leaders, parents, and community members.

Note: Aboriginal learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

Positive leadership and decision making influence our lives and contribute to our groups and communities. Students explore the concepts of formal and informal leadership, identify leaders, and give examples of ways in which they learn from and respect the positive influence of leaders in their groups and communities.

Vocabulary: formal, informal, leadership (See Appendix D for Vocabulary Strategies.)

3.1.4 Leadership

Assessment	Outcomes	Strategies
		Activate
	KP-032 VP-011	Students brainstorm leadership qualities and examples of ways in which each quality is expressed. Students sort the examples according to whether they represent formal or informal leadership. TIP: Provide students with examples, and review the meaning of the words "formal" and "informal" before doing this activity. Define formal leadership as authority that a group of people officially give to one or several people. Define informal leadership as authority that is either self-declared or informally granted.
		or
	KP-032 VP-011	Students use focused freewriting to respond to the statement "Examples of positive leadership in my groups and communities include...." Students use examples to describe ways in which they exercise formal or informal leadership in their groups and communities. **3.1.4 a** BLM: Leadership - Qualities (*continued*)

Teacher Reflections

3.1.4 Leadership

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KP-032 VP-011	Students discuss leadership and decision making through the use of "What If?" scenarios (e.g., What if there were no conflict managers? What if there was no coach for your team? What if there were no police? What if there was no one to assist you when you needed help?...). Students discuss the positive influences that leaders exhibit.
		or
	KP-032 VP-011	Collaborative groups of students discuss various scenarios in which leaders must make decisions (e.g., You are line leader and your best friend wants to cut in; you are a school patrol and you notice your friend crossing the street outside of the crosswalk...). Students identify both positive and negative decisions that could be made, and role-play the consequences of each choice. Students discuss the challenges leaders face in making appropriate decisions.
		Acquire
	KP-032 VP-011	Students compose questions and interview, email, or fax community leaders to learn about positive contributions they've made to their particular groups and communities, how they obtained their position as leader, and challenges and opportunities they face in their leadership role, including decision making. Students share information with peers and create leadership statements (e.g., a leader is..., leadership means..., leaders contribute...). TIP: Encourage students to interview both informal and formal community leaders.
		or
	KP-032 VP-011 VP-011A	Students review media reports or news articles about formal and informal community leaders. Students record examples of community leadership, and identify the positive contributions that are made to various groups and communities. Students compose thank-you letters to selected leaders, expressing their appreciation for the leaders' positive contributions to their respective groups and communities.

(continued)

Teacher Reflections

3.1.4 Leadership

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KP-032 VP-011	Collaborative groups of students brainstorm examples of community leaders (e.g., principal, conflict manager, parent volunteer...). Students list who the leaders are, what their role is, the groups they lead, and identify whether they represent formal or informal leadership. Students discuss the positive contributions of each leader.
		or
	KP-032 VP-011A	Students research leadership in an Aboriginal community. Using concept mapping, students compare the roles and responsibilities of Aboriginal Elders, Aboriginal community leaders, and parents.
		Apply
	KP-032 VP-011	Students create a "Leadership" bulletin board display. Students post pictures of formal and informal leaders, and compose a profile that includes the name of the leader, her or his role, positive contributions he or she has made, and a description of why each leader's contributions are appreciated.
		or
	KP-032 VP-011	Students create a "Leadership" collage identifying leaders in their groups and communities, and in Canada. Students take their own photographs, or clip pictures from newspapers, and describe each leader's positive contributions.
		(*continued*)
		Teacher Reflections

3.1.4 Leadership

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KP-032 VP-011	Students compose an editorial describing an example of positive leadership and decision making that has affected them personally in their groups and communities. Students describe the leader and his or her actions, and explain why these contributions deserve respect.
		or
	KP-032 VP-011	Using a RAFT, students choose an issue they believe to be important, and describe how a particular leader makes decisions to resolve the issue positively.
		or
	KP-032 VP-011	Students write and present a speech about someone they respect as a leader and decision maker. Using the W-5 strategy, students explain who the leader is, what positive contributions/decisions the leader has made, where the leader lives, when the person became a leader, and why her or his contributions deserve respect.
		or
	KP-032 VP-011	Students compose acrostic poems identifying leaders in their groups and communities. Using the letters of the leaders' names, students identify examples of their positive leadership and decision making, as well as their leadership qualities.

Teacher Reflections

Learning Experience: 3.1.5 Conflict Resolution

KP-033	Identify ways of resolving conflict in groups and communities.
KP-034	Identify ways to deal with bullying.

Description of the Learning Experience

Conflicts may occur when people interact with each other in their groups and communities, and most conflicts can be resolved peacefully. Students identify examples of conflict and bullying, explore ways to resolve conflicts, and develop strategies to deal with bullying.

Vocabulary: conflict resolution, bully, victim, bystander (See Appendix D for Vocabulary Strategies.)

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
		Activate
	KP-033 KP-034	Using a Y-chart, students identify the characteristics of a bully and a victim. Students describe what each person does, what she or he says, and how he or she feels. Students share completed charts with peers. **3.1.5 a** BLM: Conflict Resolution - Y-Chart
		or
	KP-033 KP-034	As an Admit Slip, students describe a conflict or bullying situation they have seen on a television show. Students describe the conflict, explain how it was resolved, and suggest an alternative solution. Students record successful conflict resolution strategies in their journals.
		or
	KP-033 KP-034	Students brainstorm places where conflict or bullying occurs (e.g., playground, school bus, community centre...), people who help resolve conflicts (e.g., teachers, police, parents, friends...), and examples of how conflicts are resolved (e.g., talking, compromise, apologizing, restitution...). Students discuss strategies they may use to resolve conflict or deal with bullying. TIP: Introduce the term "restitution" as a means of conflict management.
		Teacher Reflections

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
		Acquire
		or
	KP-033 KP-034	Discuss with students the difference between conflict and bullying (i.e., A conflict is a disagreement between two or more people with differing ideas; bullying occurs when a stronger person deliberately hurts or intimidates a weaker person—mentally, physically, and/or emotionally.). Students discuss ways in which conflict and bullying may be resolved, and complete a bullying survey. TIP: The bullying survey is intended to be anonymous and for teacher information only to help determine if bullying situations exist. Additional strategies and resources on this topic are identified in *Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation.* Refer to GLO 3: Safety (Safety of Self and Others) and GLO 4: Personal and Social Management. **3.1.5 b** BLM: Conflict Resolution - Bullying Survey
		or
	KP-033 KP-034	Students review various conflict/bullying scenarios, and identify whether a scenario represents conflict, bullying, or both. Collaborative groups of students discuss how the individuals in each situation are behaving, describe what they might be feeling, and suggest strategies that may resolve the conflict or stop the bullying. Students choose one strategy and describe in detail how it will resolve a conflict or deal with bullying. **3.1.5 c** BLM: Conflict Resolution - Case Studies
		or
	KP-033 KP-034	Students choose a situation that involves conflict or bullying, and role-play various ways of resolving the conflict or dealing with the bullying. Peers identify the strategies in the role-play and suggest alternative ways of resolving conflict and dealing with bullying. **3.1.5 d** BLM: Conflict Resolution - Role-Play (*continued*)

Teacher Reflections

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KP-033 KP-034	Students compose questions and interview, email, or fax a person who helps resolve conflicts (e.g., conflict manager, guidance counsellor, principal...) to learn various ways of resolving conflict and dealing with bullying. Students share information with peers and record strategies in their journals.
		or
	KP-033 KP-034	Students read stories about situations that involve bullying or conflict. Students identify the events that led up to the conflict or bullying, describe the feelings of the characters, and point out strategies that are used to resolve the conflict or deal with the bullying. Students suggest alternative ways of resolving conflict and dealing with bullying.
		Apply
	KP-033 KP-034	Collaborative groups of students create a "Choose your own..." conflict resolution multimedia presentation. Students describe a conflict or bullying situation on the opening slide and present various strategies that characters may choose in the situation. Students create links to additional slides that (1) describe the consequences of different actions, and (2) describe successful strategies for dealing with conflict or bullying. Compile group presentations in a class presentation.
		or
	KP-033 KP-034	Using a word processor, students create "conflict resolution" brochures or posters identifying ways of resolving conflict and dealing with bullying in groups and communities. Students include images illustrating conflict situations and suggest positive strategies to deal with bullying and to resolve conflict. Students post brochures and posters throughout the school.
		or
	KP-033 KP-034	Students design a classroom problem-solving area. Students create posters and strategies (e.g., conflict resolution posters, an emotion thermometer to measure anger levels [cool → hot], pictures to help identify emotions...) and develop a protocol for using the problem-solving area.
		(continued)

Teacher Reflections

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KP-033 KP-034	Students compose "Advice Column" letters that describe situations involving conflict or bullying and seek advice on resolving the situation. Students post their letters in a classroom conflict-resolution mailbox. On a regular basis, students discuss selected letters and compose "answers," identifying strategies to resolve the conflict or deal with the bullying. TIP: Review selected letters before sharing with the class to screen sensitive issues.
		or
	KP-033 KP-034	Students compose and present songs or jingles that promote conflict-resolution strategies and anti-bullying behaviours.

Teacher Reflections

Learning Experience: 3.1.6 Remembrance Day

KC-004 Describe Remembrance Day as a time to think about peace and war.

Description of the Learning Experience

Remembrance Day is a significant annual event to Canadians, and a time when people reflect on both peace and war. Students learn the significance of Remembrance Day and the importance of peace.

Vocabulary: cenotaph, memorial, monument (See Appendix D for Vocabulary Strategies.)

3.1.6 Remembrance Day

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 2	KC-004	Collaborative groups of students brainstorm words related to Remembrance Day and create a word bank. Students discuss what the words mean to them and identify the meaning of unfamiliar words. They consult the prepared word list for additional words. **3.1.6 a** BLM: Remembrance Day - Vocabulary
		or
Appendix A Skill 3b	KC-004	Students share personal experiences of past Remembrance Days (e.g., ceremonies, traditions, poems and literature...) and discuss their significance.

Teacher Reflections

3.1.6 Remembrance Day

Assessment	Outcomes	Strategies
		Acquire
	KC-004	Using print and electronic resources, students research Remembrance Day. Students record important dates and events, symbols, and Canada's contributions to world peace. Students share their research and discuss the significance of Remembrance Day. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KC-004	Students compose questions and interview, email, or fax people who have been affected by war (e.g., veterans, peacekeepers, those who have lost loved ones, refugees...) to learn about peace and war, the significance of Remembrance Day, and why it is important for Canadians to remember. Students share responses with peers and reflect on why it is important to think about peace and war. TIP: Contact a local legion to identify war veterans with whom contact can be made.
		Apply
	KC-004	Students plan and conduct a Remembrance Day ceremony, observing appropriate protocols. Students create posters and present readings, songs, and dramatizations illustrating the significance of Remembrance Day and why it is important to think about peace and war. Students invite other classes and community members to participate in the ceremony.
		or
	KC-004	Students compose letters to Canadian peacekeepers, expressing how they feel about Remembrance Day and why it is important to think about peace and war. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KC-004	Using a RAFT, students compose a journal describing the significance of Remembrance Day and why it is important to think about peace and war.

Teacher Reflections

3.1.6 Remembrance Day

Cluster 1 — Connecting and Reflecting

Using their "Connecting with Canadians" portfolio, students reflect on their responsibilities and rights as citizens of Canada, and describe how their daily decisions and actions show concern for others.

3.1 BLM: Cluster 1 - Connecting and Reflecting

Teacher Reflections

Communities of the World

Exploring the World

GRADE 3

2 CLUSTER

Learning Experiences

3.2.1 Mapping the World

KL-014 Locate on a map or globe the equator and the Northern and Southern hemispheres.

KL-015 Locate on a map or globe the continents and oceans.

KL-016 Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.

3.2.2 Community Connections

KI-008 Describe countries as types of communities defined by borders.

KG-030 Describe similarities and connections between communities around the world.

VG-009 Be willing to accept differences among people, communities, and ways of life.

VG-010 Appreciate their connections to people and communities elsewhere in the world.

3.2.3 Human Rights

KC-005 Recognize that people around the world have basic human rights.
Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment...

KG-028 Identify organizations that support communities in all countries of the world.
Examples: United Nations and UNICEF, Red Cross, Médecins sans frontières...

KG-029 Identify ways in which community services can help people acquire their basic human rights.
Examples: ensure quality housing, education, security, food and water...

VC-003 Respect the equality of all human beings.

3.2.4 Personal Responsibilities

KC-006 Explain the importance of fairness and sharing in groups and communities.

KG-027 Give examples of concerns common to communities around the world.

KG-031 Give examples of personal decisions and actions that may positively affect people locally or globally.
Examples: charitable donations and projects, recycling...

VC-001 Support fairness in social interactions.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.

- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students are introduced to world geography and the use of maps and images to represent geographic concepts such as borders, hemispheres, and the equator. They explore common concerns and connections between world communities. They also examine human rights, the role of community services, and the effects of personal decisions.

Engaging Students in the Cluster

- Create a display of various representations of the Earth (e.g., globe, atlas, satellite images, physical map, political maps, various map projections...).
- On a world map, students post self-stick notes indicating connections with various communities throughout the world (e.g., country of origin, places to which they have travelled, a place they have read about...).
- Students focus freewrite on the topic "If I had a magic airplane I would take a trip to explore..."
- As an Admit Slip, students share items from home imported from another country.
- Student browse pictures depicting various communities around the world.
- Students contribute pictures to a bulletin board display illustrating their connections to communities elsewhere in the world.
- Students share examples of ways in which they have supported people and places elsewhere in the world (e.g., UNICEF, sponsoring a foster child, recycling...).
- Students view video of communities elsewhere in the world.

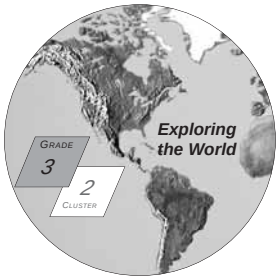
Learning Experiences

3.2.1 Mapping the World

3.2.2 Community Connections

3.2.3 Human Rights

3.2.4 Personal Responsibilities



Learning Experience: 3.2.1 Mapping the World

KL-014	Locate on a map or globe the equator and the Northern and Southern hemispheres.
KL-015	Locate on a map or globe the continents and oceans.
KL-016	Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.

Description of the Learning Experience

Maps, globes, atlases, aerial photographs, and satellite images are useful and important geographic tools for learning about people and places in the world. Students are introduced to the concepts related to world geography through the use of maps, globes, and images.

Vocabulary: compass rose, equator, hemisphere, continent, ocean, aerial photographs, satellite images (See Appendix D for Vocabulary Strategies.)

3.2.1 Mapping the World

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 7b	KL-014 KL-015 KL-016	Students identify and compare the similarities and differences between various types of maps and globes. Students list geographic features found on maps and globes (e.g., bodies of water, political boundaries, landforms...), and discuss differences in how they are illustrated.
		or
Appendix A Skill 3a	KL-014 KL-015 KL-016	Display examples of various geographic terms. Students write phrases or draw images to illustrate their understanding of the various terms. Students discuss the meaning of each term and share phrases or images they chose to represent the terms. TIP: Students will not be familiar with all of the mapping words in the BLM, and as an activating strategy this task will help identify areas needing emphasis. **3.2.1 a** BLM: Mapping the World - Geographic Terms (*continued*)

Teacher Reflections

3.2.1 Mapping the World

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KL-014 KL-015 KL-016	Using an outline map of the world, students label any geographic features they can identify (e.g., equator, continents, oceans, cardinal directions...), and indicate where in the world the features are located. Students compare and discuss their maps with peers. **3.2.1 b** BLM: Mapping the World - World Outline Map
		or
	KL-014 KL-015	Students play "Cardinal Directions" scavenger hunt. In a large open area (e.g., gym, playground...), collaborative groups of students hide a card labelled with the word "equator" or the name of a continent, ocean, or hemisphere. These groups then create clues, using the cardinal directions to direct their peers to the hidden location (e.g., "Go 10 paces north, seven paces west, 15 paces east..."). Peers follow the clues and attempt to find the hidden object. TIP: Before the scavenger hunt begins, post the cardinal directions in the playing area and review the terms with students.
		Acquire
	KL-014 KL-015 KL-016	Using maps, atlases, and globes, collaborative groups of students locate the equator, the Northern and Southern hemispheres, the continents, and the oceans. Groups volunteer to show the location of a continent, ocean, or feature to the rest of the class on a wall map. TIP: Review or introduce geographic terms. The terms cardinal directions, title, and legend were introduced in Grade 2; compass rose, equator, hemisphere, continent, and ocean are new terms.
		or
	KL-016	Students browse a variety of satellite images and aerial photographs and compare these representations of the Earth with images found in maps and atlases. Students select satellite images or aerial photographs of continents or oceans, and challenge peers to identify the location on a map or globe. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** *(continued)*

Teacher Reflections

3.2.1 Mapping the World

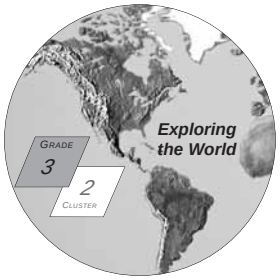
Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
Appendix A Skill 6a	KL-014 KL-015 KL-016	Students sort geographic terms related to the continents, oceans, cardinal directions, and hemispheres and, using maps or globes, identify the location of each term. **3.2.1 c** BLM: Mapping the World - Word Sort
		or
Appendix A Skill 11a	KL-014 KL-015 KL-016	Using print and electronic resources, students research and record the meanings of geographic terms, including map, globe, aerial photograph, satellite image, equator, hemisphere, continent, and ocean. Students draw or insert a clip-art image to represent the meaning of each term. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **3.2.1 d** BLM: Mapping the World - Mapping Terms
		Apply
Appendix A Skill 10	KL-014 KL-015	Students use a sphere to create a model of the Earth. Students locate and label the continents, oceans, equator, Northern and Southern hemispheres, then compare their results to a globe and correct any mislabelled features. TIP: A model globe may be created from a polystyrene ball, papier mâché, or a beach ball.
		or
Appendix A Skill 11g	KL-014 KL-015 KL-016	Collaborative groups of students create a multimedia presentation locating the major geographic features of the Earth. Using a blank map of the world as the opening slide, students create links to additional slides, identifying the continents, oceans, and equator, and the Northern and Southern hemispheres. Students include aerial photographs or satellite images of each continent or ocean on the appropriate slide. **3.2.1 b** BLM: Mapping the World - World Outline Map *(continued)*

Teacher Reflections

3.2.1 Mapping the World

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KL-014 KL-015	Using an atlas and an outline map of the world, students identify and label their maps with the names of the continents and oceans, the equator, and the Northern and Southern hemispheres. They include a title, legend, and compass rose. 3.2.1 b BLM: Mapping the World - World Outline Map
		or
	KL-014 KL-015 KL-016	Students create a collage of various representations of the surface of the Earth (e.g., maps, aerial photographs, satellite images...). Students label the continents, oceans, and equator, and the Northern and Southern hemispheres on each representation.

Teacher Reflections



Learning Experience: 3.2.2 Community Connections

KI-008	Describe countries as types of communities defined by borders.
KG-030	Describe similarities and connections between communities around the world.
VG-009	Be willing to accept differences among people, communities, and ways of life.
VG-010	Appreciate their connections to people and communities elsewhere in the world.

Description of the Learning Experience

Despite apparent outward differences between various communities of the world, people everywhere have common needs and similar ways of meeting those needs. These similarities connect all people, everywhere, for we are more alike than we are different. Students explore similarities and connections among all communities, and demonstrate how they may accept differences among people, communities, and ways of life.

Note: This learning experience, Community Connections, is intended as a general introduction to the concept of communities elsewhere in the world. As students work through Cluster 3, they conduct in-depth research of two contemporary communities of the world.

Vocabulary: border, connections (See Appendix D for Vocabulary Strategies.)

3.2.2 Community Connections

Assessment	Outcomes	Strategies
		Activate
	KI-008	Students brainstorm examples of borders in their home, school, and community (e.g., walls, fences, pavement markings, lines in court games, desks representing personal space...). Students discuss why various types of borders are created, their purpose, and advantages and disadvantages of borders.

(*continued*)

Teacher Reflections

3.2.2 Community Connections

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KI-008 KG-030 VG-009 VG-010	Using an atlas and an outline map of North America, students draw the borders between Canada and the United States, and between the United States and Mexico. Students discuss the purpose of the borders, what they think the actual borders "look like," and similarities and differences that might exist between the three North American countries. **3.2.2 a** BLM: Community Connections - Outline Map of North America
		or
Appendix A Skill 3a	KI-008	On a community walk, students use a digital camera or sketch-and-scan to record images of borders they observe in the neighbourhood (e.g., fences, pavement markings, curbs...). Students sort the images according to student-determined criteria, and discuss how the various types of borders are established, their purpose, and advantages and disadvantages.
		or
Appendix A Skill 11f	KI-008 KG-030 VG-010	Using concept mapping, students brainstorm similarities, differences, and connections (e.g., customs and traditions, food, shelter, clothing, daily life, celebrations...) between communities separated by borders or great distances. Students discuss how these similarities connect people everywhere, despite the borders/distances between them.
		Acquire
Appendix A Skill 7b	KI-008 KG-030 VG-009 VG-010	On a wall map of the world, students locate their family's community of origin, mark it with a push-pin, and use cardinal directions to describe its relative location. Using pieces of string, connect each location to the local community. Students identify borders that are crossed by the strings, and describe similarities and differences between the communities of origin and the local community.

(*continued*)

Teacher Reflections

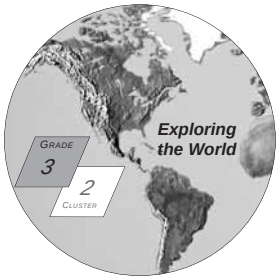
3.2.2 Community Connections

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KI-008 KG-030 VG-009 VG-010	Using print and electronic resources, collaborative groups of students research similarities and connections between communities around the world. Students record the country each community is located in, and similarities and differences in various factors (e.g., customs and traditions, food, shelter, clothing, daily life, celebrations, et cetera). Students share results with peers and compare differences and connections between researched communities and their own. TIP: This is not an in-depth community research project, as will follow in Cluster 3. Students focus on broad similarities and differences. Student groups may research the same community or, depending on student interests and available resources, they may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel). **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KI-008 KG-030 VG-009 VG-010	Students compose questions and email children living in a community elsewhere in the world to learn about their way of life, including similarities and differences. Students share and discuss the responses, focusing on similarities and differences, and record and reflect on the information in their journals.
		or
	KI-008 KG-030 VG-009 VG-010	Students compose questions and interview, email, or fax a guest speaker (e.g., embassy representative, cultural organization spokesperson, recent new Canadian...) to identify similarities and differences in ways of life in communities around the world. Students share and discuss the responses, focusing on similarities and differences between the communities, and record and reflect on the information in their journals.
		or
	KI-008 KG-030 VG-009 VG-010	As an Admit Slip, students submit an interesting artifact, food item, or article of clothing from a community elsewhere in the world. Using a spreadsheet, students record the country of origin of each item and graph the results to analyze the connections between their local community and communities around the world. **3.2.2 b** BLM: Community Connections - Analysis
Teacher Reflections		

3.2.2 Community Connections

Assessment	Outcomes	Strategies
		Apply
	KI-008 KG-030 VG-009 VG-010	Collaborative groups of students create a multimedia presentation illustrating similarities and connections between communities around the world. Students include digital pictures of ways of life in each community, the country the community is located in, and an explanation of similarities and differences between the community and their own. Compile group presentations in a class presentation.
		or
	KG-030 VG-009 VG-010	Using a Venn diagram, students compare the similarities and differences (e.g., customs and traditions, food, shelter, clothing, daily life, celebrations, et cetera) between their community and communities around the world. Students share completed Venn diagrams with peers.
		or
	KI-008 KG-030 VG-009 VG-010	Collaborative groups of students create a "Communities around the World" fair. Using images, artifacts, maps, and text, students illustrate the location of a community elsewhere in the world, and similarities and connections between the community and their own. Students share their communities in a Gallery Walk.
		or
	KG-030 VG-009 VG-010	Using a RAFT, students create poetry or descriptive paragraphs describing "A day in the life of…" children from communities around the world, highlighting similarities and differences, and identifying connections between their community and communities elsewhere in the world.

Teacher Reflections



Learning Experience: 3.2.3 Human Rights

KC-005	Recognize that people around the world have basic human rights. *Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment...*
KG-028	Identify organizations that support communities in all countries of the world. *Examples: UNICEF, Red Cross, United Nations, Médecins sans frontières...*
KG-029	Identify ways in which community services can help people acquire their basic human rights. *Examples: ensure quality housing, education, security, food and water...*
VC-003	Respect the equality of all human beings.

Description of the Learning Experience

An important principle of democracy is that all people are equal and deserving of fundamental human rights. Students explore the idea of basic human rights for all people, including ways in which community services and international organizations help support human rights.

Note: Students in Grades 1 and 2 have learned the difference between responsibilities and rights in a Canadian context. This learning experience extends the concept of human rights to include an international context.

Vocabulary: equality, human rights (See Appendix D for Vocabulary Strategies.)

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Activate
	KC-005 KG-028 KG-029 VC-003	Using Think-Pair-Share, students brainstorm to identify rights they believe all people in the world deserve, as well as organizations or community services that support human rights. Each pair presents their ideas to the class and they are recorded on a class chart.

(*continued*)

Teacher Reflections

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KG-029	In pairs, students brainstorm ways in which community services help people acquire their basic human rights. As a class discussion, students compare and record ideas on a class bulletin board.
		or
	KC-005 KG-028 KG-029 VC-003	Students brainstorm international organizations and community services that help people acquire their basic human rights (e.g., local food banks, Goodwill, Salvation Army, community organizations, Red Cross, United Nations, OXFAM, MCC, Save the Children…). Students discuss what they know about these organizations, what they believe to be the purpose of these organizations, and how these organizations support communities in all countries of the world.
		Acquire
	KC-005 VC-003	Students distinguish between rights and wants. In pairs and using a provided list, students discuss and indicate whether each item is a right or a want, and colour-code the five types of rights (i.e., food and water, safe environment, fair treatment, shelter, education). **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **3.2.3 a** BLM: Human Rights - Rights or Wants?
		or
	KC-005 KG-028 KG-029 VC-003	Using print and electronic resources, students research basic human rights and discuss the importance of human rights in their lives. Students identify community services that help people acquire their basic human rights and the names of organizations that support communities in all countries of the world. **3.2.3 b** BLM: Human Rights - Universal Declaration of Human Rights (Plain Language Version) *(continued)*
		Teacher Reflections

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
Appendix A Skill 3a	KC-005 KG-028 KG-029 VC-003	Students brainstorm ways in which community services and international organizations can help people acquire their basic human rights. They complete a Cloze exercise, and discuss the importance of human rights for all people and ways in which community services can help people acquire their basic human rights. 3.2.3 c BLM: Human Rights - Cloze
		or
Appendix A Skill 6a	KC-005 VC-003	Students brainstorm ways in which their personal actions affect the basic rights of others. Given a list of actions, they choose which right is affected by each action, and add their own examples to the list. They share their examples and discuss how they can support the rights and respect the equality of others. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** 3.2.3 d BLM: Human Rights - Helping Others
		or
Appendix A Skill 11a	KC-005 KG-029 VC-003	Collaborative groups of students select one rights category (e.g., food, safety, health, shelter, education...) and identify examples of related community services in their neighbourhood. Students research one community service to learn ways in which that service helps people acquire their basic human rights. They share their research findings with peers in class presentations. TIP: Have each group of students research a different community service and share their findings in class presentations to give a comprehensive picture of the local community. *(continued)*

Teacher Reflections

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KG-005 KG-028 VC-003	Using print and electronic resources, pairs of students research international aid organizations to identify the role of various organizations in helping people acquire their basic human rights elsewhere in the world. Students reflect on the importance of international organizations in supporting communities in all countries of the world and share their observations with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KC-005 KG-028 KG-029 VC-003	In pairs or small groups, students sort and classify examples of personal actions, community services, and international organizations that help people acquire their basic human rights. Using the sorted list, they reflect on the importance of the services within each category. **3.2.3 e** BLM: Human Rights - People Helping People
		Apply
	KC-005 KG-028 VC-003	Using a list of rights, students identify the local community service that supports each right. Students select one community service and write a descriptive paragraph explaining how that particular service can help people acquire their basic human rights, and why all people equally deserve those services. **3.2.3 f** BLM: Human Rights - Local Community Services
		or
	KC-005 KG-028 KG-029 VC-003	Students create posters to promote basic human rights. Students may illustrate the basic rights of all people around the world, or local community services that help people acquire their rights, or international organizations that support communities in all countries of the world. TIP: Display posters throughout the school to support learning about human rights in other grades. *(continued)*
		Teacher Reflections

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KC-005 KG-028 KG-029 VC-003	Students collaboratively create a "Human Rights" wall mural. Students visually represent basic human rights, including international organizations that support communities in all countries of the world, and community services that help people acquire their basic human rights. They write personal reflections to be included in the wall mural that illustrate the importance of human rights and that all people everywhere equally deserve their rights. TIP: Take digital photos of each section of the mural so students have a record of their work for their portfolios.
		or
	KC-005 KG-028 KG-029 VC-003	Using fabric, paper, ceramic tiles, or other materials, students create a "Human Rights" quilt/mosaic. Each student creates one square to represent either a basic human right, an organization that supports communities in all countries of the world, or a community service that helps people acquire their basic human rights. The squares are joined to form a Human Rights quilt/mosaic, which may be displayed in the classroom or school. TIP: Have students design their square on paper or take digital photos of each square so students have a record of their work for their portfolios.
		or
	KC-005 KG-028 KG-029 VC-003	Collaborative groups of students create a "Human Rights" multimedia presentation. Students create slides with pictures and images to illustrate basic human rights in the school and/or community and identify community services that help people acquire their basic human rights. Students include examples of organizations that support communities in all countries of the world. Compile group presentations in a class presentation.
		or
	KC-005 KG-028 KG-029 VC-003	Students write a creative piece, (e.g., song, jingle, poem…) about basic human rights, and/or an organization that supports communities in all countries of the world, and/or a community service that helps people acquire their basic human rights. Students' writing should reflect on the importance of human rights and how people everywhere equally deserve these rights.

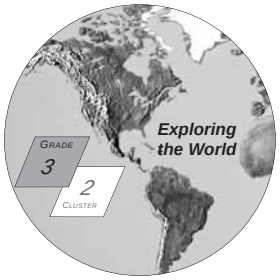
(continued)

Teacher Reflections

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KC-005 VC-003	Collaborative groups of students create an illustrated "Human Rights Code of Behaviour." Students illustrate one basic right and give examples of how all students can support that right through their personal actions. Display each right on a bulletin board entitled "Human Rights Code of Behaviour." TIP: Each pair or small group should work on a different right, so that many rights are included in the Human Rights Code of Behaviour.
		or
	KC-005 KG-028 KG-029 VC-003	Collaborative groups of students plan and present role-plays that demonstrate situations in which basic human rights are not being met. Each group invites peers to identify which human right is not being met, and to make suggestions of personal actions, organizations, and community services that can support that right.
		or
	KC-005 KG-029 VC-003	Students write letters to local community members (e.g., police, health-care workers, educators…) thanking them for their contributions in the support of basic human rights in their community.
		or
	KC-005 KG-028 KG-029 VC-003	Using a RAFT, students assume the role and describe the experiences of someone who has been denied basic human rights, and who has been assisted by a community service or international organization in achieving her or his rights.
		or
	KC-005 KG-028 KG-029 VC-003	Students collaboratively engage in a community action project. They identify a situation where basic human rights are not being met in their local community, or a community elsewhere in the world, plan ways to help the situation, and proceed with appropriate actions.

Teacher Reflections



Learning Experience: 3.2.4 Personal Responsibilities

KC-006	Explain the importance of fairness and sharing in groups and communities.
KG-027	Give examples of concerns common to communities around the world.
KG-031	Give examples of personal decisions and actions that may positively affect people locally or globally. *Examples: charitable donations and projects, recycling...*
VC-001	Support fairness in social interactions.

Description of the Learning Experience

Although not all communities are democratic, people everywhere have basic needs, rights, and concerns. Fairness and sharing are related to notions of equality, and are fundamental to living within our Canadian democratic society. Everyone, everywhere, has common concerns, and every individual can make a positive contribution to his or her community and to the world. Students identify concerns common to all communities and the importance of fairness and sharing. They explore their responsibility to others and personal decisions and actions that will make a difference in the world.

Vocabulary: fairness, common concerns (See Appendix D for Vocabulary Strategies.)

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 3a	KC-006 KG-027	Students evaluate and reflect on how fairly they treat others. Students complete a self-evaluation survey and reflect on what they do well, what they need to improve to support fairness in social interactions, and the importance of fairness and sharing. Students discuss the importance of fairness and sharing in groups and communities. **3.2.4 a** BLM: Personal Responsibilities - Self-Evaluation
		or
Appendix A Skill 2	KC-006 KG-027 KG-031 VC-001	Students brainstorm examples of concerns in their community that may be common to communities around the world (e.g., good schools, healthy food, clean water...). Record ideas and post them on a class bulletin board entitled “Every Community Cares About….”

(*continued*)

Teacher Reflections

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KC-006 KG-031 VC-001	Collaborative groups of students complete a cause-and-effect chart, and reflect on how personal decisions and actions affect people in a variety of situations. Students discuss proposed solutions and the importance of fairness and sharing in groups and communities. BLM: Personal Responsibilities - Cause-and-Effect Chart
		or
	KC-006 KG-031 VC-001	Using Think-Pair-Share, students record and share personal examples of fairness and sharing at home, school, and in the community. In a class discussion, record common ideas on a class chart and reflect on the importance of fairness and sharing in groups and communities.
		Acquire
	KC-006 KG-027 KG-031 VC-001	Students read books about communities elsewhere in the world. Students identify different ways in which people deal with common community concerns and examples of fairness and sharing in communities. Students share examples and reflect on personal decisions and actions that may positively affect people, locally or globally, and the importance of fairness and sharing in meeting common concerns. TIP: The class chart entitled "Every Community Cares About…" from an earlier activating strategy would be a good starting point for this strategy. *(continued)*

Teacher Reflections

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies

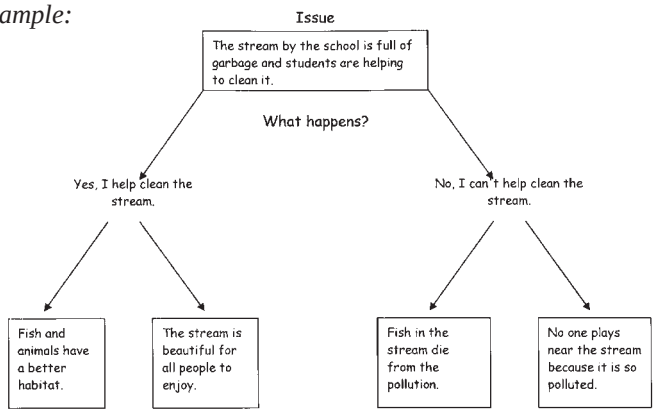
Acquire *(continued)*

or

KC-006
KG-027
KG-031
VC-001

Using decision trees, pairs, or small groups of students, examine selected issues (e.g., fundraising, recycling, pollution), and identify what happens as a result of taking action, or not becoming involved in concerns common to communities around the world. Students discuss the importance of fairness and sharing, and ways in which their personal decisions and actions can positively affect people, locally or globally.

Example:



or

KC-006
KG-027
KG-031
VC-001

Students discuss community concerns involving fairness and sharing. In pairs or small groups, students begin with a given situation, and discuss and record concerns and solutions. They then brainstorm additional situations, concerns, and solutions. Each group shares the new situations and concerns with peers, and challenges them to find solutions.

3.2.4 C BLM: Personal Responsibilities - Making Decisions

or

KC-006
KG-027
KG-031
VC-001

Students compose questions and write letters or email local leaders and decision makers (e.g., mayor, town councillor, school principal, police chief…) regarding concerns common to communities around the world, and the importance of fairness and sharing in groups and communities. They share and reflect on the responses with their peers and compile responses in a class book.

(*continued*)

Teacher Reflections

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KC-006 KG-027 KG-031 VC-001	Students prepare questions and invite a local leader (e.g., hockey coach, Girl Scout leader, karate teacher…) to speak to the class about concerns common to communities around the world, and fairness and sharing in groups and communities. After the visit, students write thank-you letters to the speaker reflecting on what they learned regarding common community concerns and the importance of fairness and sharing in groups and communities.
		or
	KC-006 KG-027 KG-031 VC-001	Collaborative groups of students plan and conduct a survey of people in their community (e.g., peers, teachers, parents, neighbours…) to identify a common community concern. Students research any actions being taken to address the concern and brainstorm other possible solutions. Students present the identified concern and solutions to peers.
		Apply
	KC-006 KG-027 KG-031 VC-001	Students compose letters to a local community leader proposing suggestions for dealing with a community concern, and identifying how the suggested actions promote fairness and will positively affect people, locally and globally. Students include evidence of how other communities around the world experience similar concerns and actions they have taken to deal with the concern. Students share responses with peers.
		or
	KC-006 KG-027 KG-031	Students engage in a "Kids Can Make a Difference" campaign. Collaborative groups of students decide upon one concern common to communities around the world, and identify actions they can take to positively affect people (locally or globally) affected by that concern. Each group prepares a presentation to the class about its concern, including actions students can take, making a case for it to be the focus of the campaign. Through consensus decision making, the class determines which concern will be the focus, and identifies additional actions students can take. Also through consensus decision making, students decide what actions the group will take, and engage in the campaign. Students record observations and reflections about the campaign in their journals. (*continued*)

Teacher Reflections

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KC-006 KG-027 KG-031 VC-001	In a sharing circle, students discuss the importance of fairness and sharing in groups and communities, and give examples of personal decisions and actions that may positively affect people, locally or globally. After the sharing circle, students record their observations and reflections about fairness and sharing in their journals. TIP: The sharing circle is a traditional Aboriginal forum. Participants sit in a circle and everyone is considered equal. Only one person speaks at a time, while others listen without interrupting. A stone, feather, or other natural item is passed from speaker to speaker, empowering the person holding the item to speak.
		or
	KC-006 KG-027 KG-031 VC-001	Students create a "Kids Can Make a Difference" website. They present concerns common to communities around the world, and give examples of current projects that address the concern. They post suggestions for personal decisions and actions that may positively affect people, locally or globally.
		or
	KC-006 VC-001	Students create dramatic vignettes that illustrate fairness and sharing in groups and communities. They use relevant scenarios from the playground or classroom to explain the importance of fairness and sharing. The vignettes may be performed live or videotaped and presented to younger students in the school. Students follow up the presentations by leading a discussion with their audience regarding fairness and sharing in groups and communities.

(continued)

Teacher Reflections

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KG-027 KG-031 VC-001	Students host a "Community Service Awards" day. Students nominate other students in the school whose personal decisions and actions positively affect people, locally or globally, and invite them to an awards ceremony. Students introduce their nominees and, as part of their introduction, ask questions to solicit answers that illustrate their positive actions. They present their nominees with a "Community Service Award" certificate. Students take digital photos of the nominees to post on a Wall of Fame, highlighting the positive actions of the award winners. TIP: Consider extending the awards ceremony to include nominations from outside of the school (e.g., students in other schools, adults, community leaders…).
		or
	KC-006 KG-027 KG-031 VC-001	Students participate in a community project that deals with concerns common to communities around the world (e.g., Project Love, UNICEF…). They identify the concern(s) addressed by the project and examples of personal decisions and actions they can take that may positively affect people, locally or globally. Throughout and after the project, students make observations and reflect on their personal contributions to the project. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

Teacher Reflections

3.2.4 Personal Responsibilities

Cluster 2 — Connecting and Reflecting

Using their "Exploring the World" portfolio, students reflect on the ways in which they are connected to people in other places, and describe how their actions and decisions affect people in other communities of the world.

3.2 BLM: Cluster 2 - Connecting and Reflecting

Teacher Reflections

Communities of the World

GRADE 3

3 CLUSTER

Learning Experiences

3.3.1 Locating World Communities

KL-020 Locate communities or countries studied on a world map or globe.

3.3.2 Living with the Land

KL-017 Describe the influence of natural phenomena on ways of life in communities studied.
Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...

KL-019 Recognize that people have diverse ways of living on or with the land.

VL-006 Value the land for what it provides for communities.

VL-006A Appreciate the sacredness of living on and with the land.

3.3.3 Resources

KL-018 Give examples of the use of natural resources in communities studied.

KE-035 Give examples of work, goods, and technologies in communities studied.

KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.

VL-005 Appreciate the diversity of the global natural environment.

3.3.4 World Communities

KE-037 Describe diverse ways in which communities meet their members' needs.

KE-038 Identify media influences on their perceptions of people and places elsewhere in the world.

VE-012 Value the contributions individuals make to their communities.

3.3.5 Daily Life

KI-010 Describe characteristics of daily life in communities studied.
Examples: housing, tools, work, use of the land, recreation, education...

KI-013 Compare daily life in their own communities to life in communities studied.

VI-004 Express interest in the ways of life of diverse cultures and communities.

3.3.6 Cultural Diversity

KI-009 Define the elements that constitute a culture.
Include: ways of life, language, art, clothing, beliefs.

KI-009A Identify the protocols within their Aboriginal culture.

KI-011 Give examples of cultural expression in communities studied.
Examples: language and stories, art, music and dance, architecture, traditions, clothing...

KI-012 Recognize the diversity of cultures and communities in the world.

Communities of the World

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.

- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students enrich their appreciation of global diversity as they explore communities and cultures in other places of the world. Students explore the elements that constitute a culture, and examine the physical, social, and cultural characteristics of two contemporary communities of the world, one of which is an indigenous community.

Engaging Students in the Cluster

- Students contributed imported grocery items to a "Connections to the World" class display.
- On a wall map, students use push-pins to locate the country of origin of everyday items (e.g., clothing, foods, consumer goods).
- Display printed material from communities of the world (e.g., books, calendars, brochures, postcards, posters...).
- Students search the Internet to explore communities and cultures in other places of the world.
- Students participate in a "Made in _____" scavenger hunt, identifying the country of origin of various items in their classroom (e.g., clothing, lunch kits, items in their school bags...).
- Students view videos from communities of the world.
- Students sample foods from various communities of the world.
- Create a listening centre and invite students to share cultural music.
- Create a bulletin board display of pictures representing communities of the world.
- Students contribute cultural items (e.g., flags, dolls, carvings, traditional dress...) to an artifacts display of communities around the world.

Learning Experiences

3.3.1 Locating World Communities

3.3.2 Living with the Land

3.3.3 Resources

3.3.4 World Communities

3.3.5 Daily Life

3.3.6 Cultural Diversity

Learning Experience: 3.3.1 Locating World Communities

KL-020 Locate communities or countries studied on a world map or globe.

Description of the Learning Experience

This is the first of six learning experiences in Cluster 3 in which students explore various aspects of life in two communities. This learning experience activates student interest in communities elsewhere in the world, with the ultimate purpose of selecting two communities (one indigenous) to be studied in detail in the upcoming learning experiences.

This learning experience focuses on the fact that there are many diverse communities in the world. Students explore and locate various communities on maps and globes as they determine which two communities they would like to learn more about.

Note: "Community" refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: (See Appendix D for Vocabulary Strategies.)

3.3.1 Locating World Communities

Assessment	Outcomes	Strategies
		Activate
	KL-020	Students brainstorm names of communities or countries outside of Canada. Using atlases, maps, and globes, collaborative groups of students locate countries from the brainstormed list and discuss cultural characteristics they may expect to find in each. Students share their predictions with peers. TIP: The term "community" may refer to a country, or a community within a country.
		or
	KL-020	As an Admit Slip, students submit an item representing a different community or country in the world (e.g., artifact, travel brochure, recipe, food label...). Students locate the country of origin on a world map or globe, and discuss cultural characteristics their item represents.

(*continued*)

3.3.1 Locating World Communities

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KL-020	Students browse fiction and non-fiction books, pictures, and travel magazines/brochures of different countries. Using a KWL, students record what they know and want to know about selected communities or countries.
		or
	KL-020	Using print and electronic resources, collaborative groups of students complete acrostics, identifying communities or countries within each continent. Students share completed acrostics with peers.
		Acquire
	KL-020	Using print and electronic resources, collaborative groups of students explore two contemporary communities of the world, one of which is an indigenous community. Students locate the communities on a world map or globe, and identify cultural characteristics of each (e.g., ways of life, language, art, clothing, traditions...). Students present the communities to the class and propose reasons why these communities should be selected for further study. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KL-020	Using a world map or globe, students identify communities or countries around the world they have personally visited, or where they have friends or family. In preparation for the selection and in-depth study of communities, students identify cultural characteristics of particular communities that would be interesting for further study.

Teacher Reflections

3.3.1 Locating World Communities

Assessment	Outcomes	Strategies
		Apply
	KL-020	Using a wall map, students locate potential communities or countries to be studied. In collaborative groups, students play "Pin the Marker on the Community." Students illustrate self-stick notes to represent various communities. Group members, using individual atlases for reference, give oral directions (e.g., move your hand 10 centimetres north, move 1 centimetre east) to coach a blindfolded peer to attach the note to the wall map, on the correct continent and as close as possible to its real location.
		or
	KL-020	On a map of the world, students identify the location and the names of two specific communities or countries they would like to study and/or visit. Students describe the mode of travel (e.g., air, land, water) they would choose to travel to each community, predict how long the trip may take, and describe what they might see when they arrive. BLM: Locating World Communities - Travel
		or
	KL-020	Students create personal Canadian passports identifying the location and characteristics of communities or countries they would like to study. Students include a description of the features of each community or country to illustrate why it has been selected for further study. TIP: Transform the classroom into an airplane and simulate a trip to specific communities or countries being studied. BLM: Locating World Communities - Passports
		or
	KL-020	Through guided discussion and consensus (and depending upon available resources), students select two contemporary communities (one indigenous) for further study in upcoming learning experiences.

Teacher Reflections

Teacher Reflections

Learning Experience: 3.3.2 Living with the Land

KL-017	Describe the influence of natural phenomena on ways of life in communities studied. *Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms…*
KL-019	Recognize that people have diverse ways of living on or with the land.
VL-006	Value the land for what it provides for communities.
VL-006A	Appreciate the sacredness of living on and with the land.

Note: Aboriginal learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

This is the second of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.

This learning experience focuses on the land. Humans everywhere exist in dynamic relationships with the land. Students explore ways in which the land affects ways of life in two contemporary communities, one of which is an indigenous community.

Note: "Community" refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: diverse, natural phenomena, landforms (See Appendix D for Vocabulary Strategies.)

3.3.2 Living with the Land

Assessment	Outcomes	Strategies
		Activate
	KL-017 KL-019 VL-006	Students browse pictures and images illustrating the land and ways in which people live on and with the land in the communities studied. Students brainstorm adjectives describing the land and discuss what the land provides for the community.

(*continued*)

3.3.2 Living with the Land

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KL-017 KL-019 VL-006 VL-006A	Using Think-Pair-Share, students complete the first two parts of a KWL, identifying what they Know, and what they Want to know about how the land affects human life. Pairs of students share their ideas with the class, recording what they want to know on a chart that is posted on a bulletin board for later reference. TIP: Students revisit the KWL at the conclusion of the learning experience to record what they have learned about the influence of natural phenomena on ways of life in communities studied.
		or
	KL-017	Collaborative groups of students identify words related to natural phenomena. Using a Word Splash, they circle words they already know, and add new words related to natural phenomena. **3.3.2 a** BLM: Living with the Land - Word Splash
		Acquire
	KL-017 KL-019 VL-006 VL-006A	Using print and electronic resources, students research the influence of natural phenomena on ways of life in communities studied and ways in which people live on and with the land. Students record how people use the land, what resources and vegetation are found on the land, what the land looks like, and the influence of climate and other natural phenomena on ways of life in the communities studied. Students also discuss issues related to the land. *(continued)*

Teacher Reflections

3.3.2 Living with the Land

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
Appendix A Skill 9f	KL-017 KL-019 VL-006 VL-006A	Students identify examples of natural phenomena in the community studied (e.g., climate, vegetation, natural resources, landforms, natural disasters), and give examples of the influence of each on ways of life and living with the land. Students discuss various ways that the land influences and provides for the community. 3.3.2 b BLM: Living with the Land - Information Chart
		or
Appendix A Skill 6b	KL-017 KL-019 VL-006 VL-006A	Students compose questions and write or fax letters, or email messages to students (or others) in communities studied, to research the influence of natural phenomena on ways of life in a particular community. They share their responses with their peers.
		or
Appendix A Skill 6d	KL-017 KL-019 VL-006 VL-006A	Students compose questions and interview, email, or write a letter to a person who lives on and with the land (e.g., fisher, trapper, forester, farmer...) to learn about the influence of natural phenomena on ways of life and diverse ways of living on and with the land. Students share responses with peers and record information in their journals.
		Apply
Appendix A Skill 9f	KL-017 KL-019 VL-006 VL-006A	Students choose three examples of natural phenomena in the communities studied and identify the influence of each on ways of life in communities studied. Students share examples with peers and discuss how the land influences and provides for the communities studied. 3.3.2 c BLM: Living with the Land - Influence Chart *(continued)*

Teacher Reflections

3.3.2 Living with the Land

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KL-017 KL-019 VL-006 VL-006A	Students create relief maps illustrating the physical characteristics and geographical features of the communities studied. Students include examples of human interaction with the land to illustrate various ways the land influences ways of life. Students share their maps and explain how the land and natural phenomena influence ways of life in communities studied.
		or
	KL-017 KL-019 VL-006 VL-006A	Students select a medium to create an artistic representation (e.g., watercolour, modelling clay, paper or fabric collage…) to illustrate the physical geography of the communities studied. Students write about the influence of natural phenomena on ways of life in communities studied.
		or
	KL-017 KL-019 VL-006 VL-006A	Students create illustrations depicting diverse ways people live on or with the land in communities studied (e.g., farming, fishing, mining, forestry…). Each student illustrates a different example of diverse ways of life, and writes an accompanying paragraph, describing the influence of natural phenomena on ways of life in the communities studied. The images are collected and displayed in a class book or on a bulletin board.
		or
	KL-017 KL-019 VL-006 VL-006A	Students create acrostic poems about communities studied. Using the shape of the country/community as an outline, students write the name of a community in a vertical line, and write a descriptive phrase for each letter, describing the influence of natural phenomena on ways of life and/or diverse ways people in the communities studied have of living on or with the land. (*continued*)

Teacher Reflections

3.3.2 Living with the Land

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KL-017 KL-019 VL-006 VL-006A	Pairs of students take imaginary trips to four locations in the communities studied, and make a travel tag for each location. Students identify four natural phenomena and describe the influence of the natural phenomena on ways of life in the communities studied. Students draw the most significant landform of the community on the back of the travel tag. Students share their travel tags with peers and discuss diverse ways people live on or with the land in communities studied. **3.3.2 d** BLM: Living with the Land - Travel Tags
		or
	KL-017 KL-019 VL-006 VL-006A	Students create a travel brochure advertising the communities studied. Students include illustrations and descriptions identifying the influence of natural phenomena on ways of life in communities studied and/or the diverse ways people live on or with the land.
		or
	KL-017 KL-019 VL-006 VL-006A	In a sharing circle, students discuss the influence of natural phenomena on ways of life and diverse ways of living on or with the land in communities studied. After the sharing circle, students record in their journals observations and reflections about the influence of the land on their lives, and the lives of others. TIP: The sharing circle is Aboriginal in origin. Participants sit in a circle and everyone is considered equal. Only one person speaks at a time, while others listen without interrupting. A stone, feather, or other natural item is passed from speaker to speaker, empowering the person holding the item to speak.
Teacher Reflections		

Teacher Reflections

Learning Experience: 3.3.3 Resources

KL-018	Give examples of the use of natural resources in communities studied.
KE-035	Give examples of work, goods, and technologies in communities studied.
KE-036	Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
VL-005	Appreciate the diversity of the global natural environment.

Description of the Learning Experience

This is the third of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.

This learning experience focuses on natural resources and economic issues. Students explore natural resources, as well as ways in which the natural environment affects work, goods, technologies, and trade in two contemporary communities.

Note: Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: natural resources, goods, technology, trade (See Appendix D for Vocabulary Strategies.)

3.3.3 Resources

Assessment	Outcomes	Strategies
	KL-018 KE-035 KE-036 VL-005	**Activate** As an Admit Slip, students share items from home (e.g., food, clothing, household goods…) that come from communities outside of Canada. Students discuss the materials and natural resources used to produce the goods, and share examples of the diversity of the global natural environment. Students predict which items may originate in the communities studied. TIP: Items may be displayed in a centre entitled “Goods from Around the World.” (*continued*)

3.3.3 Resources

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KE-035 KE-036 KL-018 VL-005	Students brainstorm a list of natural resources (e.g., minerals, energy sources, animals, plants…) and human-made items (buildings, books, telephones, computers...), as well as various types of work, goods, and technologies. Record student ideas on a class chart. Collaborative groups of students review the list and predict which they think may be found in the communities studied. Students share their predictions with the class, and explain why they believe these examples of natural resources, work, goods, and technologies may be found in the communities studied. TIP: Students unfamiliar with the terms "natural resources," "goods," "trade," and "technology" may need examples to prompt their thinking. Natural resources: materials used by humans found in nature Goods: items/things/materials used in trade Trade: buying and selling; exchange of goods
		or
	KE-035 VL-005	Collaborative groups of students compile a list of jobs, sorting and classifying them according to whether they produce goods or services. Students discuss the difference between a good and a service, and predict which examples may be found in the communities studied. TIP: Goods and services may be defined as follows: Goods: items/things/materials used in trade Services: work or duties done for others BLM: Resources - Goods and Services Chart

Teacher Reflections

3.3.3 Resources

Assessment	Outcomes	Strategies
		Acquire
	KE-035 KE-036 KL-018 VL-005	Using print and electronic resources, students research examples of work, goods, technologies, and trade, as well as natural resources in the communities studied. Students also research how each is used in the communities studied. Students identify ways in which the natural resources influence work, goods, technologies, and trade in the communities studied. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** 3.3.3 b BLM: Resources - Uses Chart Resources - Work, Goods, Technologies, and Trade Chart
		or
	KE-035 KE-036 KL-018 VL-005	Using maps and atlases, students identify the natural geographic features (e.g., mountains, bodies of water, vegetation …) and natural resources (e.g., minerals, forests, agriculture...) of the communities studied. Collaborative groups of students list the natural resources found in the community and identify their influence on work, goods, technologies, and trade in the communities studied. Students discuss the diversity of the global natural environment represented in their examples. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** 3.3.3 c BLM: Resources - Natural Environment Chart
		or
	KE-035 KE-036 KL-018 VL-005	Students compose questions and email or fax students or community representatives in the communities studied to learn about examples of natural resources, work, goods, technologies, and trade and ways in which the natural environment influences each in the community studied. They share their responses with their peers, record information, and discuss the diversity of the global natural environment.

Teacher Reflections

3.3.3 Resources

Assessment	Outcomes	Strategies
		Apply
	KE-035 KE-036 KL-018 VL-005	Collaborative groups of students create a multimedia presentation identifying the natural resources, work, goods, technologies, and trade in communities studied. Students include examples of the natural resources in a description of ways in which they influence work, goods, technologies, and trade in communities studied. Compile group presentations in a class presentation.
		or
	KE-035 KE-036 KL-018 VL-005	Using a Venn diagram, students compare natural resources, work, goods, and technologies in the communities studied with those in Canadian communities. Students describe the similarities and differences, and explain the influence of the natural environment on the communities being compared.
		or
	KE-035 KE-036 KL-018 VL-005	Students create a cause-and-effect chart connecting natural resources with work in communities studied. They list examples of natural resources, and identify work, goods, technologies, and/or trade related to the natural resource. Students reflect in their journals on the influence of the natural environment on work, goods, technologies, and/or trade, and the diversity of the global natural environment.

Teacher Reflections

Learning Experience: 3.3.4 World Communities

KE-037	Describe diverse ways in which communities meet their members' needs.
KE-038	Identify media influences on their perceptions of people and places elsewhere in the world.
VE-012	Value the contributions individuals make to their communities.

Description of the Learning Experience

This is the fourth of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.

This learning experience focuses on the concept of needs and media influences. Students use a variety of media sources to research how needs are met in communities. They reflect on the diverse needs of communities and the influence of media on their perceptions of people and places.

Students will have knowledge of these concepts from previous grades. Kindergarten students focus on basic needs. Grade 1 students distinguish needs and wants, and explore how various media influence needs, wants, and personal choices. Grade 2 students explore needs common to all Canadians, and how media influence their choices and decisions

Note: Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: media influences, perceptions (See Appendix D for Vocabulary Strategies.)

3.3.4 World Communities

Assessment	Outcomes	Strategies
	KE-037 VE-012	**Activate** Students brainstorm and discuss basic human needs, and individuals in their community who contribute to meeting people's needs. Ideas are recorded on a class T-chart entitled "Human Needs and People Who Help Us Meet Our Needs." Note: Students explored basic needs in Kindergarten. (*continued*)

3.3.4 World Communities

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KE-037 KE-038	Pairs of students brainstorm diverse ways people in communities studied meet their needs, and indicate how they learned that information (e.g., teacher, book, television, magazine…). In a class discussion, students reflect on media influences on their perceptions of people and places elsewhere in the world. **3.3.4 a** BLM: World Communities - Needs/Media
		or
	KE-038	As an Admit Slip, students complete a "Home Media" survey, recording various media found in their homes. Student results are compiled on a class graph representing media sources of information in the home, and students discuss how various sources of information and media influence their perceptions of people and places elsewhere in the world. **3.3.4 b** BLM: World Communities - Home Media
		or
	KE-038	As an Admit Slip, students complete a one week "Television Viewing Log" to track their television viewing. Student results are compiled on a class graph representing total media time. Students discuss various sources of information and how media influence their perceptions of people and places elsewhere in the world. **3.3.4 c** BLM: World Communities - Media Log
		Teacher Reflections

3.3.4 World Communities

Assessment	Outcomes	Strategies
		Acquire
	KE-037 KE-038 VE-012	Using print and electronic resources, students research diverse ways in which communities studied meet their members' needs. Using a variety of media sources, they explore various needs (e.g., food, clothing, shelter, transportation…). They give examples of how the need is met, who in the community might contribute to meeting that need, and list their media source. When their research is completed, students reflect on which media sources provided them with the best information, and give examples of how various media influence their perceptions of people and places elsewhere in the world. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **3.3.4 d** BLM: World Communities - Basic Needs/Media Source
		or
	KE-037 VE-012	Using E-pals, students conduct interviews with a student from a community studied to learn about diverse ways in which communities meet their members' needs, and examples of individuals who contribute to their communities. Students share their responses with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KE-038	Students view images of people and places in a developing community that communicate different messages about that community (e.g., images of children happily playing juxtaposed with images of malnourished children). Students discuss which are the "real" images, and the influence of media on their perceptions. They reflect in their journals on the influence of media on their perceptions of people and places in the world. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KE-037 KE-038 VE-012	Using print and electronic sources, students collect information about current events taking place in communities studied. They keep a media response journal, focusing on diverse ways in which communities meet their members' needs, and the contributions of individuals to the communities studied. Students include their media information source and reflect on media influences on their perceptions of people and places elsewhere in the world. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
Teacher Reflections		

3.3.4 World Communities

Assessment	Outcomes	Strategies
		Apply
	KE-038	Collaborative groups of students select a series of conflicting images from one community (e.g., images of children happily playing and images of malnourished children), and conduct a survey (e.g., students in other classes, teachers, family members, neighbours…) to identify media influences on perceptions of people and places elsewhere in the world. Half the group members use one set of pictures and ask survey subjects to describe what they think life might be like in that community. The other group members present the opposite images of the community and ask the same question. When surveys are completed, collaborative groups discuss the different reactions to the different pictures, and reflect in their journals on the influence of media on perceptions of people and places in the world. TIP: Consider using video images for this activity.
		or
	KE-037 VE-012	Collaborative groups of students select one of the communities studied and create a multimedia presentation on diverse ways in which communities meet their needs, including examples of contributions of individuals to that community.
		or
	KE-037 VE-012	Students create collages (e.g., pictures, fabric, paint, paper…) to illustrate diverse ways in which a community studied meets the needs of its members. Students reflect in their journals on the contributions of individual community members to the community studied.
		or
	KE-037 VE-012	Collaborative groups of students present a series of drama vignettes, illustrating diverse ways in which communities meet their members' needs, and the contributions of individuals to the communities studied.

Teacher Reflections

Learning Experience: 3.3.5 Daily Life

KI-010	Describe characteristics of daily life in communities studied. *Examples: housing, tools, work, use of the land, recreation, education…*
KI-013	Compare daily life in their own communities to life in communities studied.
VI-004	Express interest in the ways of life of diverse cultures and communities.

Description of the Learning Experience

This is the fifth of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.

This learning experience focuses on daily life. Every community has its particular culture of daily life, with community members engaging in regular activities to meet their needs. Some of those activities are unique to an area or region, while others are similar the world over. Students focus on daily life in the communities studied, comparing it with their local community.

Note: Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: tools, recreation (See Appendix D for Vocabulary Strategies.)

3.3.5 Daily Life

Assessment	Outcomes	Strategies
	KI-010 VI-004	**Activate** Using Think-Pair-Share, students brainstorm characteristics of daily life in the communities studied. Using a web, they organize and record ideas related to how they think people live in the communities studied. Pairs of students compare their webs and discuss similarities and differences in perceptions of daily life in communities studied. (*continued*)

3.3.5 Daily Life

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KI-010 KI-013 VI-004	Students view pictures of people engaging in daily activities in the communities studied. Students discuss and compare daily life in their own communities to life in the communities studied.
		or
	KI-010 KI-013 VI-004	Students view a variety of artifacts (or images of artifacts) from the communities studied. They select three artifacts and complete an "Artifacts Chart." They describe and draw the artifact, speculate on its purpose and how it is used in daily life, and give examples of similar things in their own communities. **3.3.5 a** BLM: Daily Life - Artifacts Chart
		or
	KI-010 KI-013 VI-004	Students view videos related to the communities studied. They reflect in their journals about characteristics of daily life in communities studied, and compare with daily life in their own communities.
		Acquire
	KI-010 KI-013 VI-004	Using print and electronic resources, students research characteristics of daily life in the communities studied and create "Fast Fact" cards. They choose three or more characteristics (e.g., housing, tools, work, use of the land, recreation, education…) and create "Fast Fact" cards summarizing characteristics of daily life in the communities studied. Cards can be collated in a "Fast Facts About (name of community)" file box, and used for games or quizzes. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** (*continued*)

Teacher Reflections

3.3.5 Daily Life

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KI-010 KI-013 VI-004	Using print and electronic resources, students research and take an imaginary vacation in a community studied. They write a travel journal describing where they go, what they do, and what they see, and draw images from the trip. They share their journals with peers. 3.3.5 b BLM: Daily Life - Travel Journal
		or
	KI-010 KI-013 VI-004	Using E-pals, students conduct interviews with a student from a community studied to learn about characteristics of daily life, and share examples of daily life in their own communities. Students share their responses with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KI-010 KI-013 VI-004	Students prepare questions and invite a community member who has lived in or has knowledge of daily life in a community studied to speak to the class. Students write follow-up thank-you letters expressing what they've learned from the speaker about daily life in the community studied, and how it compares to daily life in their own communities.
		Apply
	KI-010 KI-013 VI-004	Using a Venn diagram, students compare daily life in their own communities to life in a community studied. Students discuss their ideas with peers.
		or
	KI-010 KI-013 VI-004	Through role-play, collaborative groups of students dramatize and compare daily life in their own communities to life in communities studied. Each group selects different aspects of daily life and dramatizes examples of the same activity as it takes place in their own community and then in the communities studied. Students present their role-plays to peers. *(continued)*

Teacher Reflections

3.3.5 Daily Life

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KI-010 KI-013 VI-004	Students complete a chart to compare daily life in their own communities to life in communities studied. They select one community and give examples of housing, tools, work, use of the land, recreation, education, and food in their own community and in the selected community. 3.3.5 C BLM: Daily Life - Comparing Daily Life
		or
	KI-010 KI-013 VI-004	Students create video/digital recordings of daily life in their own communities to exchange with students in communities studied. Collaborative groups of students write scripts and record video/digital examples of daily life in their own communities. They send/email their examples to students in communities studied. After exchanging electronic images, students reflect on ways of life of diverse cultures and communities.
		or
	KI-010 KI-013 VI-004	Students take an imaginary vacation and write postcards describing daily life in communities studied. They illustrate daily life in a community studied on one side of the postcard, and compare daily life in their own communities to life in communities studied on the reverse side. They exchange postcards with peers and reflect on ways of life of diverse cultures and communities.
		or
	KI-010 VI-004	Students create artistic representations of daily life in communities studied. Using a variety of media (e.g., song, music, art, dance…), students select and represent one characteristic of daily life (e.g., housing, tools, work, use of the land, recreation, education…). They share their representations with peers.

Teacher Reflections

Learning Experience: 3.3.6 Cultural Diversity

KI-009	Define the elements that constitute a culture. *Include: ways of life, language, art, clothing, beliefs.*
KI-009A	Identify the protocols within their Aboriginal culture.
KI-011	Give examples of cultural expression in communities studied. *Examples: language and stories, art, music and dance, architecture, traditions, clothing…*
KI-012	Recognize the diversity of cultures and communities in the world.

Note: Aboriginal learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

This is the sixth of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.

This learning experience focuses on the concept of culture. Every culture has developed a unique set of beliefs, values, and traditions that are expressed in a variety of ways. Students explore the elements that make up cultures and research various cultural expressions in the communities studied.

Note: Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: elements, indigenous, culture, traditions, expression (See Appendix D for Vocabulary Strategies.)

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
	KI-009 KI-009A KI-011 KI-012	**Activate** Students use a Word Splash to explore examples of cultural expressions in communities studied. In pairs, students circle the words they know on the Word Splash, and discuss what the terms mean to them. As a class group, students give examples of cultural expressions and create a class chart listing various examples of cultural expression. **3.3.6 a** BLM: Cultural Diversity - Word Splash *(continued)*

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KI-009 KI-009A KI-011 KI-012	Collaborative groups of students complete a "Cultural Expressions" mind map. Given the elements that constitute a culture, students brainstorm and discuss examples in the community studied. **3.3.6 b** BLM: Cultural Diversity - Mind Map
		or
Appendix A Skill 6f	KI-009 KI-009A KI-011 KI-012	Collaborative groups of students view and discuss cultural artifacts or pictures of artifacts from communities studied. Each group selects three artifacts/pictures. They draw and describe the artifacts, and predict how the artifacts relate to the culture of origin. TIP: Display artifacts or pictures of artifacts in a central area for students to browse and make their selections.
		or
Appendix A Skill 3b	KI-009 KI-009A KI-011 KI-012	As an Admit Slip, students bring examples from home of cultural expressions representing their cultural heritage (e.g., clothing, food, art, music...) and share why they are significant. Display items in a central area entitled "Our Cultural Expressions." TIP: Many families regard Canada as their cultural heritage, and those students should be encouraged to share things related to their Canadian heritage.

Teacher Reflections

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
		Acquire
Appendix A Skill 11a	KI-009 KI-009A KI-011 KI-012	Using print and electronic resources, collaborative groups of students research examples of cultural expressions in communities studied. Students compile their findings in a class chart. 3.3.6 c BLM: Cultural Diversity - Expressing Culture
		or
Appendix A Skill 11a	KI-009 KI-009A KI-011 KI-012	Using print and electronic resources, students research cultural expressions in communities studied. They find examples of cultural expressions (e.g., food, music, dance, clothing…), draw, and describe them. Students discuss and write what they believe to be the most important elements that constitute a culture. 3.3.6 d BLM: Cultural Diversity - Expressions Chart
		or
Appendix A Skill 11a	KI-009 KI-009A KI-011 KI-012	Using print and electronic resources, students research cultural expressions in communities studied. Students select one cultural expression from a list, draw (or provide pictures), and describe four examples of the selected cultural expression. 3.3.6 e BLM: Cultural Diversity - Four Examples
		or
Appendix A Skill 6b	KI-009 KI-009A KI-011 KI-012	Students prepare questions and contact E-pals, or invite people with knowledge of communities studied, to learn about cultural expressions. Students share and compile information in a class book or display.
		or
Appendix A Skill 6b	KI-009A	Students generate questions relating to protocols appropriate in their Aboriginal community. They invite an Aboriginal Elder (or other Aboriginal community member) to answer questions. As a group, they compile a protocol chart that they share with the Elder to confirm its accuracy. They ask the Elder how they can share their knowledge with others. (*continued*)

Teacher Reflections

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KI-009 KI-009A KI-011 KI-012	Using examples from their own cultural heritage, collaborative groups of students brainstorm all the elements that constitute a culture. Students sort and compile their ideas in a class "Elements of Culture" chart.
		Apply
	KI-009 KI-009A KI-011 KI-012	Using a variety of media (e.g., fabric, pictures from travel brochures or magazines…), students create collages to illustrate cultural expressions of communities studied. Collages may be displayed in public areas of the school.
		or
	KI-009 KI-009A KI-011 KI-012	Collaborative groups of students create artistic representations of cultural expressions in communities studied (e.g., dance, song, art, drama). Students host a cultural gala for parents and other students in the school to share their creations.
		or
	KI-009 KI-009A KI-011 KI-012	Students create written cultural expressions from communities studied. Writing could include folk tales, proverbs, or colloquialisms that incorporate customs and traditions of the communities studied. Students share their creations with the class.
		or
	KI-009 KI-009A KI-011 KI-012	Using desktop publishing software, students create a calendar illustrating cultural expressions of communities studied. The calendar may include illustrated artwork, celebrations, and/or important dates in the community. Calendars may be presented to people in the local community who have a connection to that culture.
		(*continued*)

Teacher Reflections

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KI-009 KI-009A KI-011 KI-012	Collaborative groups of students create a multimedia presentation highlighting cultural expressions in communities studied. Students include illustrations and descriptions of various cultural expressions (e.g., dance, art, language, clothing...). Compile group presentations in a class presentation.
		or
	KI-009 KI-009A KI-011 KI-012	Collaborative groups of students create "Cultural Expression" posters illustrating the elements that constitute culture (e.g., ways of life, language, art, clothing, beliefs...) in the community studied.

Teacher Reflections

Cluster 3 — Connecting and Reflecting

Using their "Communities of the World" portfolio, students reflect on how they are connected to communities of the world, and describe how people in other places enrich their lives.

3.3 BLM: Cluster 3 - Connecting and Reflecting

Teacher Reflections

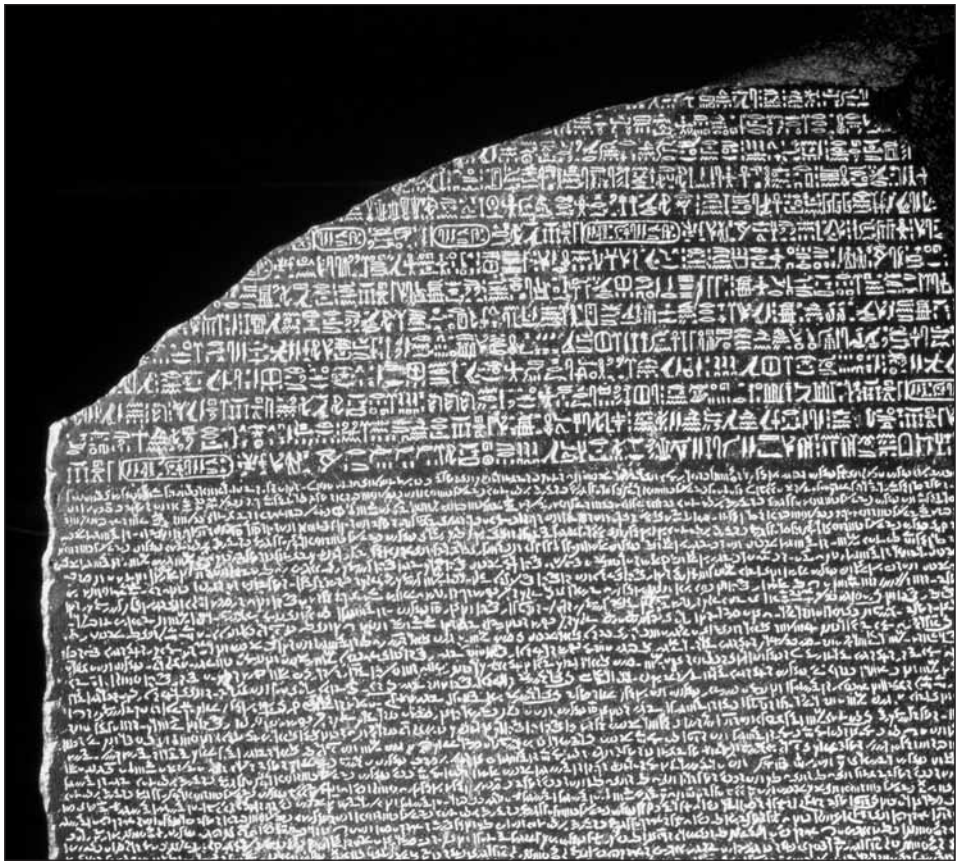
Teacher Reflections

Communities of the World

Exploring an Ancient Society

GRADE 3

4 CLUSTER



Learning Experiences

3.4.1 Daily Life in an Ancient Society

KH-023 Describe characteristics of daily life in an ancient society.

Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...

VH-007 Express interest in and curiosity about people, events, and ways of life in the past.

3.4.2 Cultural Expression in an Ancient Society

KH-024 Give examples of customs, stories, and traditions of an ancient society.

KH-025 Describe ways in which members of an ancient society expressed themselves.
Examples: art and architecture, music and dance, writing and stories, religious practices...

3.4.3 Contributions, Continuity, and Change

KH-021 Recognize the continuity of cultures, traditions, and practices over time.

KH-022 Recognize that communities change over time.

KH-026 Give examples of the enduring contributions of an ancient society.
Examples: ideas, inventions, art and architecture, stories...

VH-008 Value the enduring contributions of societies of the past.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.

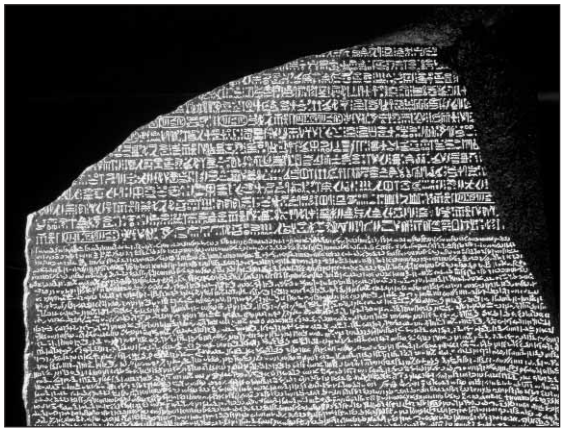
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.

- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students explore life in one ancient society selected from a choice of Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs. They consider various aspects of that society, including its ways of life, cultural expressions, customs and traditions, and enduring contributions.



Engaging Students in the Cluster

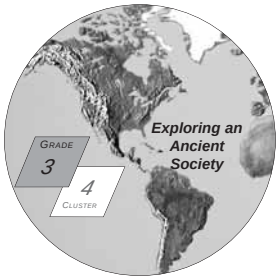
- Create an artifact centre of items and/or pictures representing ancient societies.
- Create a literature centre of the customs, stories, and traditions of ancient societies.
- Students sketch a picture of themselves participating in the daily life of an ancient society.
- Students bring from home items that have a connection to the past.
- Create a bulletin board displaying pictures and art of ancient societies.
- Come dressed as a character of an ancient society (e.g., mummy, god/goddess, warrior...).
- View video clips illustrating life in an ancient society.
- Students use focused freewriting to record their impressions of life in an ancient society.

Learning Experiences

3.4.1 Daily Life in an Ancient Society

3.4.2 Cultural Expression in an Ancient Society

3.4.3 Contributions, Continuity, and Change



Learning Experience: 3.4.1 Daily Life in an Ancient Society

KH-023	Describe characteristics of daily life in an ancient society. *Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...*
VH-007	Express an interest in and curiosity about people, events, and ways of life in the past.

Description of the Learning Experience

This is the first of three learning experiences in Cluster 4, Ancient Societies. This learning experience focuses on daily life. As students explore daily life in an ancient society, they come to appreciate that people who lived long ago were very similar to us.

Note: Cluster 4 is designed for the study of one ancient society. The ancient society study may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same ancient society
- collaborative groups of students may independently study the same ancient society
- collaborative groups may study different ancient societies as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually select and study an ancient society

Vocabulary: ancient, artifact (See Appendix D for Vocabulary Strategies.)

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
	KH-023 VH-007	**Activate** Collaborative groups of students explore vocabulary related to an ancient society and discuss how the words relate to characteristics of daily life. **3.4.1 a** BLM: Daily Life in an Ancient Society - Ancient Egypt Daily Life in an Ancient Society - Aztecs Daily Life in an Ancient Society - Incas Daily Life in an Ancient Society - Ancient China Daily Life in an Ancient Society - Ancient Japan (*continued*)

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KH-023 VH-007	Students sketch a scene of an ancient society, illustrating characteristics of daily life (e.g., food, clothing, shelter, recreation...). Students share their sketches with peers and discuss how life in an ancient society differed from their own.
		or
	KH-023 VH-007	Collaborative groups of students discuss characteristics of life in an ancient society. Students speculate on what people may have eaten, where they lived, what they wore, and their different types of work and recreation. Students share their ideas with peers and generate additional questions related to characteristics of life in an ancient society.
		or
	KH-023 VH-007	Using a KWL, students list what they Know and Want to know about the ancient society they will study. Students discuss completed Know and Want to know ideas, and brainstorm additional questions related to characteristics of life in an ancient society. TIP: Upon completion of the learning experience, students record what they learned about the ancient society studied.
		Acquire
	KH-023 VH-007	Using print and electronic resources, students research characteristics of daily life (e.g., food clothing, shelter, celebrations, recreation...) in the selected ancient society. Using recorded information, students compose a description of daily life in the ancient society. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** *(continued)*

Teacher Reflections

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KH-023 VH-007	Students watch videos depicting characteristics of daily life in an ancient society. Students discuss characteristics of daily life portrayed in the video and record information in their journals. TIP: Students may complete an anticipation guide before viewing. 3.4.1 b BLM: Daily Life in an Ancient Society - Anticipation Guide
		or
	KH-023 VH-007	Students view images of artifacts from an ancient society and describe how each may have been used in daily life. Students identify similar objects that are used today. Students share ideas with peers and discuss how artifacts help us understand the past. 3.4.1 c BLM: Daily Life in an Ancient Society - Artifacts
		Apply
	KH-023 VH-007	Students compare characteristics of contemporary life with daily life in the ancient society (e.g., food, clothing, shelter, work, social organization, families, education, religion, celebrations, and recreation). In their journals, students reflect on advantages and disadvantages of each way of life.
		or
	KH-023 VH-007	Students imagine they are living in an ancient society and write a reflection describing what their life is like (e.g., the food they eat, the games they play, the jobs they do...). Students share their reflections with peers. 3.4.1 d BLM: Daily Life in an Ancient Society - If I Lived...

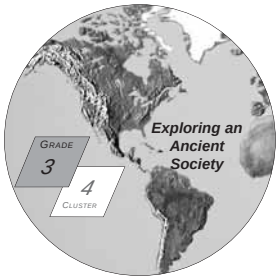
(continued)

Teacher Reflections

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
	KH-023 VH-007	Collaborative groups of students construct a model illustrating characteristics of daily life in the ancient society studied. Students represent characteristics of the daily life with objects that would be used in food preparation, shelter, work, education, et cetera. Students share their models with peers and explain how they represent daily life in an ancient society.
		or
	KH-023 VH-007	Collaborative groups of students create a multimedia presentation illustrating characteristics of daily life in an ancient society. Students include slides with images of artifacts and a description of how they are used in food preparation, clothing, shelter, work, social organization, families, education, religion, celebrations, and recreation. Compile group presentations in a class presentation.
		or
	KH-023 VH-007	Collaborative groups of students create representations of artifacts (e.g., drawings, sculptures, models...), and display them in a museum representing characteristics of daily life in an ancient society, including food, clothing, shelter, work, social organization, families, education, religion, celebrations, and recreation. Students act as curators and explain the significance and use of each artifact to visitors to the museum.

Teacher Reflections



Learning Experience: 3.4.2 Cultural Expression in an Ancient Society

KH-024	Give examples of customs, stories, and traditions of an ancient society.
KH-025	Describe ways in which members of an ancient society expressed themselves. *Examples: art and architecture, music and dance, writing and stories, religious practices...*

Description of the Learning Experience

This is the second of three learning experiences in Cluster 4, Exploring an Ancient Society. Customs and traditions are enduring forms of cultural expression and people of every society have unique ways of expressing themselves. Students explore different forms of expression in an ancient society, and reflect what can be learned about ancient societies through their cultural expressions.

Note: Cluster 4 is designed for the study of one ancient society. The ancient society study may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same ancient society
- collaborative groups of students may independently study the same ancient society
- collaborative groups may study different ancient societies as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually select and study an ancient society

Vocabulary: (See Appendix D for Vocabulary Strategies.)

3.4.2 Cultural Expression in an Ancient Society

Assessment	Outcomes	Strategies
	KH-024 KH-025	**Activate** Students brainstorm examples of cultural expressions (e.g., customs, traditions, art and architecture, music and dance, writing and stories, religious practices...), and sort the examples into categories (e.g., visual, written, oral, physical…). Students discuss how forms of expression today compare to those of an ancient society. (*continued*)

Teacher Reflections

3.4.2 Cultural Expression in an Ancient Society

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KH-024 KH-025	Students discuss the meaning and importance of customs, stories, and traditions, and share examples of each from their own background. TIP: Customs and traditions are long-established practices or habits. Stories are a record of historical events.
		or
	KH-024 KH-025	Students observe examples of expressions of ancient societies (e.g., pictures of artifacts, architecture, customs, and traditions, stories, art, music, dance...), and discuss what the examples may tell us about the people of ancient societies.
		Acquire
	KH-024 KH-025	Students read or listen to stories of an ancient society that focus on customs and traditions. Students record in their journals examples of customs and traditions, and ways in which members of an ancient society expressed themselves, and reflect on similarities and differences in their own lives.
		or
	KH-024 KH-025	Using print and electronic resources, students research various forms of expression of an ancient society (e.g., customs, stories, traditions, art and architecture, music and dance, writing and stories, religious practices...). Students record a description and illustration of each example and explain what each may tell us about the people of ancient societies. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KH-024 KH-025	Students take a real or virtual field trip to a museum displaying art and artifacts from an ancient society. They prepare questions in advance and, upon return, reflect in their journals on the significance of the ancient society.

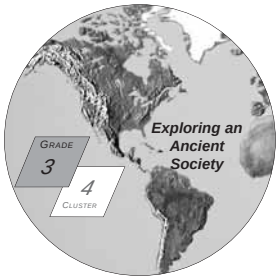
Teacher Reflections

3.4.2 Cultural Expression in an Ancient Society

Assessment	Outcomes	Strategies
		Apply
	KH-025	Students write "secret" messages, using the writing system of an ancient society (e.g., cuneiforms, hieroglyphs, runes, petroglyphs, pictograms...). Students share messages with peers to decipher. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	KH-024 KH-025	Students use story paths to compose a story describing ways in which members of an ancient society expressed themselves. Students use images of artifacts, art and architecture, and customs and traditions to illustrate forms of expression in an ancient society and describe what these examples may tell us about the people of ancient societies.
		or
	KH-024 KH-025	Collaborative groups of students create a mural or diorama illustrating examples of the customs, stories, traditions, art and architecture, music and dance, writing and stories, and religious practices of an ancient society. Students share their representations with peers and explain what the expressions may tell us about the people of ancient societies.
		or
	KH-024 KH-025	Collaborative groups of students create a multimedia presentation or web page illustrating forms of expression of an ancient society. Students include images of customs, stories, traditions, art and architecture, music and dance, writing and stories, and religious practices of an ancient society, and insert sound clips describing what the expressions may tell us about the people of ancient societies. Compile group presentations in a class presentation.

Teacher Reflections

Teacher Reflections



Learning Experience: 3.4.3 Contributions, Continuity, and Change

KH-021	Recognize the continuity of cultures, traditions, and practices over time.
KH-022	Recognize that communities change over time.
KH-026	Give examples of the enduring contributions of an ancient society. *Examples: ideas, inventions, art and architecture, stories...*
VH-008	Value the enduring contributions of societies of the past.

Description of the Learning Experience

This is the third of three learning experiences in Cluster 4, Exploring an Ancient Society. This learning experience focuses on the concepts of continuity and change over time. Students research the contributions of an ancient society, and reflect on their enduring significance in today's society.

Note: Cluster 4 is designed for the study of one ancient society. The ancient society study may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same ancient society
- collaborative groups of students may independently study the same ancient society
- collaborative groups may study different ancient societies as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually select and study an ancient society

Vocabulary: (See Appendix D for Vocabulary Strategies.)

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Activate
	KH-021 KH-022 KH-026 VH-008	Students discuss various ways to learn about the people who lived in ancient societies (e.g., artifacts, architecture, stories, art, inventions...). Students brainstorm ideas and practices evident today that had their origins in an ancient society (e.g., writing, paper, calendars...) and discuss why they have endured or lasted until now.
		or
	KH-021 KH-022 KH-026 VH-008	Students brainstorm items in contemporary society that may have had their origins in the past (e.g., candles, cooking utensils, clothing...). Students identify the purposes the items served in the past and serve in the present, and discuss how they may have changed over time.

(*continued*)

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KH-021 KH-022 KH-026 VH-008	As an Admit Slip, students submit an artifact or picture of an idea or practice that they believe had its origins in an ancient society. Students discuss why the artifact or idea was important in the past, why it is still in use today, and how it may have changed over time.
		or
Appendix A Skill 2	KH-021 KH-022	Students brainstorm examples of ongoing as well as new cultures, traditions, and practices in their community. Students discuss why some practices continue and others change. Students predict which current community traditions and practices may continue well into the future, as well as those that may disappear, and suggest reasons for the continuity or change.
		or
Appendix A Skill 3a	KH-021 KH-022 KH-026 VH-008	Prepare a display of items, pictures, ideas, and practices representing an ancient society. Collaborative groups of students examine the "evidence" in the display and make conclusions about the ancient society. Students share their conclusions with peers and discuss why some traditions and practices have changed over time, while others have remained the same.
		Acquire
Appendix A Skill 11a	KH-021 KH-022 KH-026 VH-008	Using print and electronic resources, students research cultures, traditions, and contributions of an ancient society. Students record a description and/or picture of the contribution or practice, and describe why it was important in the ancient society and how it has changed or remained the same. Students share information with peers. **3.4.3 a** BLM: Contributions, Continuity, and Change - Contributions
		(continued)

Teacher Reflections

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Acquire *(continued)*
	3-KH-021 3-KH-022 3-KH-026 3-VH-008	Students read stories that focus on the traditions, practices, and contributions of an ancient society. In collaborative groups, students create illustrated posters depicting the traditions, practices, and contributions of the ancient society.
		or
	3-KH-021 3-KH-022 3-KH-026 3-VH-008	Collaborative groups of students view images of an ancient society and record examples of traditions, practices, and contributions of the society.
		or
	3-KH-021 3-KH-022 3-KH-026 3-VH-008	Students take a real or virtual field trip to a cultural centre or museum displaying images, art, or artifacts of an ancient society. In their journals they reflect on their observations of the traditions, practices, and contributions of the society.
		or
	3-KH-021 3-KH-022 3-KH-026 3-VH-008	Using print and electronic resources, students research the enduring contributions of an ancient society. Students select one contribution and write a page to be included in a class book entitled “Enduring Contributions of _____.”

Teacher Reflections

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 6a	KH-021 KH-022 KH-026 VH-008	Using a Venn diagram, students compare cultures, traditions, and practices of an ancient society with those in their community. Students share completed Venn diagrams with peers, explaining why some practices have changed over time while others remain the same. Students highlight contributions of societies of the past that they most value today and describe why.
		or
Appendix A Skill 10	KH-021 KH-022 KH-026 VH-008	Collaborative groups of students create a model, diorama, or display illustrating enduring contributions of an ancient society. Students describe the significance of the contributions, both to the people of the past and to today's society, and explain why some aspects of the society have endured while other aspects have changed. Students share their model/display with peers.
		or
Appendix A Skill 9c	KH-021 KH-022 KH-026 VH-008	Using a RAFT, students describe an enduring contribution of an ancient society, explaining its significance in the past and its continuing importance.
		or
Appendix A Skill 10	KH-021 KH-022 KH-026 VH-008	Students establish a classroom museum highlighting the enduring contributions of an ancient society. Students create illustrations or models of the society's contributions as well as an explanation of their significance. They describe why the contributions were important in the past and their continuing importance. Students add items from today's society that they predict will have significance in the future.

(*continued*)

Teacher Reflections

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KH-021 KH-022 KH-026 VH-008	Collaborative groups of students create a multimedia presentation illustrating a tour of an ancient society. Students create an illustration of an ancient society as the opening slide and create links to additional slides highlighting enduring contributions of the ancient society. On each additional slide, students include an image of an enduring contribution, a description of its significance, and an explanation of aspects of the ancient society that have changed over time and remained the same. Compile group presentations in a class presentation. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

Cluster 4 — Connecting and Reflecting

Using their "Exploring an Ancient Society" portfolio, students reflect on daily life in an ancient society, describe similarities and differences to their lives, and explain why knowing about the past is important.

BLM: Cluster 4 - Connecting and Reflecting

Teacher Reflections

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APPENDICES

GRADE 3

GRADE 3

Skills Assessment

Appendix A

Skills Assessment Key

		Page
1	**Active Listening**	**A3**
2	**Brainstorming**	**A4**
3	**Oral Communication**	
	3a Discussion	**A5**
	3b Sharing Personal Experiences	**A6**
	3c Relating Events	**A7**
4	**Collaborative Learning**	**A8**
5	**Using Graphic Organizers**	**A9**
6	**Inquiry Process**	
	6a Sorting and Classifying	**A10**
	6b Generating Questions	**A11**
	6c KWL	**A12**
	6d Preparing and Conducting Interviews	**A14**
	6e Field Trips	**A16**
	6f Collecting and Observing Pictures	**A17**
	6g Viewing Video/Media	**A18**
7	**Social Studies**	
	7a Creating Maps	**A20**
	7b Using/Interpreting Maps	**A22**
	7c Interpreting Timelines	**A23**
	7d Creating Timelines	**A24**
	7e Social Action	**A26**

		Page
8	**Content Reading**	**A28**
9	**Writing**	
	9a Journals	**A30**
	9b Exit Slip	**A31**
	9c RAFT	**A32**
	9d Persuasive Writing	**A34**
	9e Creating Plans/Outlines	**A35**
	9f Recording Information	**A36**
10	**Presentations/Representations**	**A38**
11	**Information and Communication Technologies**	
	11a Print and Electronic Research	**A39**
	11b Using Graphics Software	**A41**
	11c Email	**A42**
	11d Desktop Publishing	**A43**
	11e Word Processing	**A44**
	11f Concept Mapping	**A45**
	11g Multimedia Presentations	**A46**
	11h Creating Animations	**A47**
	11i Using Software	**A48**
	11j Using Spreadsheets/Databases	**A49**

1 – Active Listening

Skills

S-102	Interact fairly and respectfully with others.
S-400	Listen actively to others to understand their perspectives.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective learners. Information on specific active listening strategies is found on page 8 of "Strategies That Make a Difference" (Manitoba Education and Training, 1996a).

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does an active listener look/sound like?*
- Recording focused observations to monitor student growth over time as well as determine which students need differentiation
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 54: Assessing Active Listening

Success for All Learners

- P. 6.11: SLANT; HASTE; SWIM

2 – Brainstorming

Skills

S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
S-102	Interact fairly and respectfully with others.
S-200	Select information from oral, visual, material, print, or electronic sources.
S-400	Listen actively to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Brainstorming is an individual, small-group, or large-group strategy that encourages students to focus on a topic and contribute to a free flow of ideas to explore what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize their validity or appropriateness. Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. This allows individuals to piggyback on the ideas of others, and to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgment, and openness to new ideas.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Recording focused observations to determine prior knowledge, gaps, and starting points for instruction
- Adding on to the initial brainstorm using a different-colour marker/font to show growth of knowledge, skills, and attitudes over time
- Orally guiding/facilitating reflection on *What do we/I notice about our/my thinking; Evidence of our/my thinking is*…, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

3 - ORAL COMMUNICATION

3a – Discussion

Skills

S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
S-102	Interact fairly and respectfully with others.
S-104	Consider the rights and opinions of others during interactions.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary the setting of discussions to include both large- and small-group activities to encourage participation by all students. In the exchange of ideas that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a discussion group member look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 60: Group Discussion—Observation Checklist

3b – Sharing Personal Experiences

Skills

S-102	Interact fairly and respectfully with others.
S-401	Use language that is respectful of human diversity.

Opportunities to share personal experiences with the whole class or in smaller discussion groups allow students to develop confidence in communicating familiar events or experiences. This develops oral communication skills, sensitivity to diverse audiences, and awareness of protocols for being a respectful, attentive listener. It also allows students to connect experiences outside the school with learning in the classroom. Peers develop active listening skills as classmates learn to express their thoughts and ideas in an organized way. Encourage students to use W-5 questions (Who? What? Where? When? Why?) to communicate the personal experiences they are sharing.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Establishing a safe environment where students will feel comfortable sharing personal experiences
- Constructing student-generated criteria for *What does a member look/sound like?*
- Recording focused observations to determine oral communication skills, connections, or organization of thoughts and ideas
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

3c – Relating Events

Skills

S-202	Use appropriate terms or expressions to describe periods of time.
S-401	Use language that is respectful of human diversity.

Students may relate events orally, graphically, or through written text. Relating events provides students with opportunities in sequencing, identifying relationships or patterns between/among details, and chronologically retelling familiar events or experiences. Model various ways of sorting and organizing information and provide frequent opportunities for students to talk about the procedures they use to organize information. Provide direct instruction in the use of signal words (i.e., first, second, third, last, at the beginning, at the end, next, then, after, finally, at the same time). Observe students' skills in identifying patterns and relationships among ideas and information.

Think about…

- Modelling and guiding *Relating Events* through literature and think-alouds
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine skills in sequencing and identifying relationships
- Offering descriptive feedback

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 62: Story Map—B
- P. 211: Storyboards
- P. 212: Story Vines

4 – Collaborative Learning

Skills

S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
S-101	Resolve conflicts peacefully and fairly.
S-102	Interact fairly and respectfully with others.
S-104	Consider the rights and opinions of others during interactions.
S-400	Listen actively to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.

Collaborative learning provides students with opportunities to work together to accomplish shared goals. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative groupings allows students to gain expertise in various roles (e.g., leader, recorder, reporter, timekeeper…) and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a quality collaborative group/group member look/sound like?*
- Offering descriptive feedback
- Recording focused observations to assess group process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Co-operative Task

5 – Using Graphic Organizers

Skills

S-201	Organize and record information in a variety of formats and reference sources appropriately.

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, and representing texts. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information…), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate.

Think about…

- Teaching and modelling the use of one graphic organizer at a time (Note: It takes approximately 6-8 weeks for students to internalize and apply a new strategy independently.)
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations on students' independent choice of, or creation of, graphic organizers to organize thoughts and ideas
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Graphic organizers help me…because …; Evidence of this is…*)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

6 - INQUIRY PROCESS

6a – Sorting and Classifying

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.

Sorting and classifying helps students make sense of new information. It also helps teachers and students identify student prior knowledge as they make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about…

- Teaching, modelling, and guiding the process of sorting and classifying
- Recording focused observations to determine sorting skills used to identify unique characteristics within a set
- Recording focused observations on students' classifying skills
- Recording focused observations on students' development to compare and contrast
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *When we/I sort and predict; We/I think about…because…*)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 64: Venn Diagram

Success for All Learners

- P. 6.100: Sort and Predict Frame
- P. 6.103: Compare and Contrast Frame

6b – Generating Questions

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-300	Formulate questions for research.

Generating their own questions provides students with opportunities to focus and plan their inquiry and identify purposes in their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using "Think-Alouds" ("Strategies That Make a Difference," Manitoba Education and Training, 1996a, p. 288).

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What do quality questions look/sound like?*
- Recording focused observations on students' growing competence in asking initial and guiding questions
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6c – KWL

Skills	
S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-300	Formulate questions for research.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others to understand their perspectives.
S-402	Support their ideas and opinions with information or observations.
S-403	Present information and ideas orally, visually, concretely, or electronically.

The acronym KWL stands for what I **K**now, what I **W**ant to know, and what I have **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL is revisited throughout the learning process and provides opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use. Younger students may use illustrations to construct a class KWL or a KWL wall.

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Recording focused observations to determine prior knowledge, gaps, curiosity, and starting points for instruction
- Adding on to the KWL chart using different-colour markers/fonts to show thinking and learning over time (Note: This is an obvious strategy for learners to observe their growth in knowledge and in questioning and reflecting skills over time.)
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Our/my thinking today is… because…*)
- Adding a KWL chart to the learners' portfolios as evidence of growth in thinking over time

(continued)

6c – KWL *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

Success for All Learners

- P. 6.94: KWL Plus
- P. 6.95: Knowledge Chart

6d – Preparing and Conducting Interviews

Skills	
S-102	Interact fairly and respectfully with others.
S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Formulate questions for research.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-304	Distinguish fact from opinion.
S-400	Listen actively to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Interviews provide students with opportunities to collect and record information from a primary source and create avenues to authentic world expertise and experiences. After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories), students identify appropriate candidates to interview and formulate questions that will elicit needed information during the interview. Questions should be clear and open-ended, and may include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning and recording information in mock interviews. Following the interview, students reflect on the information and process, and send thank-you acknowledgments to the interview subjects.

Think about…

- Focusing assessment on a manageable number of students/outcomes—keeping the end in mind
- Constructing student-generated criteria for *What does a quality interview look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

(continued)

6d – Preparing and Conducting Interviews *(continued)*

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6e – Field Trips

Skills

S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-200	Select information from oral, visual, material, print, or electronic sources.
S-302	Draw conclusions based on information and evidence.
S-400	Listen actively to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Learning experiences that take students outside the classroom are more motivating and have a greater impact than activities that simulate the wider world. Capitalizing on community resources promotes knowledge and understanding of the broader environment and allows students to learn from the resources and expertise that are available in the community at large. Students gain authentic experience when they are involved in planning the purpose and logistics of the field trip. Teachers gain valuable insights into their students as they observe their interactions outside the classroom.

Think about…

- Engaging students in planning a field trip based on primary inquiry questions or the "W" in a KWL strategy
- Constructing student-generated criteria for *What does a quality field trip look/sound like?*
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals to assess the outcomes of the field trip
- Recording focused observations to facilitate student inquiry (Note: Watch for individual student curiosity, expertise, interest, and so on.)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

Success for All Learners

- P. 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom

6f – Collecting and Observing Pictures

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-302	Draw conclusions based on information and evidence.

Finding and observing pictures related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Pictures may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the pictures are intended to represent (e.g., landforms, daily life, Canadian symbols…), students may browse a predetermined set of pictures or search for pictures matching the criteria. Encourage students to share thoughts and feelings evoked by the pictures they observe.

Think about…

- Connecting pictures to the topic/theme
- Asking new questions related to the inquiry
- Gathering information from the pictures
- Assessing the accuracy of the information in the pictures
- Using the information in acquiring and applying new learning and understandings

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 6: Daily Observation Form

Success for All Learners

- P. 6.100: Sort and Predict Frame

6g – Viewing Video/Media

Skills	
S-200	Select information from oral, visual, material, print, or electronic sources.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-304	Distinguish fact from opinion.
S-402	Support their ideas and opinions with information or observations.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the following strategies before, during, and after viewing

Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with "story mapping"—predicting what the video might be about.
- Have students create questions about what they are wondering, or provide "focus questions" (i.e., informational questions, intuitive/interpretive questions…).

During viewing

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions…), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects…), and then review the segment with video. Discuss how perceptions changed with the video.
- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the "listeners," sits with their backs to the screen while the other half of the class, the "viewers," faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners' questions.
- Freeze frame: PAUSE to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

(continued)

6g – Viewing Video/Media *(continued)*

After viewing

- Students may ask new questions (*e.g., Some of my questions that were answered were…; Now, I know/wonder…*).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Discuss examples of fact and opinion from the video/media.
- Represent their new learning, or add new information to their inquiry journal or notebook.

Think about…

- Reflecting on the purpose for viewing the video
- Observing for new or extending understanding of concept, topic/theme
- Observing for gaps in students' understanding
- Recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise….)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 73: A Viewer's Discussion Guide

Success for All Learners

- P. 6.102: Look It Over

7 - SOCIAL STUDIES

7a – Creating Maps

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-205	Construct maps that include a title, legend, and compass rose.
S-206	Interpret maps that include a title, legend, and compass rose.
S-207	Use cardinal directions to describe the relative locations of places on maps and globes.
S-302	Draw conclusions based on information and evidence.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood…) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude…). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps in their daily work (e.g., journals, stories, research…).

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

(continued)

7a – Creating Maps *(continued)*

Think about…

- Observing for students' map-reading, interpreting, and creating skills
- Constructing student-generated criteria for *What does a quality map look like?* (e.g., accuracy, appropriate symbols, readability, consistent use of scale...)
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding drawn/created maps and reflections to the learners' portfolios as evidence of understanding of mapping skills

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

7b – Using/Interpreting Maps

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-206	Interpret maps that include a title, legend, and compass rose.
S-207	Use cardinal directions to describe the relative locations of places on maps and globes.
S-302	Draw conclusions based on information and evidence.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale…). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about…

- Teaching, modelling, and guiding map reading/interpreting skills
- Observing students' knowledge and skills in reading, interpreting, and creating a variety of maps to plan for differentiation
- Observing students' skills in connecting information from maps to other concepts
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about maps/mapping…; For example…*)
- Adding a drawn/created map and reflection to the learners' portfolios as evidence of understanding of mapping skills
- Using a wall map or individual maps to assess students' knowledge of geographic features

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

7c – Interpreting Timelines

Skills

S-202	Use appropriate terms or expressions to describe periods of time.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-204	Use timelines to organize information chronologically.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about…

- Teaching, modelling, and guiding interpretation and creation of timelines
- Observing students' knowledge and skills in organizing events chronologically, creating timelines and using information from timelines to plan for differentiation
- Observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about timelines…; Evidence of my learning is…*)
- Adding a created timeline and reflection to the learners' portfolios as evidence of understanding of historical periods

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

7d – Creating Timelines

Skills	
S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-202	Use appropriate terms or expressions to describe periods of time.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process (e.g., in Grade 4: throughout Cluster 4, History of Manitoba; in Grades 5, 6, 8, and Senior 3: throughout the entire year). Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, younger students might simply label and illustrate events on a timeline that already has periods of time indicated. Older students, using mathematical skills, could determine and mark time periods before labelling and illustrating events.

Think about…

- Constructing student-generated criteria for *What does a quality timeline look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a timeline and reflection to the learners' portfolios as evidence of growth and understanding of timelines

(continued)

7d – Creating Timelines *(continued)*

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

7e – Social Action

Skills	
S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-104	Consider the rights and opinions of others during interactions.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-301	Consider advantages and disadvantages of solutions to a problem.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, *and if they are truly empowered to be active and responsible citizens*, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own, or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

(continued)

7e – Social Action *(continued)*

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about…

- Setting classroom goals for developing action plans and becoming active responsible citizens
- Constructing student-generated criteria for *What does a democratic classroom/an active responsible citizen look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine teaching points
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding an account and/or images of evidence of social actions to the students' portfolios

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 93: Goal Setting

8 – Content Reading

Skills	
S-200	Select information from oral, visual, material, print, or electronic sources.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-304	Distinguish fact from opinion.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Thus, teachers have an opportunity to extend reading instruction beyond the literacy workshop, and to offer learners another opportunity to practise and make connections to reading comprehension strategies in the content areas or inquiry workshop. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, songs, poetry, media texts, vignettes, textbooks…).

Competent readers use reading comprehension strategies independently *before*, *during*, and *after* reading. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about…

- Using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- Modelling *before*, *during*, and *after* reading comprehension strategies
- Monitoring students' choices of texts for seeking information
- Observing comprehension strategies (e.g., predicting, questioning, imaging, self monitoring, re-reading, re-telling, summarizing, inferring, skimming and scanning…)
- Recording focused observations to determine students' ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions…) and text structures/features (compare and contrast, sequential, description, cause and effect…)

(continued)

8 – Content Reading *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 4: Observation Checklist for Skimming and Scanning
- BLM 5: Observation Checklist for Skimming and Scanning Skills
- BLM 6: Comprehension Focus: Before, During, and After Reading
- BLM 8: Reading Strategies: Student Monitoring Sheet
- BLM 12: How to Find the Main Idea of a Paragraph
- BLM 14: Previewing Questions
- BLM 15: Skimming
- BLM 16: Reading Strategies: Self-Check
- BLM 74: Before-During-After Map
- BLM 75: Retelling

Success for All Learners

- P. 6.103: Compare and Contrast Frame
- P. 6.104: Concept Relationship Frame
- P. 6.111: Concept Frame
- P. 6.112: Concept Overview
- P. 6.113: Frayer Plus Concept Builder
- P. 6.114: Fact-Based Article Analysis
- P. 6.115: Issue-Based Article Analysis
- P. 6.116: Reading from Another Point of View

9 - WRITING

9a – Journals

Skills

S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of human diversity.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on personal and emotional reactions. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and may be specifically devoted to response and used across curriculum areas.

Think about…

- Guiding/facilitating reflection orally and with a Y-chart before introducing independent journal writing
- Constructing student-generated criteria for *What does quality reflective journal writing look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Adding reflections to the learners' portfolios as evidence of growth in metacognitive thinking over time
- Assessing the journal for growth over time and/or for summative purposes

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 11: Record-Keeping Form

9b – Exit Slip

Skills

S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., *Today I learned…; I am still confused about…; I would like to know more about…; A question I have is…*), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about…

- Observing students' perceived strengths and areas for further learning
- Focusing assessment on the accuracy and completeness of the information
- Observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 6: Daily Observation Form

Success for All Learners

- P. 6.61: Admit and Exit Slips

9c – RAFT

Skills	
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.
S-403	Present information and ideas orally, visually, concretely, or electronically.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a **R**ole other than themselves (e.g., animal, historical figure, comic book character…). They choose an **A**udience (e.g., a person living in another time or place, a corporation, an inanimate object…). They select a **F**ormat (e.g., poem, letter, journal…) for their writing. They also choose a **T**opic (e.g., plea, persuasion, demand, excuse…) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. A RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about…

- Sharing and reflecting on examples of point-of-view genre in literature
- Modelling, guiding, and offering time to practise RAFT
- Constructing student-generated criteria for *What does a quality written point of view (RAFT strategy) look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality written point of view (RAFT strategy) to the learners' portfolios as evidence of learning

(continued)

9c – RAFT *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 71: Point of View

Success for All Learners

- P. 6.116: Reading from Another Point of View

9d – Persuasive Writing

Skills

S-301	Consider advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-304	Distinguish fact from opinion.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about…

- Sharing and reflecting on examples of persuasive writing
- Modelling, guiding, and offering time to practise persuasive writing
- Constructing student-generated criteria for *What does quality persuasive writing look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality piece of persuasive writing to the learners' portfolios as evidence of understanding and organizational skills

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9e – Creating Plans/Outlines

Skills

S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-300	Formulate questions for research.

Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about…

- Focusing assessment on a manageable number of learning outcomes/students
- Teaching, modelling, and guiding the creation of plans/outlines
- Constructing student-generated criteria for *What does a quality plan look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' revisions to the plan throughout the inquiry
- Orally guiding/facilitating reflection on planning, using a Y-chart or journals

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

9f – Recording Information

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-303	Revise ideas and opinions based on new information.

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and "Strategies That Make a Difference" (Manitoba Education and Training, 1996a, pp. 59–64 and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about…

- Teaching and modelling one strategy at a time for recording information (Note: It takes learners approximately six to eight weeks to internalize a strategy and to apply it independently.)
- Constructing student-generated criteria for *What does a quality Slim Jim look like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine which students need differentiation and scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' choices of strategies for recording information
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 8: Evidence of Learning

(continued)

9f – Recording Information *(continued)*

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- P. 59: Pyramid Diagram
- Pp. 76–77: The Big Six assignment organizer
- BLM 45: Checklist to Assess Student's Ability to Select and Process Information
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

Success for All Learners

- P. 6.97: Listen–Draw–Pair–Share
- P. 6.101: Three-Point Approach for Words and Concepts
- P. 6.102: Look It Over
- P. 6.108: Do Your LAPS
- P. 6.114: Fact-Based Article Analysis
- P. 6.115: Issue-Based Article Analysis

10 – Presentations/Representations

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on information and evidence.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Presentations provide opportunities for students to synthesize new knowledge and share their understandings. Presentations allow students to creatively express their understandings through a variety of intelligences (Multiple Intelligences), and may include visual displays, art, drama, music, video, reenactments, or simulations. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will effectively communicate new information to their intended audience.

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality presentation/representation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the process
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11 - INFORMATION AND COMMUNICATION TECHNOLOGIES

11a – Print and Electronic Research

Skills	
S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Formulate questions for research.
S-301	Consider advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-304	Distinguish fact from opinion.

Print and electronic research facilitates the inquiry process as students acquire new information, knowledge, and understandings. The focus of the inquiry is often guided by knowledge learning outcomes in social studies. As they plan their research, guide students through the following stages in the inquiry process: choose a theme or topic; identify and record prior knowledge; ask initial questions; explore and select primary and secondary sources; and plan for inquiry. As students are engaged in research, observe and offer guidance as they gather, process, and record information and focus their inquiry. To help students experience success in their research, guide them to continually assess how they will express their learning (i.e., keep the end in mind).

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality inquiry look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the inquiry process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

(continued)

11a – Print and Electronic Research *(continued)*

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11b – Using Graphics Software

Skills

S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students may use graphics software to illustrate and label the concepts and ideas they explore. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software…) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about…

- Focusing assessment on the communication of concepts and ideas in the images created
- Constructing student-generated criteria for *What do quality illustrations/diagrams look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11c – Email

Skills

S-102	Interact fairly and respectfully with others.
S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Formulate questions for research.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-304	Distinguish fact from opinion.
S-401	Use language that is respectful of human diversity.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve each purpose, ensuring that students use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they don't know.

Think about…

- Modelling appropriate Internet behaviours
- Focusing assessment on the clarity of student communication and the match of style and tone with purpose
- Constructing student-generated criteria for *What does a quality Internet communication look/sound like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11d – Desktop Publishing

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on information and evidence.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Desktop publishing includes text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about…

- Focusing assessment on the structure, organization, content choices, and whether the final product communicates the purpose effectively
- Constructing student-generated criteria for *What does a quality brochure look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11e – Word Processing

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-303	Revise ideas and opinions based on new information.

Word processing supports students through the writing process and encourages them to revise initial drafts and organize their writing to best represent current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options…). Encourage students to save copies of their files as they work through the editing and revision process as evidence of their growth and improvement in the writing process.

Think about…

- Modelling and guiding the development of word-processing skills and strategies
- Recording focused observations to determine skills in organizing information and ideas, revising and editing, and saving copies of files
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

11f – Concept Mapping

Skills

S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-203	Select and use appropriate tools and technologies to accomplish tasks.

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and stimulate creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about…

- Teaching and modelling concept mapping
- Constructing student-generated criteria for *What does a quality concept map look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11g – Multimedia Presentations

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on information and evidence.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Multimedia presentations provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and links to further information supporting their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will communicate new information effectively to their intended audience.

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality multimedia presentation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11h – Creating Animations

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information in a variety of formats and reference sources appropriately.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on information and evidence.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships. In creating animations, students develop skills in sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for some students to demonstrate their learning.

Think about…

- Focusing assessment on how the animation creatively communicates the concept or idea
- Constructing student-generated criteria for *What does quality animation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information

  Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11i – Using Software

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on information and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore "what-if" scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can "learn by doing."

Think about…

- Focusing assessment on students' skills in exploring concepts and ideas with simulations and/or animations
- Offering descriptive feedback on students' explorations, deepening understandings and testing of hypotheses
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Using software helps me…*)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

11j – Using Spreadsheets/Databases

Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate the acquisition of spreadsheet and database skills with social studies. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions…). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their social studies investigations.

Think about…

- Modelling and guiding the use of spreadsheets/databases
- Focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- Offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

GRADE 3

Blackline Masters

Appendix B

Blackline Masters

3.1.1a Canadian Citizenship - Responsibility or Right

3.1.1b Canadian Citizenship - Canadian Citizens Wanted Poster

3.1.2a Canadian National Anthem - Lyrics

3.1.2b Canadian National Anthem - Translations

3.1.2c Canadian National Anthem - Cloze

3.1.2d Canadian National Anthem - Versions

3.1.3a Personal Identity - My Identity

3.1.3b Personal Identity - Character Traits

3.1.3c Personal Identity - Factors

3.1.3d Personal Identity - Seven Teachings

3.1.4a Leadership - Qualities

3.1.5a Conflict Resolution - Y-Chart

3.1.5b Conflict Resolution - Bullying Survey

3.1.5c Conflict Resolution - Case Studies

3.1.5d Conflict Resolution - Role-Play

3.1.6a Remembrance Day - Vocabulary

3.1 Connecting with Canadians - Connecting and Reflecting

3.2.1a Mapping the World - Geographic Terms

3.2.1b Mapping the World - World Outline Map

3.2.1c Mapping the World - Word Sort

3.2.1d Mapping the World - Mapping Terms

3.2.2a Community Connections - Outline Map of North America

3.2.2b Community Connections - Analysis

3.2.3a Human Rights - Rights or Wants?

3.2.3b Human Rights - Universal Declaration of Human Rights (Plain Language Version)

3.2.3c Human Rights - Cloze

3.2.3d Human Rights - Helping Others

3.2.3e Human Rights - People Helping People

3.2.3f Human Rights - Local Community Services

3.2.4a Personal Responsibilities - Self-Evaluation

3.2.4b Personal Responsibilities - Cause-and-Effect Chart

3.2.4c Personal Responsibilities - Making Decisions

3.2 Exploring the World - Connecting and Reflecting

3.3.1a Locating World Communities - Travel

3.3.1b Locating World Communities - Passports

3.3.2a Living with the Land - Word Splash

3.3.2b Living with the Land - Information Chart

3.3.2c Living with the Land - Influence Chart

3.3.2d Living with the Land - Travel Tags

3.3.3a Resources - Goods and Services Chart

3.3.3b Resources - Uses Chart
- Work, Goods, Technologies, and Trade Chart

3.3.3c Resources - Natural Environment Chart

3.3.4a World Communities - Needs/Media

3.3.4b World Communities - Home Media

3.3.4c World Communities - Media Log

3.3.4d World Communities - Basic Needs/Media Source

3.3.5a Daily Life - Artifacts Chart

3.3.5b Daily Life - Travel Journal

3.3.5c Daily Life - Comparing Daily Life

3.3.6a Cultural Diversity - Word Splash

3.3.6b Cultural Diversity - Mind Map

3.3.6c Cultural Diversity - Expressing Culture

3.3.6d Cultural Diversity - Expressions Chart

3.3.6e Cultural Diversity - Four Examples

3.3 Communities of the World - Connecting and Reflecting

3.4.1a Daily Life in an Ancient Society - Ancient Egypt; Aztecs; Incas; Ancient China; Ancient Japan

3.4.1b Daily Life in an Ancient Society - Anticipation Guide

3.4.1c Daily Life in an Ancient Society - Artifacts

3.4.1d Daily Life in an Ancient Society - If I Lived...

3.4.3a Contributions, Continuity, and Change - Contributions

3.4 Exploring an Ancient Society - Connecting and Reflecting

GRADE 3

Charts and Checklists

Appendix C

GRADE 3

Skills Progress Chart

	Skills Checklist										
Active Democratic Citizenship	100 – Collaborate with others to share ideas, decisions, and responsibilities in groups.										
	101 – Resolve conflicts peacefully and fairly.										
	102 – Interact fairly and respectfully with others.										
	103 – Make decisions that reflect care, concern, and responsibility for the environment.										
	104 – Consider the rights and opinions of others during interactions.										
Managing Information and Ideas	200 – Select information from oral, visual, material, print or electronic sources. *Examples: maps, atlases…*										
	201 – Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps…*										
	202 – Use appropriate terms or expressions to describe periods of time.										
	203 – Select and use appropriate tools and technologies to accomplish tasks.										
	204 – Use timelines to organize information chronologically.										
	205 – Construct maps that include a title, legend, and compass rose.										
	206 – Interpret maps that include a title, legend, and compass rose.										
	207 – Use cardinal directions to describe the relative locations of places on maps and globes.										
Critical and Creative Thinking	300 – Formulate questions for research.										
	301 – Consider advantages and disadvantages of solutions to a problem.										
	302 – Draw conclusions based on information and evidence.										
	303 – Revise ideas and opinions based on new information.										
	304 – Distinguish fact from opinion.										
Communication	400 – Listen actively to others to understand their perspectives.										
	401 – Use language that is respectful of human diversity.										
	402 – Support their ideas and opinions with information or observations.										
	403 – Present information and ideas orally, visually, concretely, or electronically.										

GRADE 3

Vocabulary Strategies

Appendix D

Vocabulary development is integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster.

A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Activate

Using a word processor, students type new vocabulary into a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to a peer, or highlight related words and explain their relationship to a peer.
Grades 1–4

Students come to class dressed in a costume that represents a new vocabulary word or dramatizes the meaning of new vocabulary. Students guess the meaning of the word/concept that is illustrated.
Grades K–4

Acquire

Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.

TIP: A volunteer may help students record and insert sound clips with the appropriate pictures.
Grades 1–4

Enter vocabulary words in an electronic spelling program so that students may complete pre-programmed spelling activities.
Grades 1–4

Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.
Grades 1–4

Using *Inspiration* vocabulary templates, students identify antonyms, synonyms, and/or people associated with new vocabulary.
Grades 3–4

Students use sandpaper letters and crayons to do word rubbings for new vocabulary. Alternatively, students cover pre-printed word cards with string, beads, or sparkles. Students recite the words aloud while tracing the outline of the word.
Grades K–2

Students physically create new vocabulary words in various media (e.g., with modelling clay or magnetic letters, in sand or with paint).

TIP: Create your own "Etch-a-Sketch®." Mix tempera paint, cornstarch, and water to a fairly thick consistency, and place the mixture in self-sealing plastic bags. Students use their fingers to trace words in the plastic.
Grades K–2

Students create songs or classroom chants to illustrate the meaning of new vocabulary words.
Grades K–2

Students use "Pocket Definitions" to reinforce new vocabulary. Students write new vocabulary on slips of paper and put them in their pockets. Several times throughout the day, call out "Pocket Definitions!" Students take the slips of paper out of their pockets and practise the words and definitions.
Grades 2–4

Using a word processor, word art, or concept mapping, students create a word splash of new vocabulary. Students add definitions, explanations, or illustrations of the vocabulary.

TIP: Students may add further information by inserting text boxes, comments, or sound clips.
Grades 3–4

Use self-stick notes to label items displayed in an artifact centre (e.g., globe, map...). Students find other items in the classroom that match the new vocabulary and label those items.
Grades K–2

Students create desktop vocabulary placemats. Students illustrate their placemats with new vocabulary, definitions, and pictures representing the new vocabulary. Students may refer to their placemats throughout the cluster.
Grades 1–4

Students match new vocabulary to magazine pictures or clip art illustrating the new word.
Grades K–4

Students practise new vocabulary using flash cards.

TIP: Have students create a personal set of flash cards.
Grades 2–4

Using print and electronic resources, students research new vocabulary, recording definitions, explanations, and images that illustrate or clarify the meaning of the word.
Grades 2–4

Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Peers predict the vocabulary word each image represents, and check their answer by playing the sound clip.
Grades 2–4

Apply

Using a word processor, students play "Vocabulary Bingo." Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls "Bingo!"

TIP: In classrooms with one computer, students may create individual bingo cards and print them.
Grades 2–4

Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic gallery walk.
Grades 2–4

Collaborative groups of students create "The Answer is…" puzzles using new vocabulary and quiz peers (e.g., "The answer is 'north, south, east, and west.' What is the question? The question is 'What are the four cardinal directions?'").
Grades 2–4

Students play new vocabulary "Password." Four students are divided into two teams of two. One student on each team is given a "secret" vocabulary word on a slip of paper. Taking turns, the first team member provides a one-word clue to her or his partner, who attempts to guess the "secret" word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.
Grades 2–4

Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.
Grades 2–4

Students play "Vocabulary Beach Ball." Label a beach ball with vocabulary words. Students sit in a circle and toss the beach ball to a peer. The student who catches the ball reads the word closest to his or her right thumb, defines the word, and/or uses it in a sentence. The student tosses the ball to another peer.

TIP: Students may ask peers for help/clues if they cannot remember the word.
Grades 2–4

Students play "I Spy," providing clues to match something in the classroom that represents new vocabulary (e.g., I spy something round; I spy something with tiny bit of blue on it; I spy something that spins. Answer: the globe). Peers guess the vocabulary word.
Grades K–4

Using presentation or web authoring software, students create a web page or interactive glossary of new vocabulary. The presentation may include links to definitions, labelled diagrams, pictures, phrases, or sentences using the word in context, sound clips associated with the word, or digital pictures of classroom explorations with the concept represented by the word.

TIP: The presentation may be developed throughout the cluster and used as a culminating activity.
Grades 3–4

Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave for recess).

TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.
Grades K–4

Students play "Spelling in Motion" to practise new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and finally states an action word. Peers perform the action, spelling the word out loud (e.g., One student says "Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks." Peers do jumping jacks as they spell the word, performing one jumping jack for each letter.).
Grades K–4

Using presentation software, students create a rapid-fire class quiz. Collaborative groups of students create a three-part slide that includes an illustration or clip-art image representing the word, a definition, and the vocabulary word. Students set the timing feature so the illustration appears first, followed in three seconds by the definition, and followed five seconds later by the word. Each group's slide is included in a class presentation. During the presentation, students are encouraged to call out their guesses before the word appears.
Grades 3–4

Using "Hot Potatoes," students demonstrate understanding of new vocabulary by completing a teacher-created activity (e.g., cloze passage, crossword puzzle, multiple choice, or matching quiz), using new vocabulary in context.
Grades 1–4

Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.
Grades 2–4

Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with peers who use the clues to guess the vocabulary word.
Grades 1–4

Cumulative Skills Chart

Appendix E

GRADES K to 4

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-100	**0-S-100** Cooperate and collaborate with others. *Examples: take turns, share space and resources...*	**1-S-100** Cooperate and collaborate with others. *Examples: share space and resources, assume responsibilities, seek agreement...*	**2-S-100** Cooperate and collaborate with others. *Examples: make collective decisions, share responsibilities, seek agreement...*
S-101	**0-S-101** Consider others' needs when working and playing together.	**1-S-101** Consider others' needs when working and playing together.	**2-S-101** Resolve conflicts peacefully and fairly.
S-102	**0-S-102** Interact fairly and respectfully with others.	**1-S-102** Interact fairly and respectfully with others.	**2-S-102** Interact fairly and respectfully with others.
S-103	**0-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**1-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**2-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
S-104			**2-S-104** Consider the rights and opinions of others during interactions.

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.	**4-S-100** Collaborate with others to share ideas, decisions, and responsibilities in groups.	**S-100**
3-S-101 Resolve conflicts peacefully and fairly.	**4-S-101** Resolve conflicts peacefully and fairly.	**S-101**
3-S-102 Interact fairly and respectfully with others.	**4-S-102** Interact fairly and respectfully with others.	**S-102**
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	**4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**S-103**
3-S-104 Consider the rights and opinions of others during interactions.	**4-S-104** Negotiate constructively with others to build consensus.	**S-104**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-200	**0-S-200** Gather information from oral, visual, material, or print sources.	**1-S-200** Gather information from oral, visual, material, print, or electronic sources.	**2-S-200** Select information from oral, visual, material, print, or electronic sources.
S-201	**0-S-201** Sort information using selected criteria.	**1-S-201** Categorize information using selected criteria.	**2-S-201** Organize and record information using visual organizers.
S-202	**0-S-202** Use appropriate terms or expressions to describe periods of time.	**1-S-202** Use appropriate terms or expressions to describe periods of time.	**2-S-202** Use appropriate terms or expressions to describe periods of time.
S-203	**0-S-203** Use tools and technologies to accomplish given tasks.	**1-S-203** Use tools and technologies to accomplish given tasks.	**2-S-203** Use tools and technologies to accomplish given tasks.
S-204		**1-S-204** Use simple timelines to organize information chronologically.	**2-S-204** Use simple timelines to organize information chronologically.
S-205		**1-S-205** Construct simple maps to represent familiar places and locations.	**2-S-205** Construct maps that include a title, legend, and symbols.
S-206		**1-S-206** Interpret simple maps as representations of familiar places and locations.	**2-S-206** Interpret maps that include a title, legend, and symbols.
S-207		**1-S-207** Use relative terms to describe familiar locations.	**2-S-207** Use cardinal directions to describe location.
S-208			

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	**4-S-200** Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	**S-200**
3-S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	**4-S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	**S-201**
3-S-202 Use appropriate terms or expressions to describe periods of time.	**4-S-202** Use appropriate terms or expressions to describe periods of time. *Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...*	**S-202**
3-S-203 Select and use appropriate tools and technologies to accomplish tasks.	**4-S-203** Select and use appropriate tools and technologies to accomplish tasks.	**S-203**
3-S-204 Use timelines to organize information chronologically.	**4-S-204** Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	**S-204**
3-S-205 Construct maps that include a title, legend, and compass rose.	**4-S-205** Construct maps that include a title, legend, compass rose, and grid.	**S-205**
3-S-206 Interpret maps that include a title, legend, and compass rose.	**4-S-206** Interpret maps that include a title, legend, compass rose, and grid.	**S-206**
3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.	**4-S-207** Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.	**S-207**
	4-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. *Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...*	**S-208**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-300	**0-S-300** Use comparison in investigations.	**1-S-300** Use comparison in investigations.	**2-S-300** Formulate questions for research.
S-301	**0-S-301** Identify consequences of their decisions and actions.	**1-S-301** Identify consequences of their decisions and actions.	**2-S-301** Consider advantages and disadvantages of solutions to a problem.
S-302		**1-S-302** Use information or observation to form opinions.	**2-S-302** Use information or observation to form opinions.
S-303		**1-S-303** Revise ideas and opinions based on new information.	**2-S-303** Revise ideas and opinions based on new information.
S-304			
S-305			

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-300 Formulate questions for research.	**4-S-300** Formulate questions for research.	**S-300**
3-S-301 Consider advantages and disadvantages of solutions to a problem.	**4-S-301** Consider advantages and disadvantages of solutions to a problem.	**S-301**
3-S-302 Draw conclusions based on information and evidence.	**4-S-302** Draw conclusions based on information and evidence.	**S-302**
3-S-303 Revise ideas and opinions based on new information.	**4-S-303** Evaluate personal assumptions based on new information and ideas.	**S-303**
3-S-304 Distinguish fact from opinion.	**4-S-304** Distinguish fact from opinion.	**S-304**
	4-S-305 Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	**S-305**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-400	**0-S-400** Listen actively to others.	**1-S-400** Listen actively to others.	**2-S-400** Listen actively to others.
S-401	**0-S-401** Use language that is respectful of others.	**1-S-401** Use language that is respectful of others.	**2-S-401** Use language that is respectful of others.
S-402	**0-S-402** Express reasons for their ideas and opinions.	**1-S-402** Express reasons for their ideas and opinions.	**2-S-402** Express reasons for their ideas and opinions.
S-403	**0-S-403** Present information and ideas orally, visually, or concretely.	**1-S-403** Present information and ideas orally, visually, concretely, or electronically.	**2-S-403** Present information and ideas orally, visually, concretely, or electronically.
S-404	**0-S-404** Relate events and stories in chronological order.	**1-S-404** Relate events and stories in chronological order.	**2-S-404** Relate events and stories in chronological order.

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-400 Listen actively to others to understand their perspectives.	**4-S-400** Listen actively to others to understand their perspectives.	**S-400**
3-S-401 Use language that is respectful of human diversity.	**4-S-401** Use language that is respectful of human diversity.	**S-401**
3-S-402 Support their ideas and opinions with information or observations.	**4-S-402** Support their ideas and opinions with information or observations.	**S-402**
3-S-403 Present information and ideas orally, visually, concretely, or electronically.	**4-S-403** Present information and ideas orally, visually, concretely, or electronically.	**S-403**
		S-404

GRADE 3

Recommended Learning Resources

Appendix F

These suggested resources were evaluated and recommended in 2003 by a group of Manitoba teachers who were nominated by their school divisions to participate in the Kindergarten to Grade 8 learning resource review. As additional materials are evaluated and recommended, this resource list will be updated. Please check online for updates and for the complete K–8 annotated bibliography of recommended learning resources at: <http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>.

For information or assistance regarding the purchase of learning resources listed, please contact:

The Manitoba Text Book Bureau
Box 910
Souris, MB R0K 2C0
Toll free (in Manitoba and Saskatchewan): 1-866-771-6822
Telephone (outside Manitoba and Saskatchewan): (204) 483-5040
Fax: (204) 483-5041
Email: mtbb@merlin.mb.ca
Search and order online at <http://www.mtbb.mb.ca>.

Many of the resources listed are available for loan by contacting:

Instructional Resources Unit (IRU)
Manitoba Education, Citizenship and Youth
1181 Portage Avenue
Winnipeg, MB R3G 0T3
Telephone: (204) 945-7830/7851 (in Winnipeg)
1-800-282-8069, ext. 7830/7851 (Manitoba only)
Fax: (204) 945-8756
Email: iruref@gov.mb.ca
Internet: <http://library.edu.gov.mb.ca:4100>

Grade-Level Resources

(Resources organized by cluster follow this section.)

Beginner's Classroom Atlas of Canada and the World

ISBN # 0-88640-921-7
This is a well-organized, user-friendly resource that meets specific learning outcomes from Grades 1–3 of the Manitoba social studies curriculum.

This is a comprehensive resource with age-appropriate, clearly labelled maps that make effective use of colour. It also includes mapping skills, geographical terms, symbols, legends, compass rose, bar scale, longitude and latitude, cultural links, regional links, timelines for development of countries, and a complete glossary with page references.

Atlas
Distributor: Rand McNally Canada
Publisher: Rand McNally Canada
Copyright: 2002
Author: Book, Rick

In the Global Classroom 1

ISBN # 0-88751-081-7
This is a Kindergarten to Grade 8 teacher professional resource. This resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes citizenship, diverse-perspectives, global, identity, and economic learning outcome experiences. Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index, but they do not include the grade level for which the activities are suggested. If the resource were better organized, it would be easier to find grade-appropriate ideas. Because this is a softcover book, it is not very durable.

Non-Fiction
Distributor: University of Toronto Press
Publisher: Pippin Publishing Corporation
Copyright: 1998
Author: Pike, Graham

Is That Right? Critical Thinking and the Social World of the Young Learner

ISBN # 0-88751-094-9
This teacher resource emphasizes that there is no better day than today to teach our children the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Non-Fiction
Distributor: University of Toronto Press
Publisher: Pippin Publishing Corporation
Copyright: 2002
Author: Wright, Ian

Rand McNally Classroom Atlas of Canada and the World

ISBN # 0-528-17779-X
This resource supports the study of Canada and the world in Clusters 1, 2, and 3 of the Grade 3 Manitoba social studies curriculum, and Clusters 1, 2, 3, and 5 of the Grade 4 social studies curriculum.

It is skill-based, well organized, and user friendly. It provides age-appropriate learning activities that could be further developed and/or adapted for these students. The activities are relevant and meaningful to students.

This resource is current and accurate, and contains Canadian and Manitoba content. This resource includes excellent graphics, diagrams, and illustrations, with subject matter that supports inclusion and promotes respect for diversity. It offers a variety of learning strategies from diverse perspectives that show thoughtfulness and consideration of subject matter and respect multiple intelligences and active learning.

It supports integration across subject areas, such as mathematics, and contains a glossary of geographical terms and a detailed index of locations. It uses clear headings and is clearly laid out, but the soft cover of the resource is not very durable.

Atlas
Distributor: Rand McNally Canada
Publisher: Rand McNally Canada
Copyright: 2002
Author: McNamara, Margaret

Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

ISBN # 0-88640-920-9
This teacher resource package complements the student text *Classroom Atlas of Canada and the World*. This resource supports the study of Canada and the world in Clusters 1, 2, and 3 of the Grade 3 Manitoba social studies curriculum, and Clusters 1, 2, 3, and 5 of the Grade 4 curriculum.

It is skill-based, well organized, and user friendly. It provides support for age-appropriate learning activities found in the textbook that could be further developed and/or adapted for these students.

It does not contain a glossary of geographical terms but it does have a detailed index that includes all the contents.

This resource is current and accurate, and contains Canadian and Manitoba content. It is clearly laid out with clear headings, and the three-ring binder format is very durable and convenient for teacher use.

Atlas
Distributor: Rand McNally Canada
Publisher: Rand McNally Canada
Copyright: 2001
Author: McNamara, Margaret

Hands-on Social Studies Grade Three

ISBN 1-55379-006-5.
This made-in-Manitoba resource is based on the specific learning outcomes in the Manitoba Grade 3 social studies curriculum, and supports teaching in all four clusters (Connecting with Canadians, Exploring the World, Communities of the World, Exploring an Ancient Society). It provides a variety of student activities, background information for teachers, theme vocabulary, learning extensions, Canadian Literature Links, and blackline masters.

This is a well-organized resource that includes creative, interactive, and meaningful student learning activities that connect to social studies, English language arts, art, and science. Assessment strategies are provided and include teacher, student, and group forms.

The resource contains both Canadian and World content. When learning about languages, cultures, and celebrations, specific references are made to Canadian and World communities. When sensitive issues are addressed in learning experiences, teacher notes provide suggestions for approaching the experience with sensitivity to individual, family, and cultural differences. The resource focuses on respecting cultural differences, and reinforces pride in one's own culture.

The resource is coil-bound. It includes a detailed table of contents, and a consistent format for learning experiences including background information for teachers, materials needed, activities, extensions, and activity centres.

Stand-Alone
Distributor:
Publisher: Portage & Main Press (PEG)
Copyright: 2003
Author: Lawson, Jennifer, et al.

Resources Organized by Cluster and Key Concepts

Grade 3—Cluster 1

All Kinds of Children

ISBN # 0-8075-0281-2

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Cluster 3—Communities of the World

- Global human diversity

Fiction
Distributor: Fitzhenry & Whiteside Limited.
Publisher: Fitzhenry & Whiteside Limited
Copyright: 1999
Author: Simon, Norma

Dear Whiskers

ISBN # 0-8234-1495-7

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Thomas Allen & Son Limited
Publisher: Holiday House, Inc.
Copyright: 2000
Author: Nagda, Ann Whitehead

From Far Away

ISBN # 1-55037-396-X

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Caution: Teachers are advised to use this book with sensitivity with children from war-torn countries.

Picture Book
Distributor: Firefly Books Ltd.
Publisher: Annick Press
Copyright: 1995
Author: Munsch, Robert N.

Gleam and Glow

ISBN # 0-15-202596-0

Cluster 1—Connecting with Canadians

- Remembrance Day

Cluster 2—Exploring the World

- Human rights (housing, education, security, food, water…)

Fiction
Distributor: Harcourt Brace & Company
Publisher: Harcourt Brace & Company
Copyright: 2001
Author: Bunting, Eve

Key to the Playhouse

ISBN # 0-590-46266-0

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1994
Author: York, Carol Beach

O Canada

ISBN # 1-55337-581-5

Cluster 1—Connecting with Canadians

- Canadian citizenship (national anthem)

Note: Contains the official national anthem including all three verses from the 1908 version of "O Canada."

Picture Book
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 1992
Author: Harrison, Ted

Peace Begins with You

ISBN # 0-316-77440-5

Cluster 1—Connecting with Canadians

- Remembrance Day

Fiction
Distributor: H. B. Fenn & Company Ltd.
Publisher: Little, Brown and Co.
Copyright: 1990
Author: Scholes, Katherine

Rosie's Story

ISBN # 1-879531-62-3

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Mondo Publishing
Copyright: 1994
Author: Gogoll, Martine

Rumor

ISBN # 1-894379-39-X

Cluster 1—Connecting with Canadians

- Decision making

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Firefly Books Ltd.
Publisher: Maple Tree Press
Copyright: 1999
Author: Thornhill, Jan

Very Special Kwanzaa

ISBN # 0-590-84862-3

Cluster 1—Connecting with Canadians

- Connections with other Canadians
- Decision making (conflict, bullying)

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Chocolate, Debbie

Grade 3—Cluster 2

Dear Whiskers

ISBN # 0-8234-1495-7

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Thomas Allen & Son Limited
Publisher: Holiday House, Inc.
Copyright: 2000
Author: Nagda, Ann Whitehead

Gifts

ISBN # 0-590-24935-5

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1994
Author: Bogart, Jo Ellen

Gleam and Glow

ISBN # 0-15-202596-0

Cluster 1—Connecting with Canadians

- Remembrance Day

Cluster 2—Exploring the World

- Human rights (housing, education, security, food, water…)

Fiction
Distributor: Harcourt Brace & Company
Publisher: Harcourt Brace & Company
Copyright: 2001
Author: Bunting, Eve

Helping Organizations: Doctors Without Borders

ISBN # 0-8239-6002-1

Cluster 2—Exploring the World

- International support organizations (United Nations, UNICEF, Red Cross…)

Non-Fiction
Distributor: Knowbuddy Resources
Publisher: Rosen Publishing Group
Copyright: 2002
Author: Suen, Anastasia

Helping Organizations: Habitat for Humanity

ISBN # 0-8239-6006-4

Cluster 2—Exploring the World

- International support organizations (United Nations, UNICEF, Red Cross…)

Non-Fiction
Distributor: Knowbuddy Resources
Publisher: Rosen Publishing Group
Copyright: 2002
Author: Suen, Anastasia

I Heard the Willow Weep

ISBN # 1-929432-01-1

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Fiction
Distributor: Harbour Publishing
Publisher: Harbour Publishing
Copyright: 2000
Author: Albert, Toni

If the World Were a Village: A Book About the World's People

ISBN # 1-55074-779-7

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Non-Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 2002
Author: Smith, David J.

Imaginative Inventions

ISBN # 0-316-34725-6

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Non-Fiction
Distributor: H. B. Fenn & Company Ltd.
Publisher: Little, Brown and Co.
Copyright: 2001
Author: Harper, Charise Mericle

Rookie Read-About Geography: Living in a Desert

ISBN # 0-516-27049-4

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Fowler, Allan

Rookie Read-About Geography: Looking at Maps and Globes

ISBN # 0-516-25982-2

Cluster 2—Exploring the World

- Mapping (maps, aerial photographs, and satellite images)

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Bredeson, Carmen

Rookie Read-About Geography: We Need Directions

ISBN # 0-516-27380-9

Cluster 2—Exploring the World

- Mapping (maps, aerial photographs, and satellite images)

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2002
Author: De Capua, Sarah

This is My House

ISBN # 0-590-45303-3

Cluster 2—Exploring the World

- Mapping (maps, aerial photographs, and satellite images)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1992
Author: Dorros, Arthur

Grade 3—Cluster 3

All Kinds of Children

ISBN # 0-8075-0281-2

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Cluster 3—Communities of the World

- Global human diversity

Fiction
Distributor: Fitzhenry & Whiteside Limited
Publisher: Fitzhenry & Whiteside Limited
Copyright: 1999
Author: Simon, Norma

Black Snowman

ISBN # 0-590-44873-0

Cluster 3—Communities of the World

- Global human diversity

Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1989
Author: Mendez, Phil

Children from Australia to Zimbabwe

ISBN # 1-57091-478-8

Cluster 3—Communities of the World

- Global human diversity

Picture Book
Distributor: Monarch Books of Canada
Publisher: Charlesbridge Publishing
Copyright: 2001
Author: Ajmera, Maya

Communities: Living in a Rain Forest

ISBN # 0-516-23501-X

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Communities: Living near a River

ISBN # 0-516-23502-8

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Communities: Living on a Mountain

ISBN # 0-516-23503-6

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Communities: Living on a Plain

ISBN # 0-516-23504-4

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Communities: Living on an Island

ISBN # 0-516-23505-2

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Dear Whiskers

ISBN # 0-8234-1495-7

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Thomas Allen & Son Limited
Publisher: Holiday House, Inc.
Copyright: 2000
Author: Nagda, Ann Whitehead

First Book about Africa: An Introduction for Young Readers

ISBN # 0-439-42918-8

Cluster 3—Communities of the World

- Contemporary world communities

Note: Higher level reading.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2003
Author: Marx, David F.

First Guide to Russia

ISBN # 1-874488-37-1

Cluster 3—Communities of the World

- Contemporary World Communities

Non-Fiction
Distributor: Vanwell Publishing Limited
Publisher: Zoe Books
Copyright: 1995
Author: Davies, Kathy

Kite

ISBN # 0-88776-503-3

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Fiction
Distributor: Random House of Canada Limited
Publisher: Tundra Books Inc.
Copyright: 2002
Author: Garay, Luis

Lion Dancer: Ernie Wan's Chinese New Year

ISBN # 0-590-43047-5

Cluster 3—Communities of the World

- Contemporary world communities

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1990
Author: Waters, Kate

My Baby

ISBN # 0-374-35103-1

Cluster 3—Communities of the World

- Indigenous communities of the world

Caution: Reference to religious symbol and drawing of mother giving birth.

Picture Book
Distributor: Groundwood Books
Publisher: Groundwood Books
Copyright: 2000
Author: Winter, Jeanette

Nations of the Plains

ISBN # 0-7787-0460-2

Cluster 3—Communities of the World

- Indigenous communities of the world

Non-Fiction
Distributor: Crabtree Publishing Company
Publisher: Crabtree Publishing Company
Copyright: 2001
Author: Kalman, Bobbie

Nations of the Western Great Lakes

ISBN # 0-7787-0464-5

Cluster 3—Communities of the World

- Indigenous communities of the world

Non-Fiction
Distributor: Crabtree Publishing Company
Publisher: Crabtree Publishing Company
Copyright: 2003
Author: Kalman, Bobbie

Powwow

ISBN # 0-15-263269-7

Cluster 3—Communities of the World

- Indigenous communities of the world

Non-Fiction
Distributor: Harcourt Canada Ltd.
Publisher: Harcourt Canada Ltd.
Copyright: 1993
Author: Ancona, George

Quest in Time

ISBN # 1-894379-07-1

Cluster 3—Communities of the World

- Human diversity

Cluster 4—Exploring an Ancient Society

- Ways of life

Fiction
Distributor: Firefly Books Ltd.
Publisher: Maple Tree Press
Copyright: 2000
Author: Wishinsky, Frieda

Roses Sing on New Snow

ISBN # 0-88899-217-3

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Groundwood Books
Publisher: Groundwood Books
Copyright: 1994
Author: Yee, Paul

Social Studies Resource Centre: A Day in Japan

ISBN # 0-7791-0443-9

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Note: This picture book for easy reading is a very good introductory source.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Moreton, Daniel

Social Studies Resource Centre: Australia

ISBN # 0-7791-0442-0

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Note: This is an introductory source for details of world communities at an easy reading level.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Chessen, Betsey

Social Studies Resource Centre: Italy

ISBN # 0-7791-044-7

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Note: This is an introductory source for details of world communities at an easy reading level.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Canizares, Susan

Social Studies Resource Centre: Mexico

ISBN # 0-7791-041-2

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Note: Limited text, large font. Easy reading level.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Canizares, Susan

Social Studies Resource Centre: South Africa

ISBN # 0-7791-0445-5

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural; daily life, traditions)

Note: This is an introductory source for details of world communities at an easy reading level.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Graham, Wendy

Spirit of the Maasai Man
ISBN # 1-902283-74-0
Cluster 3—Communities of the World
- Indigenous communities of the world

Fiction
Distributor: Raincoast Books
Publisher: Barefoot Books
Copyright: 2000
Author: Berkeley, Laura

Tiger and the Dried Persimmon
ISBN # 0-88899-485-0
Cluster 3—Communities of the World
- Contemporary world communities

Fiction
Distributor: Groundwood Books
Publisher: Groundwood Books
Copyright: 2002
Author: Park, Janie Jaehyun

True Book: Argentina
ISBN # 0-516-26490-7
Cluster 3—Communities of the World
- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Burgan, Michael

True Book: Australia and New Zealand
ISBN # 0-516-26573-3
Cluster 3—Communities of the World
- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Landau, Elaine

True Book: Brazil
ISBN # 0-516-26164-9
Cluster 3—Communities of the World
- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1997
Author: Heinrichs, Ann

True Book: China

ISBN # 0-516-26165-7

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1997
Author: Heinrichs, Ann

True Book: England

ISBN # 0-516-26492-3

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Burgan, Michael

True Book: France

ISBN # 0-516-27023-0

Cluster 3—Communities of the World

- Contemporary world communities

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Landau, Elaine

True Book: India

ISBN # 0-516-26764-7

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Landau, Elaine

True Book: Japan

ISBN # 0-516-26172-X

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural; daily life, traditions)

Note: Japanese data correct as of 1997.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1997
Author: Heinrichs, Ann

True Book: Mexico

ISBN # 0-516-26173-8

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural; daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1997
Author: Heinrichs, Ann

Very Special Kwanzaa

ISBN # 0-590-84862-3

Cluster 1—Connecting with Canadians

- Connections with other Canadians
- Decision making (conflict, bullying)

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Chocolate, Debbie

Vision Seeker

ISBN # 0-7737-2966-6

Cluster 3—Communities of the World

- Indigenous communities of the world

Non-Fiction
Distributor: Fitzhenry & Whiteside Limited.
Publisher: Stoddart Kids
Copyright: 1997
Author: Whetung, James

Welcome to my Country: Welcome to Australia

ISBN # 0-8368-2393-1

Cluster 3—Communities of the World

- Contemporary world communities
- Indigenous communities of the world

Non-Fiction
Distributor: Gareth Stevens
Publisher: Gareth Stevens
Copyright: 1999
Author: North, Peter

Grade 3—Cluster 4

Adventures with the Vikings

ISBN # 1-55074-544-1

Cluster 4—Exploring an Ancient Society: The Vikings

- Customs, stories, and traditions

Note: Some graphic portrayals.

Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 2001
Author: Bailey, Linda

Civilizations Past to Present: China

ISBN # 0-7922-8698-7

Cluster 4—Exploring an Ancient Society: China

- Cultural expressions
- Enduring contributions

Non-Fiction
Distributor: National Geographic Education
Publisher: National Geographic Education
Copyright: 2002
Author: Supples, Kevin

Civilizations Past to Present: Egypt

ISBN # 0-7922-8687-1

Cluster 4—Exploring an Ancient Society: Egypt

- Ways of life
- Cultural expressions
- Enduring contributions

Non-Fiction
Distributor: National Geographic Education
Publisher: National Geographic Education
Copyright: 2002
Author: Supples, Kevin

Civilizations Past to Present: Teacher's Guide & Assessments

ISBN # 0-7922-8594-8

Cluster 4—Exploring an Ancient Society

- Ways of life
- Customs, stories, traditions
- Cultural expressions
- Enduring contributions

Non-Fiction
Distributor: National Geographic Education
Publisher: National Geographic Education
Copyright: 2003
Author: National Geographic Society

Great Pyramid

ISBN # 0-9650493-1-0

Cluster 4—Exploring an Ancient Society

- Ways of life
- Customs, stories, traditions
- Cultural expressions (religious practices)

Caution: Includes mummification.

Non-Fiction
Distributor: Firefly Books Ltd.
Publisher: Mikaya Press
Copyright: 1996
Author: Mann, Elizabeth

History Opens Windows: The Vikings

ISBN # 1-4034-0254-X

Cluster 4—Exploring an Ancient Society: The Vikings

- Ways of life
- Customs, stories, traditions
- Enduring contributions

Non-Fiction
Distributor: Knowbuddy Resources
Publisher: Reed Educational & Professional Publishers
Copyright: 2003
Author: Shuter, Jane

How Would You Survive as an Ancient Egyptian?

ISBN # 0-531-14245-7

Cluster 4—Exploring an Ancient Society: Egypt

- Ways of life

Caution: There is some nudity in the illustrations.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Watts, Franklin, Inc.
Copyright: 1995
Author: Morley, Jacqueline

How Would You Survive as an Ancient Greek?

ISBN # 0-531-15307-X

Cluster 4—Exploring an Ancient Society: Egypt

- Ways of life

Caution: There is some nudity in the illustrations.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Watts, Franklin, Inc.
Copyright: 1995
Author: Macdonald, Fiona

How Would You Survive as an Ancient Roman?

ISBN # 0-531-15305-3

Cluster 4—Exploring an Ancient Society: Rome

- Ways of life

Caution: There is some nudity in the illustrations.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Watts, Franklin, Inc.
Copyright: 1995
Author: Ganeri, Anita

How Would You Survive as an Aztec?

ISBN # 0-531-15304-5

Cluster 4—Exploring an Ancient Society: Aztecs

- Ways of life

Caution: There is some nudity in the illustrations.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Watts, Franklin, Inc.
Copyright: 1995
Author: Macdonald, Fiona

Quest in Time

ISBN # 1-894379-07-1

Cluster 3—Communities of the World

- Human diversity

Cluster 4—Exploring an Ancient Society

- Ways of life

Fiction
Distributor: Firefly Books Ltd.
Publisher: Maple Tree Press
Copyright: 2000
Author: Wishinsky, Frieda

Writing in the Ancient World: Writing in Ancient Egypt

ISBN # 0-8239-5606-6

Cluster 4—Exploring an Ancient Society: Egypt

- Cultural expressions
- Enduring contributions

Non-Fiction
Distributor: Knowbuddy Resources
Publisher: Rosen Publishing Group
Copyright: 2003
Author: Fine, Jil

Printed in Canada
Imprimé au Canada