Prince Edward Island

C A N A D A

Education and Early Childhood Development
English Programs

Atlantic Canada
Social Studies Curriculum

Social Studies

Grade 4

CURRICULUM

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Contents

Introduction

Background

The Atlantic Canada social studies curriculum was planned and developed by regional committees whose deliberations were guided by consideration of the learners and input from teachers. The regional committees consisted of teachers, other educators, and consultants with a diverse range of experiences and backgrounds in education. Each curriculum level was strongly influenced by current social studies research and developmentally appropriate pedagogy.

Aims of Social Studies

The vision for the Atlantic Canada social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities.

The social studies curriculum provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum:
- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of the social sciences including history, geography, economics, political science, sociology, and anthropology—it also draws from the humanities, literature, and the pure sciences
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education and social studies teaching and learning, and at the same time, recognize and validate effective practices that already exist in many classrooms.

More specifically, this curriculum guide:
- provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning; experiences, instructional techniques, and assessment strategies in the grade 4 social studies program;
- informs both educators and members of the general public about the philosophy and scope of social studies education for the middle school level in the Atlantic provinces;
- promotes the effective learning and teaching of social studies for students enrolled in grade 4 classrooms

Guiding Principles

All kindergarten to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* by:
- being meaningful, significant, challenging, active, integrative, and issues based;
- being consistent with current research pertaining to how children learn;
- incorporating multiple perspectives;
- promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCOs);
- reflecting a balance of local, national, and global content;
- promoting achievement in the processes of communication, inquiry, and participation;
- promoting literacy through the social studies;
- developing knowledge, skills, and attitudes for lifelong learning;
- promoting the development of informed and active citizens;
- contributing to the achievement of equity and supporting diversity;
- supporting the realization of an effective learning environment;
- promoting opportunities for cross-curricular connections;
- promoting resource-based learning;
- promoting the integration of technology in learning and teaching social studies;
- promoting the use of diverse learning and assessment strategies.

Program Design and Outcomes

Overview

This social studies curriculum is based on Foundation for the Atlantic Canada Social Studies Curriculum. Specific Curriculum Outcomes (SCOs) were developed to be congruent with Key-Stage Curriculum Outcomes (KSCOs), General Curriculum Outcomes (GCOs), and Essential Graduation Learnings (EGLs). In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.

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Citizenship, Power, and Governance	Culture and Diversity	Individuals, Societies, and Economic Decisions	Inter-dependence	People, Place, and Environ-ment	Time, Continuity, and Change

Key-Stage Curriculum Outcomes

Specific Curriculum Outcomes

Essential Graduation Learnings

Educators from the Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Some examples of Key-Stage Outcomes in social studies that help students move towards attainment of the Essential Graduation Learnings are given below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

By the end of grade 6, students will be expected to:
• describe how perspectives influence the ways experiences are interpreted.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

By the end of grade 6, students will be expected to:
• describe the purpose, function, powers, and decision-making processes of Canadian governments.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

By the end of grade 6, students will be expected to:
• use maps, globes, pictures, models, and technologies to represent and describe physical and human systems.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

By the end of grade 6, students will be expected to:
• identify trends that may shape the future

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

By the end of grade 6, students will be expected to:
• identify and compare events of the past to the present in order to make informed, creative decisions about issues.

Technological Competence

Graduates will be able to use a variety of technologies; demonstrate an understanding of technological applications; and apply appropriate technologies for solving problems.

By the end of grade 6, students will be expected to:
• identify and describe examples of positive and negative interactions among people, technology, and the environment.

General Curriculum Outcomes (Conceptual Strands)

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see Appendix A). Examples of key-stage curriculum outcomes by the end of grade 6 are given for each general curriculum outcome.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.

By the end of grade 6, students will be expected to:
• identify and explain the rights and responsibilities of individual citizens in a local, national, and global context;
• recognize how and why individuals and groups have different perspectives on public issues.

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and worldview, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

By the end of grade 6, students will be expected to:
• explain why cultures meet human needs and wants in diverse ways;
• describe how perspectives influence the ways in which experiences are interpreted.

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

By the end of grade 6, students will be expected to:
• give examples of various institutions that make up economic systems;
• explain how a government's policies affect the living standards of all its citizens.

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

By the end of grade 6, students will be expected to:
- recognize and explain the interdependent nature of relationships among individuals, societies, and the environment.

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

By the end of grade 6, students will be expected to:
- use maps, globes, pictures, models, and technology to represent and describe physical and human systems;
- describe examples of cause and effect and change over time.

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

By the end of grade 6, students will be expected to:
- identify trends that may shape the future;
- research and describe historical events and ideas from different perspectives.

Processes

The social studies curriculum consists of three major processes—communication, inquiry, and participation. (See Appendix B - *Process-Skills Matrix*). These processes are reflected in the "Strategies for Learning and Teaching" and "Tasks for Instruction and/or Assessment" found in social studies curriculum guides. These processes incorporate many skills—some of which are responsibilities shared across curriculum areas, whereas others are critical to social studies.

Communication

Communication requires that students listen, read, interpret, translate, express ideas, and share information.

Inquiry

Inquiry requires that students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence.

Participation

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

Attitudes, Values, and Perspectives

Listed below are major attitudes, values, and perspectives in grade 4 - 6 social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—consistent with the integrative nature of social studies.

By Conceptual Strand

Citizenship, Power, and Governance
- appreciate the varying perspectives on the effects of power, privilege, and authority on Canadian citizens
- develop attitudes that balance rights with responsibilities
- value decision making that results in positive change

Culture and Diversity
- recognize and respond in appropriate ways to stereotyping/ discrimination
- appreciate that there are different worldviews
- appreciate the different approaches of cultures to meeting needs and wants

Individuals, Societies, and Economic Decisions
- appreciate the wide range of economic decisions that individuals make and their effects
- recognize the varying impacts of economic decisions on individuals and groups
- recognize the role that economics plays in empowerment and disempowerment

Interdependence
- appreciate and value the struggle to attain universal human rights
- recognize the varying perspectives on the interdependence of society, the economy, and the environment
- appreciate the impact of technological change on individuals and society

People, Place, and the Environment
- appreciate the varying perspectives of regions
- value maps, globes, and other geographic representations as valuable sources of information and tools for learning
- appreciate the relationships between attributes of place and cultural values

Time, Continuity, and Change
- value society's heritage
- appreciate that there are varying perspectives on a historical issue
- recognize the contribution of the past to present-day society

By Process

Communication
- read critically
- respect other points of view
- use various forms of group and interpersonal communication

Inquiry
- recognize that there are various perspectives in the area of inquiry
- recognize bias in others and in themselves
- appreciate the value of critical and creative thinking

Participation
- take responsibility for individual and group work
- respond to class, school, community, or national public issues
- value the importance of taking action to support active citizenship

Contexts for Learning and Teaching

The Learner

The grade 4 student is in transition from childhood to adolescence. This grade 4 year begins to bridge the gap between the foundational years and the years leading to maturity. The student shows improvement in language skills, acquires study habits, employs the art of asking more in-depth questions and begins to develop more cognitive reasoning. Since educators have an important role in helping young people prepare for the next stage in their development, they need to know and appreciate characteristics of students at this stage and their application to learning.

Aesthetic

Each child has an aesthetic dimension. Children are exposed to artistic processes and products in a variety of genres and cultures. They are provided opportunities to create, perceive, and communicate through the arts. Critical and analytical thinking and problem-solving skills are developed and applied in practical learning experiences. An appreciation for and experience in those things that constitute the arts add to children's understanding of the world, their culture, and their community. Children with an aesthetic sensibility value culture, environment, and personal surroundings.

Emotional Development

Each child has an emotional dimension. Children learn best in a safe, supportive environment. Positive feelings toward self, others, and learning are continuously promoted by the school. As children move from kindergarten through grade 6, they are encouraged to become independent and more responsible for their own learning. There is a relationship between success and self-esteem. Learning is structured so that every child experiences success. Children are encouraged to become more reflective and introspective. They are given opportunities to consider ideas that are of both general and personal significance.

Intellectual Development

Many students are still in a concrete stage of thinking. Some are able to handle more abstract concepts and to apply simple problem-solving techniques. This group lives more in the present. These young people need opportunities to develop their formal thinking skills and strategies if they are to move from concrete to abstract thinking. To develop the skills of critical analysis and decision making, these young people should be given the opportunity to apply skills to solve real-life problems.

Physical Development

Overall, physical growth during this year is much less rapid than in adolescence. Gross motor skills are improving and activities using large muscles are easily accomplished. Fine motor skills are still developing and students enjoy activities using these skills. What is taught and how it is taught should reflect the range of needs and interests of students.

Social Development

At this stage of development young people become more interested in group involvement and sociability. They are often cautious and fear failure. They are hesitant to demonstrate affection. Parental involvement in their lives is still crucial and should be encouraged. There is a need for many positive social interactions with peers and adults. These young people benefit from opportunities to work with peers in collaborative and small-group learning activities. They require structure and clear limits, as well as opportunities to set standards for behaviour and establish realistic goals. Young people in this age group tend to collect items. What is collected may depend on the child's personal interest rather than availability of objects. They are also interested in arranging their collections. This can be of educational value.

Equity and Diversity

The Atlantic Canada social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language of each student and of the many groups within our local, regional, national, and global communities.

The society of Atlantic Canada, like all of Canada, reflects diversity in race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curricula promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives, and reject prejudiced attitudes and discriminatory behaviours.

Principles Underlying the Social Studies Curriculum

Empowering an effective social studies is ***meaningful, significant, challenging, active, integrative***, and ***issues-based***.
- ***Meaningful*** social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.
- ***Significant*** social studies is student centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- ***Challenging*** social studies involves teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.

- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- *Integrative* social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate and meaningful connections to the human disciplines and to the concepts of time, space, continuity, and change.
- *Issues-based* social studies considers the ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

The Social Studies Learning Environment

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment contributes significantly to the development of these critical attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this.

To meet these challenges, the social studies program reflects a wide range of elements.

Respectful of diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment attempts to affirm the positive aspects of this diversity and to foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of backgrounds, students should be given equal access to educational opportunities.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices arising from perceptions related to ability, race, ethnicity, culture, gender, or socioeconomic status. Students come with different attitudes, levels of knowledge, and points of view. These differences should not be obstacles, but should offer opportunities for individuals to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts through which they can become aware of and transcend their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume passive roles, students will bring their critical faculties to information and knowledge to shape information into meaningful patterns.

Relevant and significant

The grade 4 curriculum should provide learning situations that incorporate student interests and encourage students to question their knowledge, their assumptions, and their attitudes. In so doing, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and contemporary studies play a key role since they provide the building blocks of social studies. In addition, the students' rational and critical involvement in learning about these plays an integral part in development of the person and citizen.

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic in ways that allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy—accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media technologies and contexts. When students engage in their

own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning and how to access these. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources, with due crediting of sources and respect for intellectual property. The development of critical skills needed for these tasks is essential to the social studies processes.

The range of possible resources include:
- print–books, magazines, newspapers, documents, other publications
- visuals–maps, illustrations, photographs, pictures, charts, graphs, and study prints
- artifacts–primary source documents, concrete objects, educational toys, games
- individuals and community–interviews, museums, field trips, community sites
- multimedia–films, audio tapes and videotapes, laser and video discs, television, radio, simulations
- information technology–computer software, databases, CD-ROMs, DVDs, GPS, GIS
- communication technology–Internet connections, bulletin boards, e-mail, blogs, wikis, podcasts, other emerging technologies.

Resource-based learning implies the need to provide teachers with access to appropriate resources and professional development. Guidelines and policies for the selection of appropriate materials should also be in place.

It is necessary that administrators, teachers, and other library/resource/media centre staff, parents, and community agencies collaborate to ensure students' access to available resources to support resource-based learning and teaching.

Project-Based Learning

Project Based Learning (PBL) is a teaching and learning methodology in which students engage in a rigorous, extended process of inquiry focused on complex, authentic questions and problems as they achieve the knowledge, skills, and attitudes defined by the curriculum outcomes. A set of learning experiences and tasks guide students in inquiry toward answering a central question, solving a problem or meeting a challenge, as opposed to several activities tied together under a theme, concept, time period, culture, or geographic area (e.g. the Renaissance, the ocean, WWII, Canada). Throughout the project, students work as independently from the teacher as possible, and have some degree of "voice and choice".

PBL is unlike traditional projects in the sense that it is informed by the curriculum and *drives* the instruction and learning, as opposed to involving students in a "fun activity" or "making something". It is often focused on creating physical artifacts but must involve other intellectually challenging tasks and products focused on research, reading, writing, discussion, investigation, and oral presentation. Through PBL, students can develop and demonstrate in-depth understanding of academic knowledge and skills while enhancing habits of mind, along with collaboration, critical thinking, and communication skills. PBLs can be interdisciplinary in nature and allow for curriculum integration from different subject areas within one project. This learning experience ends with a high-quality product or performance created by the student(s) and presented to a public audience.

Two important components of PBL are the creation of a driving question and the collaboration with a Subject Matter Expert (SME).

The Driving Question

A well-crafted *driving question* is essential to all effective PBLs. It is this question that will form the basis of explicit links with the curriculum, create the focus of the project for the students, and encourage their process of inquiry and investigation. All driving questions should be provocative, challenging, open-ended, and complex and must be linked to the core of what students are to learn as determined by the provincially authorized curriculum. Sample driving questions might include:

- Who are the heroes of our community?
- When is war justified?
- What effect does population growth have on our society?
- Is watching TV beneficial or harmful to teenagers?
- How can we create a piece of media to demonstrate diversity in our school?

Students may work in collaborative teams or individually to investigate, research, and refine knowledge and skills to adequately answer the driving question. Because the driving question is open-ended, students are able to reach a variety of potential conclusions in countless ways, while still building in-depth knowledge and skills. This creates the independent nature of the project and also the feeling of "voice and choice" for the students. The teacher then assumes more of a facilitator/coach role, assisting and guiding during an investigation and providing direct instruction when necessary.

Subject Matter Expert (SME)

A well crafted PBL also includes the role of a *Subject Matter Expert*, or *SME*. These individuals/groups play a key role in PBL as they bring first-hand authentic knowledge and experience from the specific content field to the classroom. They may be sought out by the student(s) during their investigation or prearranged by the teacher depending on the project. These experts provide additional support and information to the students related to the topics and help demonstrate to the students that the work they are completing is authentic and "real-world". The involvement of these experts allows educators to expand the classroom walls and make strong connections and links with surrounding communities.

At the conclusion of the PBL, students are required to present their findings to a public audience. Their peers in the classroom may act as the dress rehearsal for this presentation and provide valuable feedback to refine the presentation. However, in order to "raise the stakes" for the students' final presentation, students should present their findings to members of the community, experts in the field (including the involved SME), parents, or school administration in addition to presenting to their classroom peers.

Adapted from *PBL Starter Kit*, (2009). The Buck Institute for Education. (www.bie.org)

Literacy Through Social Studies

Literacy plays a vital role in the learning experiences of social studies. It promotes the students' ability to comprehend and compose spoken, written, and visual text that are commonly used by individuals and groups to participate fully, critically, and effectively in society. The multiplicity of communication channels made possible by technology, and the increasing cultural and linguistic diversity of the world, call for a broadened view of literacy. Thus, the goal of literacy learning through social studies is to foster language development and the critical engagement necessary for students to design their own futures.

The ability to read is critical for success in school. Therefore, it is paramount that teachers are sensitive to this process in social studies instruction. Reading in the content area of social studies requires that attention be given to setting the stage and using various strategies to help students address the reading task itself.

Writing in social studies is an important process. Through writing, students can discover what they know about a particular topic and can communicate their learning. In social studies there are an abundance of writing activities in which to engage students. In addition to reading, writing, and speaking, other textual modes such as audio and visual media also play a part in social studies classrooms.

Strategies that promote literacy through social studies include those that help students comprehend the meaning of words, symbols, pictures, diagrams, maps, and other genres. Students will investigate a range of media at different times and places and have many opportunities to comprehend and compose in unfamiliar contexts. Most will be able to debate, persuade, and explain in a variety of genres, including the artistic and technological. The social studies program will help students become culturally sensitive and effective cross-cultural communicators.

Critical literacy in social studies curriculum includes awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions in texts. Students are encouraged to be aware that texts are constructed by authors who have purposes for writing and make particular choices when doing so. Approaches informed by critical literacy aid students in comprehending texts at a deeper level, and also assist in the construction and reconstruction of their text. Students are encouraged to view texts from a variety of perspectives and to interpret the various levels of meaning in a given text.

In this regard, the level and focus of questioning becomes very important. The depth of student response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences and provide opportunity for sustained engagement before, during, and after reading or viewing text.

In the context of social studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills.

Integration of Technology in Social Studies

Technology, including Communication and Information Technology (CIT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools for the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration, allowing students to become more active participants in research and learning.

CIT and related technologies (digital video and digital cameras, scanners, CD-ROMs, DVD ROMs, word processing software, graphics software, video-editing software, html editors, and the Internet (including the World Wide Web, databases, electronic discussions, e-mail, audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance the learning of social studies. In that context, technological resources can provide a variety of opportunities.

- The Internet, CD-ROMs and DVD-ROMs increase access to extensive and current information. Research skills are key to efficient use of these resources. As with any source of information, critical literacy questions of validity, accuracy, bias, and interpretation must be applied.
- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, wikis, blogs, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, web-sites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS) software, and analyze and present their findings by creating maps that demonstrate their learning.

Instructional Approaches and Strategies

The grade 4 social studies program builds an active learning approach for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills for social studies research and provides a context in which students can analyze and evaluate historical evidence and arrive at their own interpretations.

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those

instructional strategies deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in grade 4 social studies since (1) students differ in interests, abilities, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

Social studies teachers have long emphasized a strong transmission approach. Content was heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, didactic questions, and drill; and (2) independent study methods such as completing homework and responding to recall-level questions. Curriculum developers see the need for transactional and transformational orientations in instruction.

These approaches deliberately engage the learner through use of (1) experiential methods such as historical drama, role-play, and visits to historical sites, museums, and archives; (2) indirect instructional strategies such as problem solving, document analysis, and concept formation; and (3) interactive strategies such as debating, brainstorming, discussing, and interviewing.

The rationale for a balance of transmissional, transactional, and transformational approaches rests on the following assumptions:
- Knowledge deemed to be of most worth rests less on the memorization of facts and more on the process of knowing.
- The process of knowing relies largely upon accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.
- Transformational and transactional approaches bring high motivational value to the classroom since they give students a high degree of ownership in the learning process.
- Transformational and transactional approaches allow for the active participation of students as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

In spite of the merits of transactional and transformational orientations, transmission still has a place in grade 4 social studies. Direct instruction may be used to introduce or review a topic, break down a complex concept into simpler constructs, or prepare for a comprehensive assessment.

A number of strategies can be used to support the program goals and active learning approaches. Fundamentally, grade 4 social studies supports a resource-based approach. The authorized text and resources for teachers and students are intended as sources of information and organizational tools to guide study, activities, and exploration of topics.

Teachers and students can integrate information drawn from varied local and regional sources.

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students. They can then select approaches best suited to the circumstances.

Social Studies for EAL/ESL Learners

The social studies curriculum is committed to the principle that learners of English as an additional/second language (EAL/ESL) should be full participants in all aspects of social studies education. English proficiency and cultural differences must not be barriers to full participation. The social studies curriculum attempts to provide materials that reflect accurately and fully the reality of Canada's diversity and fosters respect for cultural differences as an essential component. All students should follow a comprehensive social studies curriculum with high-quality instruction and co-ordinated assessment.

The Foundation for the Atlantic Canada Social Studies Curriculum emphasizes communication, inquiry, and participation as essential processes in the social studies curriculum. All students and EAL/ESL learners in particular, need to be encouraged and supported as they are given opportunities to speak, write, read, listen, interpret, analyze, express ideas, and share information in social studies classes. Such efforts have the potential to help EAL/ESL learners overcome barriers and will facilitate their participation as active citizens in Canadian society.

To this end:
* schools should provide EAL learners with support in their dominant language and English language while learning social studies;
* teachers, counsellors, and other professionals should consider the English-language proficiency level of EAL learners as well as their prior course work in social studies;
* the social studies proficiency level of EAL learners should be solely based on their prior academic record and not on other factors;
* social studies teaching, curriculum, and assessment strategies should be based on best practices and build on the prior knowledge and experiences of students and on their cultural heritage;
* the importance of social studies and the nature of the social studies program should be communicated, with appropriate language support, to both students and parents;
* to verify that barriers have been removed, educators should monitor enrolment and achievement data to determine whether EAL learners have gained access to, and are succeeding in, social studies courses.

Education for Sustainable Development

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development—such as poverty alleviation, human rights, health, environmental protection, and climate change—into the education system. ESD is a complex and evolving concept. It requires learning about the key themes from a social, cultural, environmental, and economic perspective, and explores how those factors are inter-related and inter-dependent.

With this in mind, it is important that all teachers, including social studies teachers, attempt to incorporate these key themes in their subject areas. One tool that may be used is the searchable on-line database *Resources for Rethinking*, found at **http://r4r.ca/en**. It provides teachers with access to materials that integrate ecological, social, and economic spheres through active, relevant, interdisciplinary learning.

Inquiry

Kuhlthau, C., Maniotes, L., & Caspari, A. *Guided Inquiry: Learning in the 21st Century,* 2007, p. 2.

Inquiry is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. It requires more of them than simply answering questions or getting the right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. Inquiry does not stand alone; it engages, interests, and challenges students to connect their world with the curriculum.

Inquiry is grounded in a constructivist approach to learning whereby students acquire and integrate knowledge when new learning is incorporated with background knowledge and previous experiences.

Inquiry builds on student's inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

The Social Studies 4 curriculum challenges students to think critically. The course is structured so that students can begin to inquire into why events or people or ideas in our history are significant, what has changed over time, and why that change has occurred. In the geography sections, students look at the significance of place and the interaction of humans and the environment. These opportunities to inquire into our past as a way to understanding the present are facilitated by a hands-on approach to teaching, learning, and assessment where students use both traditional and non-traditional methods to show their understanding of the concepts.

This curriculum guide will provide teachers with both historical and geographic inquiry questions where applicable for each specific curriculum outcome to engage students in inquiry. Teachers may use these questions to focus a study.

Inquiry Approach to Organizing Thinking Concepts and Skills

Teachers can engage students in learning about social studies by involving them in shaping questions to guide their study, giving them ownership over the directions of these investigations and requiring that students critically analyze subject matter and not merely retrieve information. In these ways, classrooms shift from places where teachers cover curriculum to places where students uncover the curriculum.

The uncovering of curriculum occurs only when students investigate questions that present meaningful problems or challenges to address. 'Critical' inquiry signals that inquiry is not essentially the retrieval of information but requires reaching conclusions, making decisions and solving problems. Although some students may enjoy gathering information, students' depth of learning and engagement are enhanced when they are invited to think critically at each step of the investigation.

The following dimensions capture the range of inquiry-related competencies within the social sciences:

› *Ask questions for various purposes*
› *Locate and select appropriate sources*
› *Access ideas from oral, written, visual and statistical sources*
› *Uncover and interpret the ideas of others*
› *Assess options and formulate reasoned opinions*
› *Present ideas to others*
› *Act cooperatively with others to promote mutual interests*

Critical inquiry is embedded into these areas of competence at all grade levels. Beginning in kindergarten, the scope and sequence suggests that students are explicitly taught and then expected to make reasoned decisions, develop interpretations and make plausible inferences based on evidence. (See Appendix G - *Inquiry Approach to Organizing Thinking Concepts and Skills.*)

Historical Thinking Concepts

Six historical thinking concepts called "Benchmarks of Historical Thinking" have been identified by Peter Seixas through his work at the University of British Columbia's Centre for the Study of Historical Consciousness. These six concepts were designed to help students think more deeply about the past and how it can be linked to the present. Teachers can use these Historical Thinking Concepts to extend and deepen the learning of the SCO. The concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. (**Note:** Students at grade 4 are gaining a very basic foundation of information at this stage. The Historical Thinking Concepts are

complex and teachers are encouraged to engage students with these concepts through the use of grade appropriate examples to assist with the development of understanding.) The six concepts include:

1. Historical significance—looks at why an event, person, or development from the past is important (e.g., what is the significance of a particular event in history? What would have happened if this historical figure had not existed?).

2. Evidence—looks at primary and secondary sources of information (e.g., what can we learn from explorer Mina Hubbard's photographs about the challenges of traveling to Northern Labrador in 1905? What can we learn from Conner Jessup's log about wildlife in the Canadian Arctic?). To learn from a piece of evidence we must learn to ask appropriate questions. Different questions would be asked about a diary entry than would be asked about a sextant (celestial navigation device).

3. Continuity and change—considers what has changed with time and what has remained the same (e.g., what cultural traditions have remained the same and what traditions have been lost over time? How have population patterns remained the same and changed over time?) This helps students to understand that "things happen" between the marks on a timeline.

4. Cause and consequence—examines why an event unfolded the way it did, and whether there is more than one reason for this. Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., what caused explorers to explore? What were the consequences of a particular exploration? Were there any unexpected consequences?).

5. Historical perspective—Any historical event involves people who may have held very different perspectives on the event (e.g. how can a place be found or "discovered" if people already live there?). Perspective taking is about trying to understand a person's mindset at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible, as we can never truly separate ourselves from our 21st century mindset and context.

6. Moral dimension—assists in making ethical judgments about past events after objective study. We learn from the past in order to face the issues of today (e.g., should Christopher Columbus be described as the 'Discoverer' of North America?). Perspective taking and moral judgement are difficult concepts as both require suspending our present day understandings and context.

Adapted from Seixas, Peter. *Benchmarks of Historical Thinking: A Framework for Assessment in Canada*. Vancouver Centre for the Study of Historical Consciousness, UBC, 2006. (Scholarly article found at http://historybenchmarks.ca/sites/default/files/Framework.Benchmarks.pdf)

Geographical Thinking Concepts

As with the Historical Thinking Concepts, the Critical Thinking Consortium has identified six Geographical Thinking Concepts to help students think deeply and critically about geography. Teachers can use these Geographical Thinking Concepts to extend and deepen the learning of the SCO. The concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. (**Note:** Students at grade 4 are gaining a very basic foundation of information at this stage. The Geographical Thinking Concepts are complex and teachers are encouraged to engage students with these concepts through the use of grade appropriate examples to assist with the development of understanding.) The six concepts include:

1. Geographical importance—assesses the significance of a geographic location or phenomena. It considers the questions "What is where? Why is it there? Why is that important? (e.g., In grade 4 students will examine the characteristics of a river. In later grades they will examine the river's importance.)

2. Evidence and interpretation—examines how adequately the geographic evidence justifies the interpretations offered. It invites students to examine the accuracy, precision, and reliability of data sources (e.g., given a set of statistics about an unidentified country, what can you tell about that place, and what reliable conclusions can you draw about that place).

3. Patterns and trends—considers what changes and what remains constant over a particular time period (e.g., given a set of data for various time periods, what trends are you able to identify). What changes have taken place in a particular area? What has remained the same?

4. Interactions and associations—identifies significant factors that influence the interaction of the physical and human environments and the impact of these factors on these environments. Essentially, we ask How do humans and environmental factors influence each other? (e.g., how will hurricanes affect the Atlantic region as the climate changes?)

5. Sense of place—looks at the uniqueness and connectedness of a particular location, the perspective of a place (e.g., how do images of a place identify its sense of place?).

6. Geographical value judgments—assesses what should or should not be (e,g., whether the oil sands operations should be stopped).

Adapted from Bahbahani, K., Huynh, N. T. (2008). *Teaching About Geographical Thinking*. Vancouver: The Critical Thinking Consortium (TC2).

Assessment and Evaluation of Student Learning

Introduction

Assessment and **evaluation** are essential components of teaching and learning in social studies. They require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the specific curriculum outcomes in the provincial curriculum.

Assessment is the systematic process of gathering data on student learning with respect to
- achievement of specific curriculum outcomes;
- effectiveness of teaching strategies employed;
- student self-reflection on learning.

Evaluation is the process of comparing assessment information against criteria based on curriculum outcomes in order to communicate with students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning
- involves the use of information about student progress to support and improve student learning and inform instructional practices;
- is teacher-driven for student, teacher, and parent use;
- occurs throughout the teaching and learning process, facilitated by a variety of tools;
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning
- actively involves student reflection on learning and monitoring of her/his own progress;
- supports students in critically analysing learning related to curricular outcomes;
- is student-driven with teacher guidance;
- occurs throughout the learning process.

Assessment of learning
- involves teachers' use of evidence of student learning to make judgments about student achievement;
- provides opportunity to report evidence of achievement related to curricular outcomes;
- occurs at the end of a learning cycle, facilitated by a variety of tools;
- provides the foundation for discussions on placement or promotion.

In the social studies classroom there should be a balanced approach to assessment in which emphasis is placed on the learning process as well as the products of learning.

Assessment

Assessment in social studies is an integral and ongoing part of the learning process. Assessment can be used to shape instruction to better ensure student success. Assessment strategies should inform the daily instructional process. Moreover, students require frequent opportunities to assess and evaluate their own learning and performance.

To determine how well students are learning, assessment strategies are used to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes.

Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to the following:

- **Informal/Formal Observation** gathers information while a lesson is in progress. When observation is formal, the student is made aware of what is being observed and the criteria being assessed. When used informally, observation could be a frequent, but brief, check on a given criterion. You might be observing the student's participation level, use of a piece of equipment, or application of a process. You could record the results with a checklist, a rating scale, or written notes. Remember to plan the criteria, have recording forms ready, and be sure all students are observed in a reasonable time period.

- **Performance** encourages learning through active participation. This could be a demonstration/presentation. The performance is most often assessed through observation.

- **Journals** provide opportunities for students to express thoughts and ideas in a reflective way. They permit a student to consider strengths and weaknesses, attitudes, interests, and new ideas.

- **Interviews** promote understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. Interviewing may be brief or extensive. Students should know what criteria will be used to assess formal interviews. This assessment technique provides an opportunity for students whose verbal presentation skills are stronger than their written skills.

- **Classroom based assessment** which includes paper and pencil / electronic assessments which can be formative or summative (e.g., written assignments or tests).

- **Presentations** require students to analyze and interpret information and then communicate it. A presentation may be made orally, in written/pictorial form, as a project summary, or by using video or computer software.

- **Portfolios** allow students to be central in the process. Students can make decisions about what goes in, how it is used, and how it is evaluated. The portfolio should provide a long term record of growth in learning skills.

Some additional examples include, but are not limited to the following:

rubrics	anecdotal records
simulations	conferences
checklists	questionnaires
role-play	debates
podcasts	multimedia presentations
essay writing	rating scales
webcasts	visual presentations
case studies	peer and self-assessments
panel discussions	online journals

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgements, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice, or indicate the need to change it? Are students ready to move on to the next phase of the course, or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses, including the following:

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

Reporting

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have the responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning.

Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, phone calls, and electronic methods.

Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, phone calls, and electronic methods.

Social Studies educators should recognize that there should be a congruence between what is taught (content), how it is taught (process), and the emphasis in the evaluation process (product).

Assessing and Evaluating Student Learning in the Social Studies Classroom

The assessment of student learning must be aligned with the curriculum outcomes and the types of learning opportunities made available to students.

Specific Curriculum Outcomes

Assessment and Evaluation
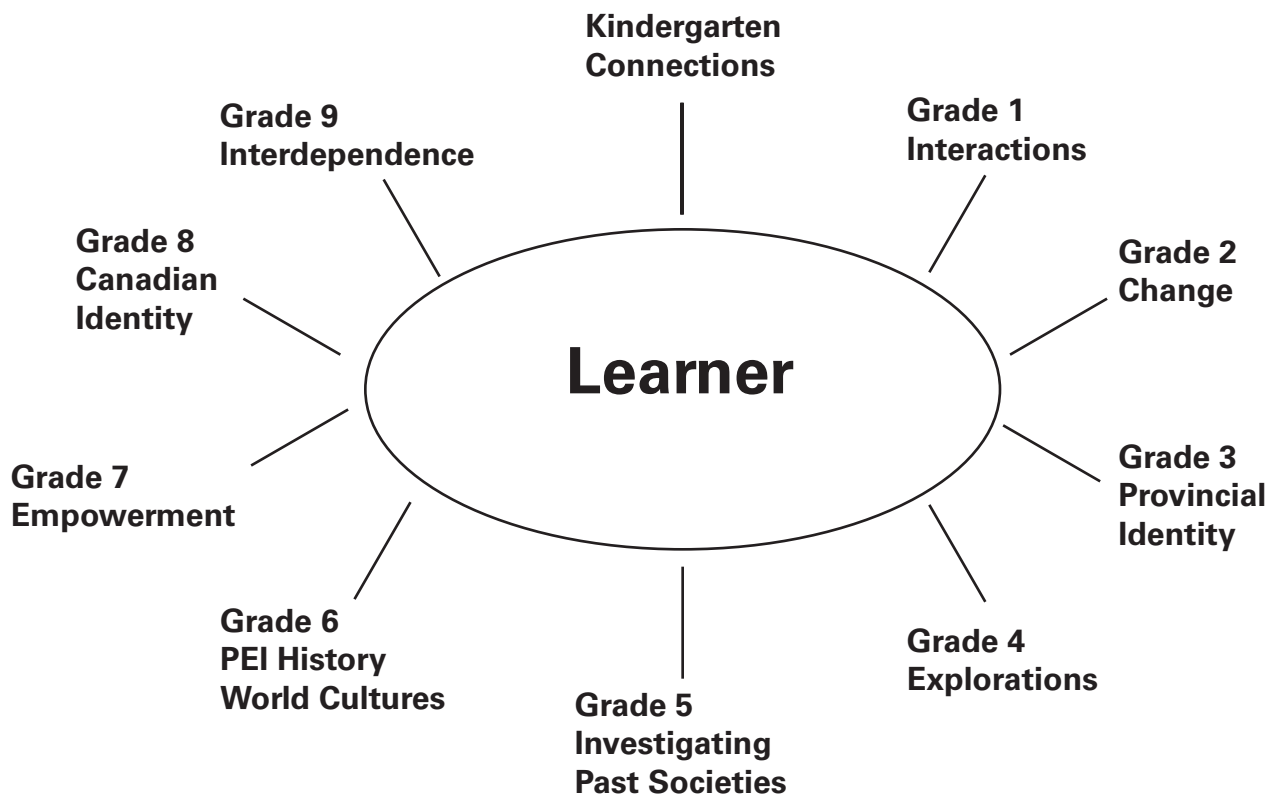
Instructional Approaches and Resources
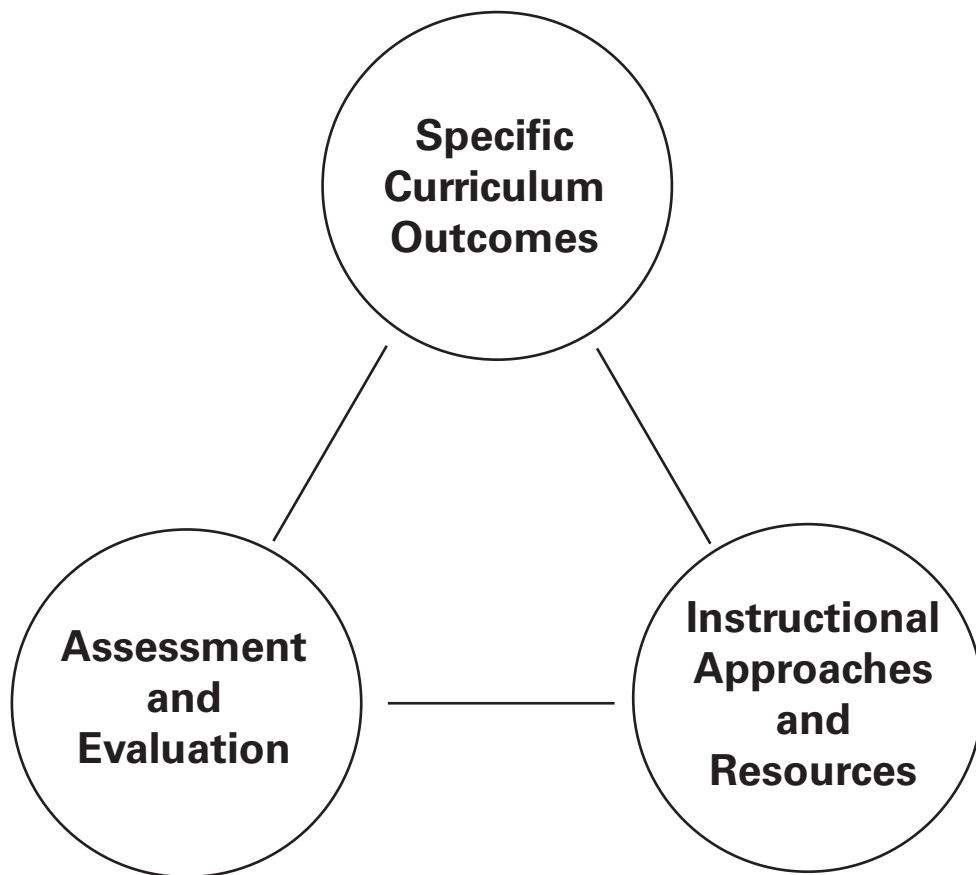
(Adapted from Newfoundland and Labrador Department of Education. *The Evaluation of Students in the Classroom: A Handbook and Policy Guide.* Government of Newfoundland and Labrador, 1990.)
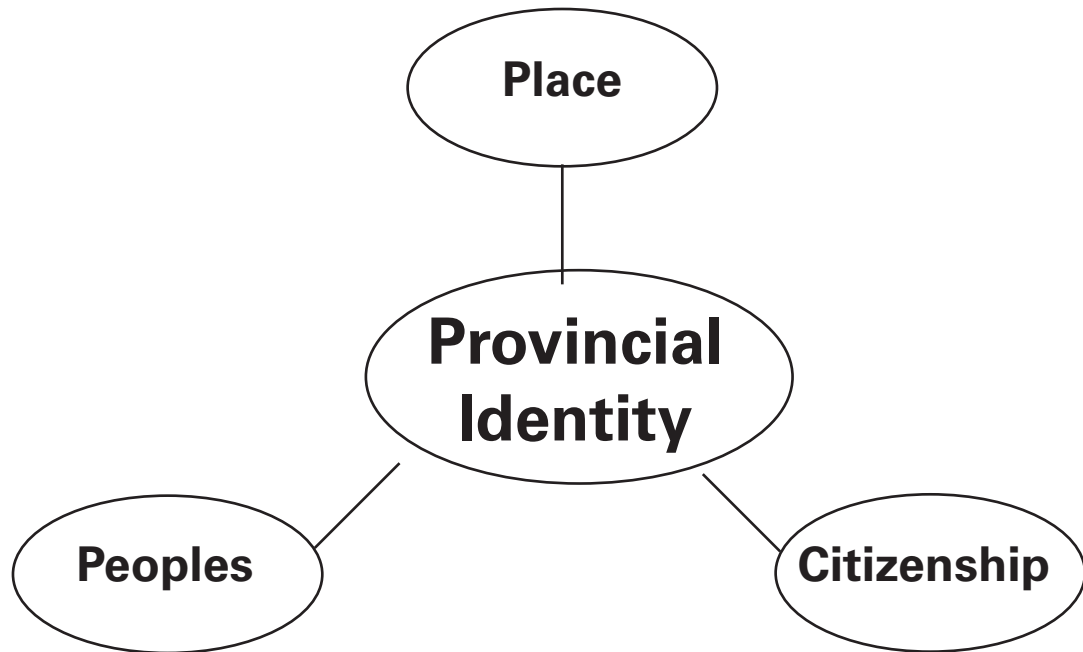
Curriculum Overview

Kindergarten-Grade 9 Social Studies Program

The social studies program for kindergarten to grade 9 is designed around ten conceptual organizers as identified below.

Kindergarten
Connections

Grade 9
Interdependence

Grade 1
Interactions

Grade 8
Canadian
Identity

Learner

Grade 2
Change

Grade 7
Empowerment

Grade 3
Provincial
Identity

Grade 6
PEI History
World Cultures

Grade 4
Explorations

Grade 5
Investigating
Past Societies

Grade 3: Provincial Identity

Grade 3 social studies is organized around the following units:

```
                    ┌─────────┐
                    │  Place  │
                    └─────────┘
                         │
                  ┌──────────────┐
                  │  Provincial  │
                  │   Identity   │
                  └──────────────┘
               ╱                  ╲
        ┌─────────┐          ┌──────────────┐
        │ Peoples │          │ Citizenship  │
        └─────────┘          └──────────────┘
```

The conceptual framework for each unit in the grade 3 social studies program is expressed in the form of specific curriculum outcomes. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Students will be expected to:

Unit One: Place

3.1.1   locate their province in the Atlantic region, Canada, North America, and the world

3.1.2   describe the major physical features, climates, and vegetation of their province and the Atlantic Region

3.1.3   examine where people live and how people make a living in their province
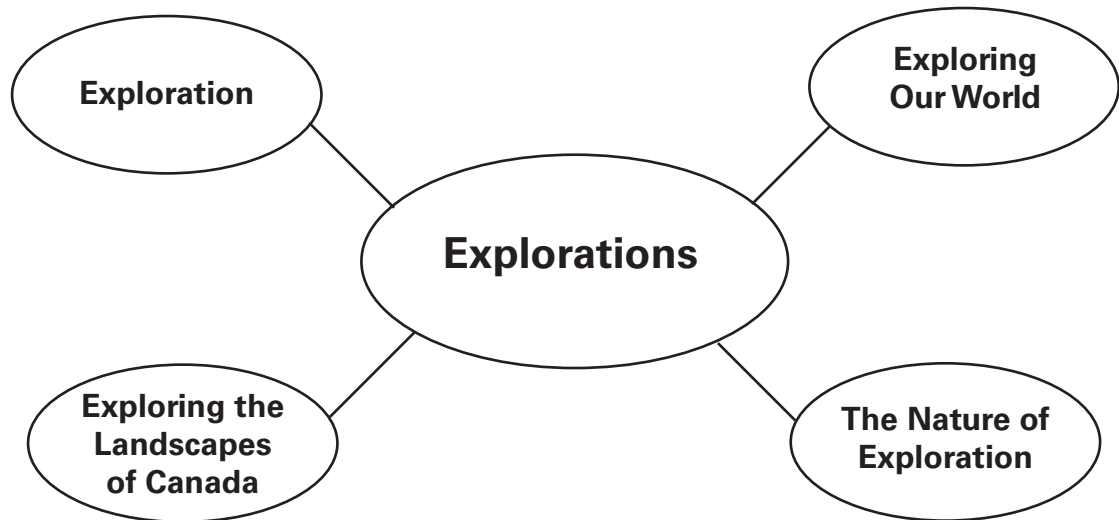
Unit Two: Peoples

3.2.1   examine the diverse peoples in their province

3.2.2   examine how diverse peoples in their province express their culture

3.2.3   take age appropriate action to promote positive interactions among people

Unit Three: Citizenship

3.3.1   examine the purpose, function, and structure of governments in their province

3.3.2   examine the rights and responsibilities of citizens

3.3.3   demonstrate an understanding of how citizens participate in public decision making

Grade 4: Explorations

Grade 4 social studies is organized around the following units:

Exploration

Exploring Our World

Explorations

Exploring the Landscapes of Canada

The Nature of Exploration

The conceptual framework for each unit in the grade 4 social studies program is expressed in the form of specific curriculum outcomes. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Students will be expected to

Unit One: Exploration

4.1.1   explore the concept of exploration

Unit Two: The Nature of Exploration

4.2.1   examine the stories of various explorers of land, ocean, space, and ideas
4.2.2   examine factors that motivate exploration
4.2.3   evaluate the impact of exploration over time

Unit Three: Exploring Our World

4.3.1   examine major physical features of the world
4.3.2   describe the main characteristics of rivers, islands, mountains, and oceans
4.3.3   examine the relationship between humans and the physical environment

Unit Four: Exploring the Landscapes of Canada

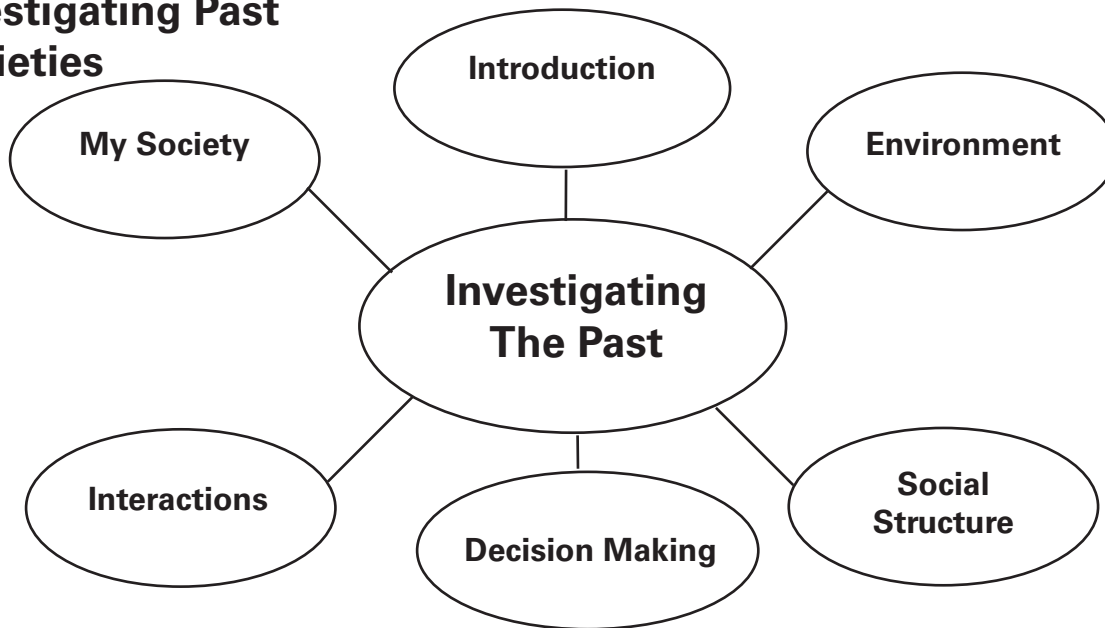4.4.1   describe the physical landscape of Canada
4.4.2   examine the human landscape of Canada
4.4.3   demonstrate an understanding of the political landscape of Canada
4.4.4   examine symbols associated with Canada's landscapes

Grade 5: Investigating Past Societies

Grade 5 social studies is organized around the following units:

The conceptual framework for each unit in the grade 5 social studies program is expressed in the form of specific curriculum outcomes. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Students will be expected to

Unit One: Introduction

5.1.1 demonstrate an understanding of how we learn about the past

Unit Two: Environment

5.2.1 explain how environment influenced the development of an ancient society

Unit Three: Social Structure

5.3.1 explain the importance of social structure in a society from the Middle Ages

Unit Four: Decision Making

5.4.1 demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada

5.4.2 examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada

Unit Five: Interactions

5.5.1 examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada

Unit Six: My Society

5.6.1 illustrate the similarities and differences of past societies and your society

How to Use the Four-Column, Two-Spread Curriculum Layout

The curriculum has been organized into four columns to relate learning experiences to the outcomes by:
- providing a detailed explanation of the outcome, an understanding of what students should know and be able to do at the end of the study, and ideas around inquiry that relate to the outcome;
- providing a range of strategies for teaching, learning and assessment associated with a specific outcome;
- providing teachers with suggestions in terms of supplementary resources.

Column 1: Outcomes

Column 1, Spread 1 provides specific curriculum outcomes students are expected to know and be able to do by the end of the year. The use of bold indicates the outcome treated in each of the two, two-page spreads.

Column 2, Spread 1: Elaboration, Enduring Understanding, Inquiry

Column 2, Spread 1 provides teachers with a detailed explanation of the SCO through the elaboration. It identifies the expected focus of the outcome and gives direction to that focus. The enduring understanding tells teachers what students will be expected to know and be able to do at the end of the study. The inquiry focuses on historical and/or geographical thinking concepts that will help teachers enhance the students' thinking around the particular topic.

Column 3, Spread 1: Performance Tasks

Column 3, Spread 1 provides teachers with a performance task(s) for each outcome. A performance task is used as an assessment of learning for students. It describes a performance that students will be able to complete if they have achieved the outcome. The performance task(s) will provide teachers with assessment pieces that encompass the entire outcome.

Column 4, Spread 1: Resources/Notes

Column 4, Spread 1 provides additional information for teachers, including specific links to the provincial resource, cross-curricular links, and suggested supplementary resources. Teachers may wish to record their own notes in this space.

Column 2, Spread 2: Strategies for Learning and Teaching

Column 2, Spread 2 offers a range of strategies for learning and teaching from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning/assessment activity.

Column 3, Spread 2: Tasks for Instruction and/or Assessment

Column 3, Spread provides tasks for learning and/or assessment from which teachers and students may choose. This column provides suggestions for on-going assessment for learning that is part of the learning experience. The assessment suggestions are grouped under a number of headings. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning/assessment activity.

Column 4, Spread 2 Resources/Notes

Column 4, Spread 2 provides additional information for teachers, including specific links to the provincial resource, cross-curricular links, and suggested supplementary resources. Teachers may wish to record their own notes in this space.

Sensitive Topics

The ♥ heart symbol is used to identify topics that need to be addressed with sensitivity.

Column 1   Column 2

Column 3   Column 4

Atlantic Canada
Social Studies

Grade 4 Curriculum
Explorations

Grade 4: Explorations

Year Overview

The organizing concept for Social Studies 4 is *Explorations*. In units 1 and 2 students will develop both an understanding of what is exploration and the various aspects of exploration, including stories of impact on both, the people exploring and the people, place, or idea explored.

In unit 3, students will study the physical environment of the world, noting similarities and differences in physical features in various parts of the world. Students then examine the concept of interaction between humans and their environment. This is an important concept in today's world, which is so concerned with ecology. Students are given ample opportunity to examine how humans have impacted the environment in both positive and negative ways. They also examine how the environment has influenced such factors as where people live and work.

The final unit of the course concentrates on Canada and examines the physical landscape of the country, the human landscape, the political landscape, and finally the symbols that give us our identity.

Throughout the year, students will use maps and charts as an important component of the course. Students will be expected to become proficient with reading, constructing and interpreting maps, charts, and other data sources such as multimedia and digital tools to understand aspects of the concept of exploration. A continuum of skills for grades Entry to 3 and grades 4 to 6 is found in Appendix K - *Geographic and Mapping Skills*.

Teacher Notes

- The recommended instructional time for elementary social studies in grades 4-6 is 5% (15 minutes/day, 75 minutes/week, 90 minutes/6 day cycle, 42 hours/year). This is based on instructional time (minus 15 minutes recess) per day x instructional days/year.

- The ♥ heart symbol is used to identify activities that should be addressed with sensitivity. It is important to know your students and to consider what issues should be handled with care.

- In column 4, other suggested resources such as books, posters and reference materials may be listed. Teachers are encouraged to use a variety of resources to address the curriculum outcomes. As always, when using a resource that is not authorized, please preview to determine if it is appropriate for the intended purpose.

- In column 4, opportunities for cross-curricular links are listed. Teachers are encouraged to utilize a curriculum integration approach whenever possible. This approach emphasizes natural connections within curriculum and makes learning more relevant for students.

- Teachers are encouraged to use the Confederation Centre Library and to consult with the teacher-librarians in their schools for updated video/DVD lists as well as other resources. Teachers in the central and eastern region of PEI have additional access to a selection of materials from the Teachers' Resource Network located in Parkdale Elementary School in Charlottetown. Teachers looking for supplementary materials in the western region of the PEI are encouraged to visit the Little Red School House located in Summerside.

- Consider community opportunities when planning. Be aware of designated days, weeks or months— such as Aboriginal Awareness Week, Earth Day, Multicultural Week—to address topics that complement the social studies curriculum.

- Teachers may wish to become familiar with the social studies concepts completed in grade 3 by reviewing outcomes on p. 30 of this document.

Unit 1

Exploration

Unit 1: Exploration

Unit Overview

The unit entitled **Exploration** focuses on the concept of exploration and the fact that we are all explorers. Students will examine and reflect upon exploration of places, other people, and ideas from both an historical and modern day perspective.

Outcome

Students will be expected to

4.1.1   examine the concept of exploration

Anticipated Time for Completion

5 classes of 30 minutes
(150 minutes /2.5 hours per unit)

Inquiry

Historical Thinking Concepts

Historical Thinking Concepts are adapted from Seixas, Peter. *Benchmarks of Historical Thinking: a framework for assessment in Canada.* (2006). Vancouver: Centre for the Study of Historical Consciousness, UBC.

*   Continuity and Change
*   Evidence

Note: *The Historical Thinking Concepts and Geographical Thinking Concepts are an important aspect of the Social Studies 4 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to help them develop their understanding of the concept(s).*

Unit 1: Exploration

Outcomes

Students will be expected to

4.1.1   examine the concept of exploration

Elaboration

The organizing concept of this curriculum is exploration. Students will consider what it means to explore. It is important that they see themselves as explorers and recognize that all people have experiences in exploration. Being an explorer does not always mean discovering something new to everyone, but rather something new to oneself. For example, when a student visits a place for the first time, or reads about something new, he or she tries to connect fresh information with something already known. In this way, a person's knowledge and understanding of the world constantly grows.

Students will examine and describe different types of exploration (Places, Other People, and Ideas). These will include explorations of our physical world (e.g., historical and modern-day explorations including the ocean and outer space) and other people who have engaged in explorations of ideas and knowledge (e.g., imagining and inventing new ways to do things, conducting research, reading information about a topic that is new to each student).

During this outcome, it will be important for students to both think about examples of explorations they have undertaken and new explorations that they may wish to conduct on their own. This will provide students with two different avenues to experience the concept of exploration.

Enduring Understandings (upon completion of outcome)
- All people (including themselves) are explorers.
- There are many different types of exploration.

Inquiry
During this initial study, have students **ask** questions and **access** information to **locate** what **evidence** there is to determine how we know that the exploration took place. Students may also wish to explore the concept of **continuity and change**. For example, students may wish to consider how has exploration changed. How has exploration remained the same?

Note: Students at this stage are gaining a very basic foundation of information that will lead to further historical inquiry.

Unit 1: Exploration

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- select an explorer they have studied for this unit or have read about on their own. Students will identify the following:
  › type of exploration (exploration of our physical world, ideas, or knowledge)
  › what was explored
  › where the exploration took place

Students can use a chart such as the following to display their information. From this information, they can write a brief explanation of what they think caused this exploration to happen.

Explorer	Type of Exploration	Explored What?	Explored Where?

- have students imagine that they are explorers from the present, past, or future preparing for their exploration. Students will decide what they need or want to explore, and where they will go (e.g., jungle, ocean, space, another galaxy, research laboratory). Besides the necessities of life (food, water, and clothing), they may take five items that they think they will need to have a successful exploration. Students will identify the items and explain why each is essential to their exploration.

  Note: Teachers may wish to have students prepare a two-minute presentation to the class on their exploration or complete a journal entry.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 1

Explorations 4
Teacher's Resource

Unit 1: Exploration

Outcomes

Students will be expected to

4.1.1   examine the concept of
           exploration *(continued)*

Strategies for Learning and Teaching

- Engage students through the use of the Reading and Analyzing Nonfiction (RAN) strategy (refer to Supplementary Resources in column 4 and appendix D - *Terminology and Cooperative Learning Structures*) to determine their knowledge of exploration. The strategy chart may be revisited as students move through both Units 1 and 2 of the grade 4 curriculum.

- Engage students in a small group brainstorming activity to identify various explorations. Students are given a selected period of time to write on sticky notes an example of what people could explore (Individual students write one example on each sticky note). Groups are then asked to sort their examples under the three categories of place, other people, and ideas. Have students share their findings during a whole class share. (Note: Teachers are reminded to save this work to be reused in outcome 4.2.2).

- Have students complete a think-pair-share activity to discuss what or where in the world they have explored and what explorations were most significant to them. Following the discussions have students complete a journal response identifying their exploration and use one of the following stems to express why the exploration was significant to them.
  This exploration is important because......
  This exploration helps me to understand.....

- Have students choose two different types of explorations and construct a Venn diagram comparing them. (Possible comparisons could involve two places, a place and a person, two ideas, or an idea and a person.)

- Have students engage in an exploration (e.g., school, home, community). Ask students to keep a journal or log of their exploration. Invite students to include what they see, hear, smell, and feel. Remind students that keeping their journal/log of their exploration is called a primary source. Primary sources are very important to historians as they use primary sources to write about past events.

- Have students in pairs or small groups use a photo of an exploration to answer the following questions:
  Where could this exploration be taking place?
  What would it be like to be on this exploration?
  Why would someone want to go there?
  How would you get there?
  Would this be something you would like to explore? Why or why not?

Unit 1: Exploration

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussions and group activities about explorations to determine their level of understanding about all people being explorers and the many different types of exploration.

Performance

- Have students explore an area of their school or community that is not being used to its full potential (e.g., unused piece of land beside the school) and create a report on their findings. In the report, students will identify who completed the exploration, their ideas for using the space, and how the idea for using the space will benefit the school or community. Students may wish to include visuals with their report.

Journal

- Have students prepare a written/digital (concept web) response to the statement, "We are all explorers." Why do they believe they are explorers?

- Have students create a primary source (e.g., journal, log, storyboard, video) on an exploration of their own. Have students use the 5Ws (who, what, where, when, and why) to help describe their exploration.

Presentation

- Have students create a visual display (e.g., collage, poster, concept map, slide presentation) to demonstrate their understanding of the three main types of explorations—places, people, and ideas.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 1

Explorations 4
Teacher's Resource

Cross-Curricular Links

Technology
- Concept Map
  A 4.1 (Guided)
  A 4.2 (Awareness)
  A 4.3, A 4.4, A 4.5 (Independent)
  B 4.1 (Guided)
- Multimedia
  A 8.2 (Awareness)
  A 8.5 (Awareness)
- Word Processing
  B 7.1, B 7.2 (Independent)
  B 7.3 (Guided)
  B 7.5 (Guided)

Literacy
Grade 4 Moving Up With Literacy Place
- *Catching the Moon* by Crystal Hubbard
- *Geocaching: Treasure Hunt Around the Globe* by Laura Peetoom
- *Maple Syrup with Bells on* by Andrew Borkowski
- *Puppy in Training* by Erin Banting

Supplementary Resources
Stead, Tony. *Reality Checks.* Markham: Pembroke Publishers Ltd., 2006.

Unit

2

The Nature of Exploration

$<a,b> + <c, d> = <a+c, b+d>$
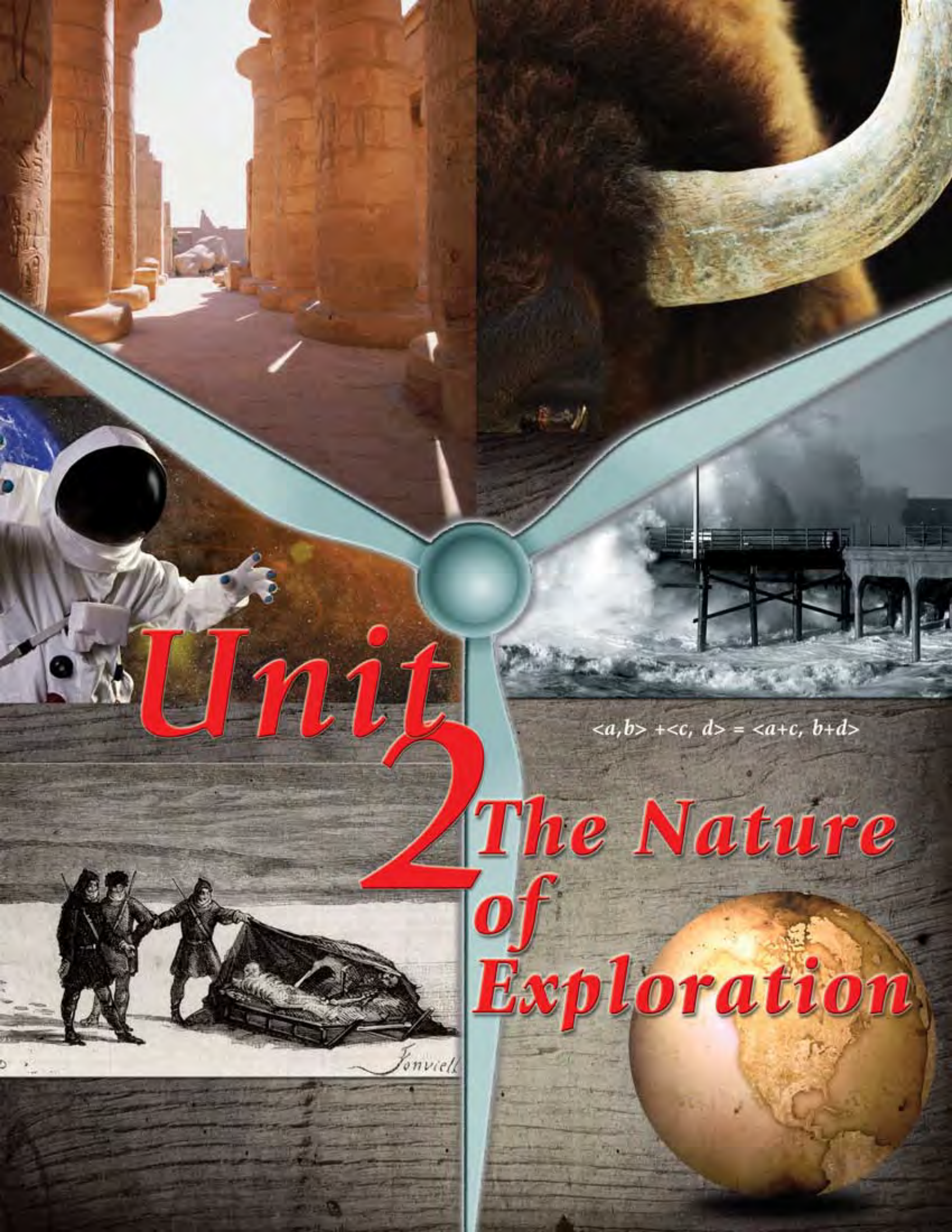
Unit 2: The Nature of Exploration

Unit Overview

In the "Nature of Exploration" unit, students will examine the stories of various explorers of land, ocean, outer space, and ideas over time. They will identify the explorers' motivation, modes of transportation, and the challenges they faced, recognizing that economics usually plays a significant role in exploration. In earlier grades, students were exposed to the concepts of needs and wants, and supply and demand. This outcome will further develop their understanding of economic factors by allowing them to re-examine those concepts in addition to scarcity and opportunity cost within the context of exploration. Students will learn the effects that exploration has had on the movement of people, products, technologies, and information around the world. Students will make predictions about the impact of future explorations.

Outcomes

Students will be expected to

4.2.1   examine the stories of various explorers of land, ocean, space, and ideas
4.2.2   examine factors that motivate exploration
4.2.3   evaluate the impact of exploration over time

Anticipated Time for Completion

8 classes of thirty minutes per outcome.
(24 classes of thirty minutes/720 minutes/12 hours per unit)

Geographic and Mapping Skills

- Time *(4.2.1, 4.2.3)*
- Perspective *(4.2.3)*
- Map/Model *(4.2.3)*

Inquiry

Historical Thinking Concepts

Historical Thinking Concepts are adapted from Seixas, Peter. *Benchmarks of Historical Thinking: a framework for assessment in Canada.* (2006). Vancouver: Centre for the Study of Historical Consciousness, UBC.

- Historical Significance *(4.2.1, 4.2.2, 4.2.3)*
- Historical Perspective *(4.2.1, 4.2.2, 4.2.3)*
- Cause and Consequence *(4.2.2, 4.2.3)*
- Continuity and Change *(4.2.1, 4.2.2, 4.2.3)*
- Evidence *(4.2.1)*

Note: *The Historical Thinking Concepts and Geographical Thinking Concepts are an important aspect of the Social Studies 4 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to help them develop their understanding of the concept(s).*

Unit 2: The Nature of Exploration

Outcomes

Students will be expected to

4.2.1   examine the stories of various explorers of land, ocean, space, and ideas

Elaboration

Unit 2 considers the nature (characteristics) and impact of exploration over time. This outcome examines the stories of a wide variety of explorers, both past and present, in a wide variety of environments (land, ocean, outer space, ideas). The purpose is to consider explorations and explorers from many parts of the world over time. It will be advantageous to include local (Atlantic Canadian and/or Canadian) explorations and explorers.

Students should use a variety of sources to learn about the stories of explorations. Teachers may have students examine primary and secondary sources, as they relate to the stories of exploration.

The intent of this outcome is to examine the stories of various explorers, paying particular attention to the challenges they faced and their responses to these challenges. Motivations and consequences may be introduced as parts of the explorers' stories although the intent is not to focus on what motivated them to explore, or what the consequences of their explorations may have been. The stories should engage students, particularly when challenges faced by the explorers—climate, transportation, inadequate tools/technology, opposing peoples—are identified and the explorers' responses to the challenges are examined.

To overcome challenges explorers must become problem-solvers and creative thinkers. This may lead to innovations such as new ways of doing things or the development of new tools or technologies.

♥ Teachers are cautioned to be mindful of the fact that "explored" lands were often already inhabited, and therefore the use of the term "discovered" is actually inappropriate.

Enduring Understandings (upon the completion of the outcome)
• Explorers face and overcome challenges.
• Exploration encourages innovation.

Inquiry
For this outcome, students will **ask** questions that may lend themselves to consideration of **historical significance**. For example, students may wish to consider whether this exploration was historically significant. Why or why not? As students **access** information on exploration stories, they will examine evidence (primary and secondary sources) and may also engage with **historical perspective**. What might the explorer have thought about this exploration? Do we think the same way today? Remind students that their **interpretation** of the event will be influenced by their own experiences.

Note: Students at this stage are gaining a very basic foundation of information that will lead to further historical inquiry.

Unit 2: The Nature of Exploration

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- write about an exploration for a local magazine. In their article they will identify where or what was the exploration (land, ocean, space, or ideas), two or more challenges faced in the exploration, and an explanation of how the explorer was able to overcome each challenge.

- based on an explorer from the past (100 years ago), students can recreate a primary source document (i.e., log, journal) to tell about the difficult day they have just survived. In their entry, they can write about where/what they are exploring, two or more challenges they faced during the day, and the creative problem-solving they used to overcome the challenges.

- develop material for a webpage or slide show presentation in a group or as a class. Each student (or group of students) can contribute one explorer. The explorers chosen should have completed various explorations representing the past and present, and they should be representative of diverse backgrounds—gender, race, age). They should include the following:
  › Name of explorer and what was explored
  › Two or more challenges faced by the explorer
  › How the challenge was met
  › Any innovations that resulted from the exploration
  Note: Teachers are reminded that students must be assessed individually on the achievement of the outcome.

> **Note - The following task may be used to evaluate the entire unit 2.**
> Scenario: *You and your fellow students are planning for an exploration. However, you are doing this by using an exploration that has already taken place. Select a past exploration of interest to you and pretend that you are part of the team that is planning for this expedition. Based on what you know about exploration in the past, include the following in your plan:*
> › *type of exploration - land, ocean, space, or ideas;*
> › *motivation for and importance of this exploration;*
> › *mode of transportation and map of the route if applicable;*
> › *ideas for minimizing the challenges of your exploration;*
> › *evaluation of the impacts of your exploration.*

Resources/Notes

Authorized Resources

Explorations 4
Chapter 2

Explorations 4
Teacher's Resource

Unit 2: The Nature of Exploration

Outcomes

Students will be expected to

4.2.1   examine the stories of
various explorers of land,
ocean, space, and ideas
(continued)

Strategies for Learning and Teaching

- Engage students with an appropriate interactive read aloud (refer to Supplementary Resources in column 4) that examines an exploration of land, ocean, space, or ideas. Have students analyze the literature to identify the challenges faced by the explorer and how those challenges were overcome. Encourage students to identify any creative problem solving or innovations that were used by the explorer.

- Have students complete a comparison of two explorations, one from the past and one from the present, using the following chart:

Exploration Comparison		
Exploration 1	Criteria	Exploration 2
	Transportation	
	Navigation Tools	
	Challenges	
	Overcoming Challenges	

Students can use the information from the chart to discuss the following questions with a partner and/or as a class:
  › *Which challenge do you think was the most difficult to overcome?*
  › *How would a present-day explorer survive in the past and vice versa?*

- Have students participate in a jigsaw activity (See Appendix D - *Terminology and Cooperative Learning Structures.*) to examine various explorations of land, ocean, space, and ideas. As students learn about the exploration, have them identify the challenges of the exploration and how the challenges were overcome. Students may also identify the creative problem solving used by the explorer. Students may conclude the activity with a discussion on the creative problem solving that was utilized by the explorers including any innovations that may have resulted from the exploration.
- Have students select an exploration story that they have read (land, ocean, and space). Using a world map or Geographic Information Systems (GIS) software, have students trace the explorer's journey with string.
- Have students return to the RAN strategy chart (4.1.1) to make any revisions required to incorporate new learning.

Unit 2: The Nature of Exploration

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussions and group activities about explorations to determine their level of understanding of the challenges faced by explorers and how these challenges were overcome. Teachers may also note students' understanding/responses to questions posed during inquiry (historical significance, historical perspective).

- Observe student responses/opinions during class discussions and group activities about explorations to determine the students' understanding of the concept of time (past, present, future).

Journal

- Have students listen to or read an excerpt from a primary source (diary, letter, log, blog) written by an explorer, and then complete a journal response. The response should include a brief summary of the story, the challenges faced by the explorer, and how the explorer met the challenges. Students may also include how they might face such challenges.

Presentation

- Invite students to select an appropriate piece of literature about an exploration and create a response through narrative, poetry, illustrations, or visual art to depict one of the challenges faced by the explorer and how he or she met the challenge. Students can use technology for their presentation.

- Challenge students to be innovative in exploring a new way to complete a task, either at home or at school. Students will present their innovation to the class identifying the challenges they faced and the problem-solving involved. Have students compare the innovation with the current method of completing this task.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 2

Explorations 4
Teacher's Resource

Cross-Curricular Links
Literacy
Grade 4 Moving Up With Literacy Place
- *Serf's Up* by Jeff Szpirglas
- *To the Top of Everest* by Laurie Skreslet
- *Game On!* By Galadriel Watson (overheads)
- *Little Li and the Golden Kite* by Mavis Scott
- *Catch The Moon* by Crystal Hubbard

Technology
- Database
  A 9.2 (Guided)
  B 9.2 (Guided)
- Multimedia
  A 8.5 (Awareness)
  B 8.1 (Independent)
- Internet
  A 3.1 (Guided)
  A 3.2 (Awareness)
  E 3.1 (Awareness)

Supplementary Resources

Harvey, Stephanie & Goudvis, Anne. *Strategies That Work: Teaching Comprehension for Understanding and Engagement.* Stenhouse Publishers, 2007.

Unit 2: The Nature of Exploration

Outcomes

Students will be expected to

4.2.2   examine factors that
        motivate exploration

Elaboration

This outcome examines the factors that motivate exploration. There are three primary motivations for exploration—knowledge (includes curiosity), power, and wealth.

Both the stories of explorers already studied, and additional stories, may be examined in terms of motivating factors. Were the explorations done to meet particular needs such as search for land, or a cure for a disease? Were explorers in search of wealth resulting in exploitation of resources or trade? Were the explorations undertaken to consolidate power and extend influence over others such as the space race between the USSR and the USA? Or, did the explorations simply reflect a desire for knowledge, a desire to improve quality of life, or a desire to discover the unknown?

The number of specific explorations examined in this context should be limited. The intention here is not to consider the motivations of every explorer studied but to acquire a brief idea of the variety of motivations. In this outcome students need only focus on the causes or why of motivated exploration. The consequences of exploration will be examined in outcome 4.2.3.

♥ Teachers are cautioned to be mindful of the fact that explorations motivated by power often involve human suffering or tragedy. Therefore, sensitivity is required when engaging students with these stories. Teachers are also cautioned to be mindful of the fact that explored lands were often already inhabited, and therefore, the use of the term "discovered" is inappropriate.

Enduring Understanding (upon completion of the outcome)
*   The three primary motivating factors for exploration are wealth, power, and knowledge.

Inquiry
During this outcome, students will **ask** questions; and **access** and **interpret** information that may lend itself to consideration of **historical perspective**. How would certain explorers have described their motivations at the time of their exploration? How would we view their motivations today?
Students may also engage with **continuity and change**. How are explorations of the past and present similar? How are explorations of the past and present different?
Questions involving **geographic importance** should also be considered. Was this exploration of particular geographic importance? If so, how or why was the location of the exploration important?
Note: Students at this stage are gaining a very basic foundation of information that will lead to further historical and geographical inquiry.

Unit 2: The Nature of Exploration

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- rank in order of importance the motivations for exploration (wealth, power, knowledge) and provide two reasons to support their ranking. (Teachers may wish to have students present their rankings with accompanying support to the class.)

- write a newspaper article on an exploration where people on the same exploration had different motivations for participating. In their article, students can briefly describe the exploration, identify at least two people who participated, and their individual motivations for the exploration.

- complete the following graphic organizer to compare a present-day explorer's motivation for exploring with the motivations of an explorer from another century (100 – 200 years ago).

Present-day Explorer	Motivation	Past Explorer	Motivation
Are the motivations the same? Explain in a sentence why you think they are or are not the same.			

Resources/Notes

Authorized Resources

Explorations 4
Chapter 3

Explorations 4
Teacher's Resource

Cross-Curricular Links

Technology
- Multimedia
     A 8.1 (Awareness)

Unit 2: The Nature of Exploration

Outcomes

Students will be expected to

4.2.2 examine factors that motivate exploration *(continued)*

Strategies for Learning and Teaching

- Have students use the sticky notes generated from brainstorming activity in outcome 4.1.1 to complete a sorting activity on the motivations of explorers. Students may use the generated notes to sort the explorations into the motivation categories of knowledge, power, or wealth. Teachers may wish to have students categorize some of their own explorations. Alternatively, teachers may wish to utilize three hula hoops that are overlapping for this sorting activity. By overlapping the hoops, students may be encouraged to see which explorations may have had more than one motivating factor.

- Invite students to complete a placemat activity to categorize various explorations under their respective motivations (knowledge, power, wealth). Provide students with a placemat organizer divided into the three sections—knowledge, power, wealth. Have students provide examples of explorations for each section. All placemats may be posted around the classroom for sharing and discussion. During discussion have students identify explorations that fit into more than one motivation category.
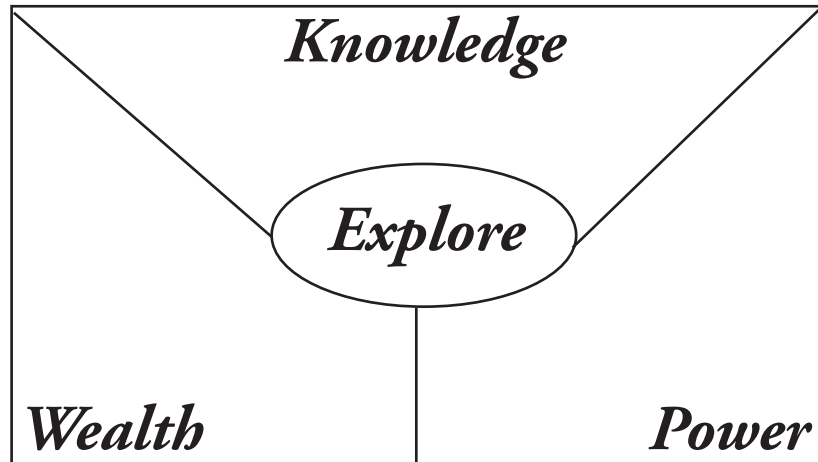
Unit 2: The Nature of Exploration

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe and note student vocabulary and responses/opinions during student brainstorming and placemat activities to assess students' understanding of the motivating factors for exploration.

Presentation

- Invite students to be innovative in exploring a new way to complete a task either at home or at school. Students will present their innovation to the class identifying the motivations for their innovation, challenges they faced and the problem-solving involved. Have students compare the innovation with the current method of doing the task. Alternatively, students will write a paragraph in which they will explain
  - › the motivation for wanting this innovation.
  - › the challenges they faced devising their innovation.
  - › the problem-solving involved in their creating the innovation.

  (Note: Teachers may wish to utilize this assessment to incorporate both outcome 4.2.1 and 4.2.2. Teachers may also wish to have students incorporate a procedural writing component by having students write the steps required to complete the task.)

Performance

- Have students conduct a debate on the most significant motivation for one exploration. Student teams select one motivation (knowledge, power, or wealth) for the exploration and prepare an argument to support their choice.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 3

Explorations 4
Teacher's Resource

Cross-Curricular Links

Technology
- Concept Map
  A 4.2 (Awareness)
  A 4.3 (Independent)
- Database
  A 9.3, A 9.5 (Awareness)
  B 9.4 (Awareness)

Web Links
http://www.histori.ca/minutes/
Exploration

Unit 2: The Nature of Exploration

Outcomes

Students will be expected to

4.2.2   examine factors that motivate exploration *(continued)*

Strategies for Learning and Teaching

- Have students create a visual display such as a poster, or story board of present-day explorations that they believe demonstrate the three main motivations for exploration (wealth, power, and knowledge). Students should include a caption with each of the three illustrations in the display to identify the exploration and the motivation being represented.

- Have students identify three examples of present-day explorations. Have students write a brief explanation of what they believe is motivating each exploration. Students may share their work during small group or whole class discussion. Alternatively, teachers may wish to utilize a Gallery Tour approach. (See Appendix D - *Terminology and Cooperative Learning Structures*).

- Have students invite a guest speaker who enjoys exploration to their class or video conference. Invite the guest to describe his/her explorations and the motivations for any explorations. Students may together as a class to generate "powerful questions" for the guest. Student questions should focus on the topic, utilize open questioning, provide information on the importance of the physical feature to the environment, and include literal, inferential and evaluative types of questions.

- Have students invite an archaeologist or Parks Canada staff person to speak on archaeological digs throughout Prince Edward Island. Students can work together to generate "powerful questions" for the guest. Student questions must focus on the topic, utilize open questioning, provide information on the importance of the physical feature to the environment, and include literal, inferential and evaluative types of questions.

- Have students return to the RAN strategy chart in outcome 4.1.1 to make any revisions required to incorporate new learning.

Unit 2: The Nature of Exploration

Tasks for Instruction and/or Assessment

Paper and Pencil / Electronic

- Have students write a thank-you letter/email to the guest speaker. In the thank-you note, students should provide some insights into what they learned from the speaker about exploration and the motivations leading to exploration.

- Have students complete a triple Venn diagram. In the diagram, each circle represents one of the motivations for exploration (knowledge, power, wealth). Have students provide examples of explorations under the appropriate heading. Students may wish to identify examples that incorporate more than one motivation.
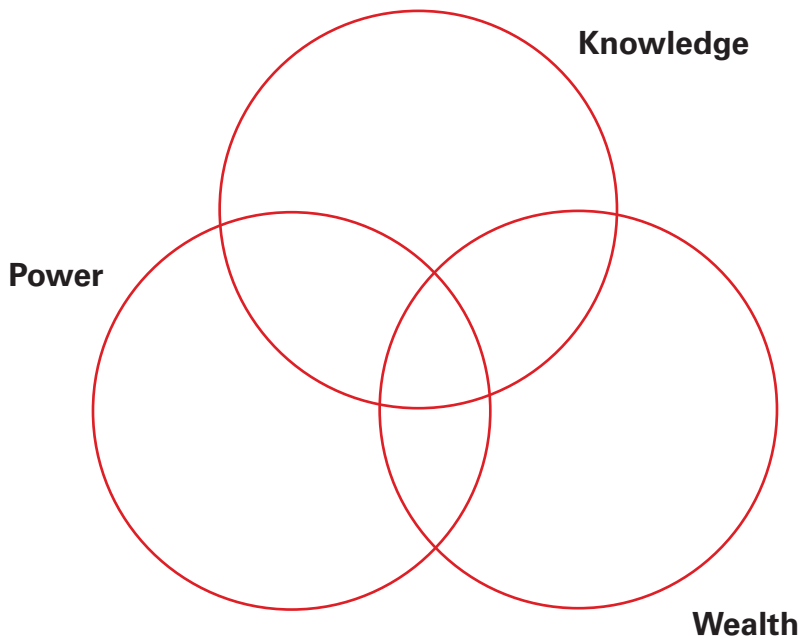
Knowledge

Power

Wealth

Resources/Notes

Authorized Resources

Explorations 4
Chapter 3

Explorations 4
Teacher's Resource

Cross-Curricular Links

Technology
- Concept Map
  A 4.2 (Awareness)
  A 4.3 (Independent)
- Database
  A 9.3, A 9.5 (Awareness)
  B 9.4 (Awareness)

Web Links
http://www.histori.ca/minutes/
Exploration

Unit 2: The Nature of Exploration

Outcomes

Students will be expected to

4.2.3   evaluate the impact of
          exploration over time

Elaboration

Following students' analysis of motivations for exploration in the previous outcome (4.2.2), students will now evaluate the impact of exploration.

All explorations have impacts—some trivial and others more profound. The environment explored may be changed in the short term such as garbage left behind, and/or the long term such as open-pit mining. The indigenous peoples of "explored" areas often experience significant and long-lasting changes in their lifestyles and living conditions. As well, the explorers themselves are often changed such as having an altered perspective of the world.

This study of the impact of exploration over time should comprise at least three points. The first is the identification of positive and negative consequences of exploration. While considering the exploration of place, other peoples, and ideas, students will examine some of the negative and positive impacts on each. This includes consequences for the explorer.

The second point is that over time exploration has increased or deepened our understanding of the world. For example, the evolution of maps illustrates changes in our understanding of the physical structure of the world.

Finally, students should consider what future explorations may take place and their possible impacts. This is an opportunity for students to speculate thoughtfully on the impacts of future explorations.

Enduring Understandings (upon completion of the outcome)
*   All exploration has consequences (impacts), both positive and negative.
*   Exploration changes our understanding of the world.

Inquiry
As students work with this outcome, they will **ask** questions; and **access** and **interpret** information that may lend itself to consideration of **historical significance**, **historical perspective**, and **cause and consequence**. For example, students may wish to consider what explorations were particularly significant and why. How did a particular exploration lead to changes in peoples' attitudes or views? What were the consequences of a particular exploration? Were there any unexpected consequences?

Note: Students at this stage are gaining a very basic foundation of information that will lead to further historical inquiry.

Unit 2: The Nature of Exploration

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- plan an imaginary exploration. Students should first identify at least three criteria that would help to decide if they should proceed with the exploration (i.e., the environment will not be harmed). They will identify the positive and negative consequences of the exploration, and they will explain how the exploration increases people's understanding. Using their criteria, students will decide if they will proceed and they can tell how the criteria helped with their decision.

- think of three examples of exploration where the results outweigh the risks. Students will use a graphic organizer to show this information. They will choose one of these explorations and write a paragraph to give examples of the impact of the exploration, how the exploration may change our understanding of the world, and how this exploration could continue in the future.

Risks and Benefits of Exploration		
Risk	Exploration	Benefit

- prepare a short presentation for the class in answer to the question *"Are some explorations more important than others?"*
  In the presentation, students will compare two explorations by
  › identifying the positive and negative consequences of each;
  › explaining how the explorations increase our understanding of the world;
  › predicting how they may lead to future explorations.
  Students will prepare reasons for why they think one exploration is more important that the other. Alternatively, teachers may ask students to provide their responses to the question through written responses.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 4

Explorations 4
Teacher's Resource

Cross-Curricular Links

Technology
- Concept Map
  A 4.3 (Independent)

Unit 2: The Nature of Exploration

Outcomes

Students will be expected to

4.2.3   evaluate the impact of exploration over time *(continued)*

Strategies for Learning and Teaching

- Have students in small groups brainstorm possible positive and negative consequences of exploration. Share group results during a class discussion. Have students discuss which consequences would have the most impact on their explorations.

- Have students engage with an article on a recent technological development. Students can construct a class chart to show the positive and negative consequences of this technology. Teachers may wish to generate a digital chart. Have students share their opinion about the impact of this technology on their lives.

- Have students compare two maps of the same area (or the world) from two different time periods (e.g., a class wall map, atlas, historical map, and/or book). Compare the maps to identify how the mapped area has changed over time and possible reasons for the changes. Students may wish to use a graphic organizer for their comparison. Have students share their findings (pairs, quads, groups, class).

Map Comparison		
Then	Map	Now
	Map 1	
	Map 2	

- Have students choose a local exploration (e.g., new development of walking trail, wind farm, aquafarm) and discuss the positive and negative consequences of this exploration using a class chart. Teachers may wish to create a digital chart. Have students share their opinion on the impact of this development in the future.

- Have students brainstorm examples of explorations that involved a disaster or loss of human life (e.g., space shuttle Challenger, oil drilling rig Ocean Ranger, climbing Mount Everest). During a class discussion have students analyze the impact of this exploration on future exploration (i.e., what lessons were learned from this exploration?).

- Have students return to the RAN strategy chart to make any revisions required to incorporate new learning.

Unit 2: The Nature of Exploration

Tasks for Instruction and/or Assessment

Informal / Formal Assessment
- Observe and note student responses during the map comparison activity to determine the students' abilities to access information and their level of understanding of how our perspective of the world has changed over time.

Performance
- Have students prepare a one-minute speech describing how space exploration has influenced everyday life. In their speech, students will identify positive and negative impacts this exploration has had and possible impacts of future space exploration.

- Have students create a visual presentation (e.g., multimedia presentation, blog, podcast, poster, collage, concept map) showing how improvements in technology or transportation support the statement: "The world is a much smaller place today". Have students provide a brief summary of their reasoning to accompany their visual presentation.

Journal
- Have students compose a journal entry commenting on how an exploration has impacted the place where they live. Use one of the following sentence prompts:
  This exploration is important because....
  Without this exploration or explorer...

- Have students complete a journal entry commenting on the impact of the international space station on our world. Have students also comment on what they believe will be the impact of this station on our world in the future.

Extension/Culminating Activity: Invite students to select an exploration and prepare a presentation (visual/performance) telling about the exploration. Students will include motivations for the exploration, challenges faced, how challenges were met, positive and negative consequences of the exploration and the impact of the exploration on their lives. Students are encouraged to tell about the exploration from the perspective of the explorer and to use props that will enhance their presentation. **This may be used to evaluate outcomes 4.2.1, 4.2.2, and 4.2.3.**

Resources/Notes

Authorized Resources

Explorations 4
Chapter 4

Explorations 4
Teacher's Resource

Cross-Curricular Links

Technology
- Concept Map
  A 4.2 (Awareness)
  A 4.3, A 4.4 (Independent)
- Telecommunication
  B10.1, B10.2
  (Independent)
  A 10.1 (Awareness)

Literacy
Grade 4 Moving up With Literacy Place
- *Best Canadian Inventions* by Valerie Wyatt
- *To the Top of Everest* by Laurie Skreslet

Web Links
http://www.histori.ca/minutes/
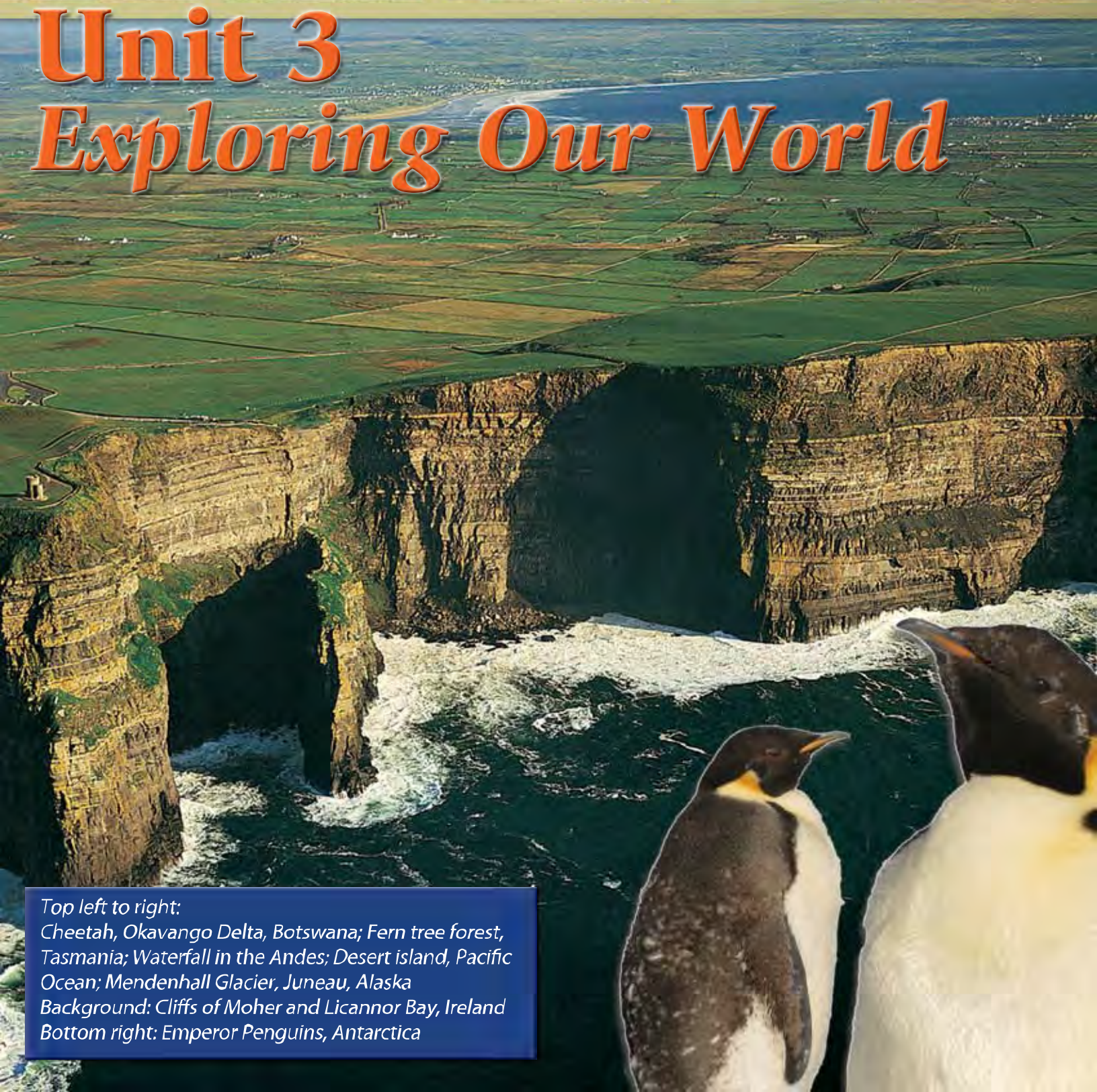
Unit 3
Exploring Our World

Unit 3: Exploring Our World

Unit Overview

In grade three students explored the physical features of their own province. In the "Exploring Our World" unit they will extend their knowledge and skills to a study of the world. Students will develop geographic and mapping skills as they examine the major physical features of the world. They will describe the main characteristics of these features and examine both the benefits the physical features offer humans and the challenges posed by the physical environment. While examining the challenges students will consider how humans have responded to them over time.

Outcomes

Students will be expected to

4.3.1   examine major physical features of the world
4.3.2   describe the main characteristics of rivers, islands, mountains, and oceans
4.3.3   examine the relationship between humans and the physical environment

Anticipated Time for Completion

8 classes of thirty minutes per outcome
(720 minutes / 12 hours per unit)

Geographic / Mapping Skills

- Representation of Place
- Symbols/Signs
- Scale
- Map/Model

- Map Components
- Positional Language
- Scope

Inquiry

Geographical Thinking

Geographical thinking concepts are adapted from Bahbahai, K., and Huynh, N.T. (2008). *Teaching about Geographic Thinking.,* Vancouver: The Critical Thinking Consortium (TC2).

- Sense of Place *(4.3.1)*
- Geographic Evidence/Interpretation *(4.3.1)*
- Geographic Importance *(4.3.1, 4.3.2)*
- Interactions and Associations *(4.3.3)*
- Patterns and Trends *(4.3.3)*

Note: *The Historical Thinking Concepts and Geographical Thinking Concepts are an important aspect of the Social Studies 4 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to help them develop their understanding of the concept(s).*

Unit 3: Exploring Our World

Outcomes

Students will be expected to

4.3.1   examine major physical features of the world

Elaboration

This is a student's first formal study of the physical geography of the world. Teachers should observe and note student understanding of geographic and mapping skills embedded within the teaching, learning, and assessment of this unit. (See Appendices K - *Geographic and Mapping Skills* and K1 - *Geographic and Mapping Skills Record Chart.*) The first features to be identified are the continents and oceans. Students will need to identify these and their relative positions and sizes. For the purpose of this study, seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) and five oceans (Arctic, Atlantic, Indian, Pacific and Southern) will be identified.

It is also appropriate to identify major physical features associated with particular continents—mountains, plains, deserts, islands, lakes, rivers, and oceans. For example, the Andes Mountains extend the length of western South America. The Sahara Desert occupies much of northern Africa. An ice cap covers Antarctica.) Consideration should also be given to the climate (tropical, temperate, polar) and vegetation (rain forest/forests, grasslands, lichen) of each continent. The concept of climate should be related to the equator and the poles and kept at a very basic level (e.g. it is hot near the equator and cold near the poles).

In grades 2 and 3, students used the four cardinal directions and simple relative position (e.g., west of, north of). Now students are introduced to hemispheres, poles, equator, and prime meridian, as well as an awareness of longitude and latitude. (Longitude and latitude will be studied more formally in grade 5.) Grade 4 students also begin to use intermediate directions (i.e., NE, SE, SW, NW).

Map scales should be kept simple since students have not begun to work with the concept of ratio. Formal proportional calculations are too complex for this level. However, a map scale such as 1 cm = 500 km is appropriate. For example, students should be able to calculate that a measured distance of 6 cm between two points on the map means that the points are actually 6 x 500 km or 3000 km apart.

Enduring Understandings (upon completion of the outcome)
- Students will have a mental map of the world (continents/oceans) which includes a few prominent features.
- Students will begin to use location, direction, distance, and size.

Inquiry

This initial study will require students to **ask** questions about the physical features of a particular continent. In order to answer this question, students will need to **locate** sources such as a world maps, globes, atlases, and/or geographic information software (GIS) and **access** information. The inquiry may lend itself to students' of **sense of place** as they begin to develop an understanding that each place is unique and connected. Students will also incorporate **evidence** as they use geographic data to determine place location.

Unit 3: Exploring Our World

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- prepare a visual overview of what they have been learning in social studies about the world for a reading buddy. Using a world map (with a compass rose and scale) and symbols, students will create a title, label one major physical feature, and one type of vegetation for each continent. They will make a legend for the symbols. Suggest that they include a different physical feature, climate, and vegetation for each continent. Students will share what they have learned with their reading buddies.

- illustrate their mental maps of the world to explain the concept (of mental maps) their grandparent or family member. On their map they should include a title, compass rose, scale, seven continents, one physical feature, and one type of vegetation for each continent. To assist with reading the map, they should include a legend with the symbols they have used for the physical features and vegetation.

Resources/Notes

Teacher Background

Teachers should be aware that authorities do not all agree on the number of continents and oceans. In some systems, Europe and Asia are considered to be the single continent of Eurasia.

The number of oceans may also vary if distinctions are made between the North Atlantic and the South Atlantic.

Examples of major physical features include Mt. Everest (mountain), Greenland and New Guinea (islands), Superior and Baikal (lakes), and Nile and Amazon (rivers). Mt. Everest is considered the world's tallest mountain in terms of height above sea level, and Greenland is considered to be the largest island. However, some students may argue that continents like Antarctica and Australia should be considered as islands (larger than Greenland).

Criteria for judging the largest lake and river are less obvious. Lake Superior is the largest fresh-water lake by surface area, while Lake Baikal is the largest by volume. Some geographers are beginning to classify the Caspian Sea as a lake (although it is salty, it is also land-locked) in which case it would be the largest lake, both by surface area and volume. As for rivers, the Amazon is largest in terms of volume. Much debate continues as to which is longest—the Amazon or the Nile.

Unit 3: Exploring Our World

Outcomes

Students will be expected to

4.3.1 examine major physical features of the world *(continued)*

Strategies for Learning and Teaching

- Have students, as a class, construct an information gathering chart such as "I Wonder" or "RAN" chart by posting what, where, when, and why questions they have about the world. Students can post answers beside questions as they are found (e.g., I wonder why there are no deserts in Europe?).

I Wonder			
Question	What I Think I Know	Confirmed	New Information

- Have students use a map of Canada to choose three to five cities. Students will identify where these places are located in relation to where they live using cardinal and intermediate directions. Repeat this activity using a world map, globe, and/or GIS software for cities in other parts of the world.

- Have students use a world map, atlas, globe and/or GIS software to identify the seven continents and five oceans. Ask students to describe the location of the continents and oceans in relation to each other using cardinal and intermediate directions.

- Have students generate a class mind-map to identify the following concepts—Earth, poles, equator, prime meridian, hemispheres, continents, oceans, and an awareness of latitude and longitude. Have students duplicate the mind-map in their notebooks (print/digital) for future reference.

- Have students use world maps showing physical features, vegetation, and climate regions to answer the following questions: *What are some things that all continents have in common? What are some differences between them?* Students may wish to use a comparison chart to help them organize their information. Have students use digital maps and software.

- Have students use a world map and cut pieces of string to match the scale of the map. Students use the string to make estimates and calculate distances from their community to another community in Canada. Repeat the activity for finding distances between two places in the world. (Students may wish to use calculators to calculate long distances).

Unit 3: Exploring Our World

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussion and activities involving map work to determine their level of understanding of geographic and mapping skills. (See note in column 4, Geographic and Mapping Skills in unit overview (p. 67) and Appendix K - *Geographic and Mapping Skills*.)

Presentation
- Invite students to send a digital postcard to a friend, classmate, or other student from each of the three climate regions. On the front of the card, draw a picture that represents the climate region. On the reverse side of the card, describe what they are doing to enjoy the climate on a vacation to each region.

- Invite students to compose an acrostic poem using the name of a continent. In the poem describe the physical features, climate and/or vegetation for the continent.

Performance
- Have students construct a game similar to *Jeopardy* or *Trivia* using the continents/physical features as headings. The class can play and may add new cards to the game as they work through the unit. Students may use available computer software templates.

- Have students construct a "Where in the World Am I?" game. Students can prepare cards for five places in the world. The cards should contain a clue on the direction of the place from the school community, a clue about the distance from the school community, and a clue related to the physical feature, climate or vegetation of the place. Students are reminded to use the scale on a world map to determine estimated distance.

Journal
- Have students complete a journal response telling about a place in another part of the world that they would like to visit. In their response, students should include the continent, relative location of the place, an estimate of the distance from their home community, and information on a physical feature, climate and/or vegetation of the place. Students should also provide a reason for their choice.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 5

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 4-13, 16-21, 24-29, 36-37, 68-69

Nystrom Globe

Note
Geographic and mapping skills are embedded within the Social Studies 5 curriculum. While the outcome does not specifically refer to these skills, it is important that they are taught and assessed within the context of the outcome.

Cross-Curricular Links

Technology
- Concept Map
  A 4.3, A 4.4, A 4.5
  (Independent)
  B 4.1 (Guided)
- Multimedia
  B 8.1 (Independent)
- Internet
  A 3.1, B 3.1, B 3.2 (Guided)

Supplementary Resources
Stead, Tony. *Reality Checks.* Markham: Pembroke Publishers Ltd., 2006.

Unit 3: Exploring Our World

Outcomes

Students will be expected to

4.3.2   describe the main
characteristics of rivers,
islands, mountains, and
oceans

Elaboration

The purpose of this outcome is for students to become more familiar
with Earth's most prominent physical features–mountains, rivers,
oceans and islands. Students should be able to define each physical
feature, describe basic characteristics, and illustrate each in such a way
as to highlight its characteristics. Students should also be able to give
examples of each physical feature at local, national and global levels.

In describing a river, students should understand such characteristics as
the source, tributaries, mouth, and delta. A lake would also need to be
addressed as a lake being a source of a river, or alternately, a river may
slow and widen to become a lake and then flow on again.

When considering examples of physical features, remember that
students previously worked with local physical features (i.e., provincial
and Atlantic Canadian). Consequently, the primary foci at grade 4
should be national and global features. The number of examples of each
should be limited—two or three major rivers in Canada, and two or
three more around the world.

Enduring Understandings (upon completion of the outcome)
* Examples of any particular physical feature are found throughout
the world.
* The characteristics of a physical feature are similar regardless of
where in the world an example is located.

Inquiry
This outcome requires students to **ask** questions about the
characteristics of an island. To answer their questions, students will
need to **locate** sources of print, visual and technological information
and **access** the required information from these sources. Students
may also discuss questions of **geographic importance** such as how
are mountains, rivers, oceans, and islands important to a particular
location.

*Note: At this stage, students are gaining a very basic foundation of
information that will lead to further geographical inquiry.*

Unit 3: Exploring Our World

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- create a brief presentation (e.g., paper bag report, poster, slide show) to teach a fellow classmate about the main characteristics of rivers, islands, mountains, and oceans. The presentation will include:
  › a description of each physical feature
  › a labelled diagram of each physical feature.

- prepare for an Earth Day celebration. Students can imagine that they have been asked to speak to the school assembly about the main characteristics of mountains, rivers, islands, and oceans and why they should be environmentally aware of these physical features and preserve them. They may wish to include visuals (e.g., illustrations, posters, slide show) to complement their talk.

- design a travel brochure (print, digital or multimedia) for a local travel agency advertising one river, one island, one mountain, and one ocean from various parts of the world. In the brochure, students can include a description of the locations, illustrations of the physical features, main characteristics of each physical feature, and explain why someone may wish to travel to these locations. They should be reminded that the brochure must be attractive and inviting to possible travellers.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 6

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 18-21

Nystrom Globe

Unit 3: Exploring Our World

Outcomes

Students will be expected to

4.3.2   describe the main
characteristics of
rivers, islands,
mountains, and oceans
(continued)

Strategies for Learning and Teaching

• Have students return to the class graphic organization chart
from the previous outcome. Have students add to the chart
confirmations, new information, or new questions which they may
have.

• Have students, working in pairs or small groups, complete a place-
mat activity providing a definition of each of the four main physical
features (i.e., mountain, river, island, and ocean). After completing
their placemat, have the pair or small group join another pair or
small group to combine their definition. Have the new groups
share their revised definitions with the class to develop a class
definition for each of the physical features. Post the class definitions
for reference during the rest of the unit.

• Invite students to explore a local physical feature during a class field
trip. Remind students to draw or make notes on what they observe
and learn. After returning to class, have students compare the local
physical feature to the same physical feature found in other parts of
the world.

• Have students use a topographical map of their province to locate,
identify, and list local physical features. Use a topographical map of
Canada to locate, identify, and compare similar physical features in
other parts of Canada. Similarly, use a topographical world map to
locate, identify, and compare similar physical features in the world.
(Note: Teachers can utilize GIS software.)

• Have students invite a member of the community or an
organization that works on/with a physical feature to their class or
video conference. Students should prepare questions in advance
of the visit. Students may work together to generate "powerful
questions" for the guest. Student questions must focus on the topic,
utilize open questioning, provide information on the importance
of the physical feature to the environment, and include literal,
inferential and evaluative types of questions.

• Have students (individually, in pairs or in a small group) create
an illustration/model of one of the four main physical features.
Students must label their illustration/model and provide a
brief description of the physical feature. Students may view the
illustrations/models during a Gallery Tour.

Unit 3: Exploring Our World

Tasks for Instruction and/or Assessment

Informal / Formal Observation
- Observe student responses/opinions during class discussion and activities involving map work to determine their level of understanding of geographic and mapping skill. (See note in column 4, Geographic and Mapping Skills in unit overview (p. 67), and Appendix K - *Geographic and Mapping Skills*.)

Journal
- Have students use their jot notes from the field trip and/or guest speaker to write a response comparing a local physical feature with a similar physical feature found in other parts of the world.

- Have students compose a journal response to the statement; *"(Name of physical feature) is the most important physical feature."* Students should provide three reasons for their choice.

- Have students use an illustration to prepare a journal response to the following question:

  What makes (name of physical feature) a _____.
  (i.e., river, island, mountain, or ocean)?

Paper and Pencil / Electronic
- Have students write a thank-you letter or email to the guest speaker. In the thank-you note, students should provide some insights into what they learned from the speaker about the physical feature.

- Have students use an organizational chart to identify the characteristics of mountains, rivers, oceans, and islands.

Presentation
- Invite students to compose an acrostic poem entitled either "Mountains", "Oceans", "Rivers", or "Islands" that describes the characteristics of the physical feature and the location of the physical feature in another part of the world.

Performance
- Have students select one physical feature from somewhere in the world to design an advertisement for an adventure tourism magazine. In the advertisement students must promote their physical feature as **THE** place to vacation this year. Students can use computer software to create their advertisement.

Resources/Notes

Authorized Resources
Explorations 4
Chapter 6

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 18-21

Nystrom Globe

Note
Geographic and mapping skills are embedded within the Social Studies 5 curriculum. While the outcome does not specifically refer to these skills, it is important that they are taught and assessed within the context of the outcome.

Cross-Curricular Links
Literacy
Grade 4 Moving Up With Literacy Place
Water Dance by Thomas Locke
Glaciers Rivers of Ice by Peter Oberholzer
Rocks on the Move by Galadriel Watson

Science
Rocks, Minerals, and Erosion Unit
Technology
- Internet
  A 3.1 (Guided)
  A 3.2 and A3.3 (Awareness)
  B 3.1 (Guided)
  E 3.1 (Awareness)
- Graphics
  A 5.1 (Guided)
  A 5.2 (Awareness)
  B 5.1 (Guided)
  B 5.2 (Awareness)
- Word Processing
  B 7.1 and B 7.3 (Independent)
  B 7.5 (Guided)
  B 7.6 and B 7.8 (Awareness)

Unit 3: Exploring Our World

Outcomes

Students will be expected to

4.3.3   examine the relationship between humans and the physical environment

Elaboration

The intent of this outcome is for students to examine the interaction between humans and the physical environment. Students will consider the ways in which the environment benefits humans as well as the challenges posed by the physical environment.

For the purpose of this outcome the term *physical environment* will refer to human surroundings. The physical environment may include mountains, rivers, islands, oceans as well as other aspects such as deserts, and the atmosphere.

When examining the challenges posed by the physical environment, it is appropriate to consider human responses to these challenges. Students should continue by examining the impact of human activity on the physical environment and predicting future consequences of these interactions.

To understand the outcome more fully students should make connections to their personal experiences. For example, they may consider how has the local physical environment—wetland, river, climate—affected their lives and how have they have impacted upon their local physical environment.

Enduring Understandings (upon completion of the outcome)
• The physical environment affects the way we live and provides the means to live.
• People need to be sensitive to the impacts they make on their physical environment.
.

Inquiry
As students work with this outcome, they will **ask** questions related to **interactions and associations**. Students will consider questions about how humans and their impact on the environment. How does the environment impact where people live, how they live, and how they meet the challenges posed by the environment? Students will need to **locate** sources and **access and interpret** information to provide answers to their questions. Students may also wish to consider current environmental practices with differing perspectives to **assess options** and **formulate their opinions** on which practices are providing for a sustainable environment.

Note: Students at this stage are gaining a very basic foundation of information that will lead to further geographic inquiry.

Unit 3: Exploring Our World

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- correspond with an e-mail pal from another part of the world to compare the physical environment where each lives and to exchange ideas about ways that they can help protect the environment. To achieve this, they will create a learning package for their pal. In this learning package they will describe the physical environment of their local area. The following questions will help them complete their package.
  › *How does the physical environment affect the way people live?*
  › *How have people benefited from this environment?*
  › *What challenges do people face in this environment?*
  › *What might be the positive and the negative future consequences of human interaction with the environment?*
  › *What is one sustainable practice that I could use to protect the environment in which I live?*

- use a photo of a physical environment which shows human interaction (e.g., logging operation; ski slope; new housing development) to make inferences about the interaction of humans and the environment. They may use the following graphic organizer:

Interaction of Humans and the Environment	
Benefits to Humans	
Challenges to Humans	
Human Impact	
Sustainable Practices	

- prepare a journal response using one river, ocean, mountain, and island in Canada to
  › tell how each physical environment positively and negatively affects the lives of the people who live on it or near it
  › tell how people positively and negatively affect each of these physical environments.

Resources/Notes

Authorized Resource

Explorations 4
Chapter 7

Explorations 4
Teacher's Resource

Unit 3: Exploring Our World

Outcomes

Students will be expected to

4.3.3   examine the relationship
between humans and the
physical environment
(continued)

Strategies for Learning and Teaching

•   Have students discuss their local physical environment and
brainstorm how the environment impacts their daily lives. Students
can brainstorm the positive and negative ways that human activities
have impacted their environment. They can use a graphic organizer
to record student responses and to use as a reference for future
discussion.

•   Have students illustrate how their physical environment challenges
them and how they challenge their physical environment. Students
can use computer software to generate their illustration.

•   Invite students to develop an action plan to help protect one of the
physical features in their community. Students may wish to present
their plan to their local community representatives.

•   Invite students to study population maps from various parts of
the world, noting settlement patterns around specific physical
environments. Have students list the ways peoples' needs and
wants might be met from each physical environment. Have
students write a response to the question: *How does the environment
impact the way people live in this selected environment?*

•   Have students invite a guest speaker (e.g., local environmental
organization, meteorologist) to their class or video conference to
discuss how humans impact the environment and possible future
consequences of human impact. Students should prepare questions
in advance of the visit. Students may work together to generate
"powerful questions" for the guest. Student questions must focus
on the topic, utilize open questioning, provide information on the
relationship between humans and the physical environment, and
include literal, inferential and evaluative types of questions.

•   Have students use population maps of sparsely settled areas of
the world to explain how specific physical environments can limit
human activities. Use a chart to display their conclusions.

Unit 3: Exploring Our World

| **Tasks for Instruction and/or Assessment** | **Resources/Notes** |

Tasks for Instruction and/or Assessment

Journal

- Have students select a resource industry (e.g., forestry, fishing, mining) to complete a journal response to the following:
  What are some sustainable practices that companies could put in place to limit the negative impact on the environment?

Presentation

- Have students prepare a one-minute speech about the benefits and challenges of a specific human impact on the environment. The example could be a local (new store in the area), national (new national park for recreation), or global (rainforest, polar icecap) environment.

- Have students identify occupations that rely on rivers, oceans, mountains, and islands. Have students select one of the occupations identified for a specific feature and develop a one-minute speech to explain why this occupation has an impact on the specific location.

Paper and Pencil / Electronic

- Have students work in pairs to complete a chart that presents the positives and negatives of a change in a physical environment. Have students identify a possible change involving each of the four physical features—mountains, rivers, islands, and oceans. Students may wish to create a digital chart.

Change in physical environment	Positives	Negatives
Building dams on rivers	Develop new source of energy	Loss of animal habitat

Resources/Notes

Authorized Resources

Explorations 4
Chapter 7

Explorations 4
Teacher's Resource

Cross-Curricular Links
Science
Rocks, Minerals, and Erosion
Habitats and Communities

Technology
- Internet
  A 3.1 and B 3.1 (Guided)
  A 3.2, A 3.3, and B 7.8 (Awareness)
- Word Processing
  B 7.1 (Independent)
  B 7.3 and B 7.5 (Guided)
  B 7.6 and B 7.8 (Awareness)
- Graphics
  A 5.1 and B 5.1 (Guided)
  A 5.2 and B 5.2 (Awareness)
- Multimedia
  B 8.1 (Independent)
- Concept Map
  A 4.3, A 4.4, and A 4.5 (Independent)
  B 4.1 (Guided)

Literacy
Grade 4 Moving Up With Literacy Place
Discover Mongolia Scholastic

Web Links
http://atlas.nrcan.gc.ca/site/english/index.html
(population maps and maps illustrating various themes/statistics)
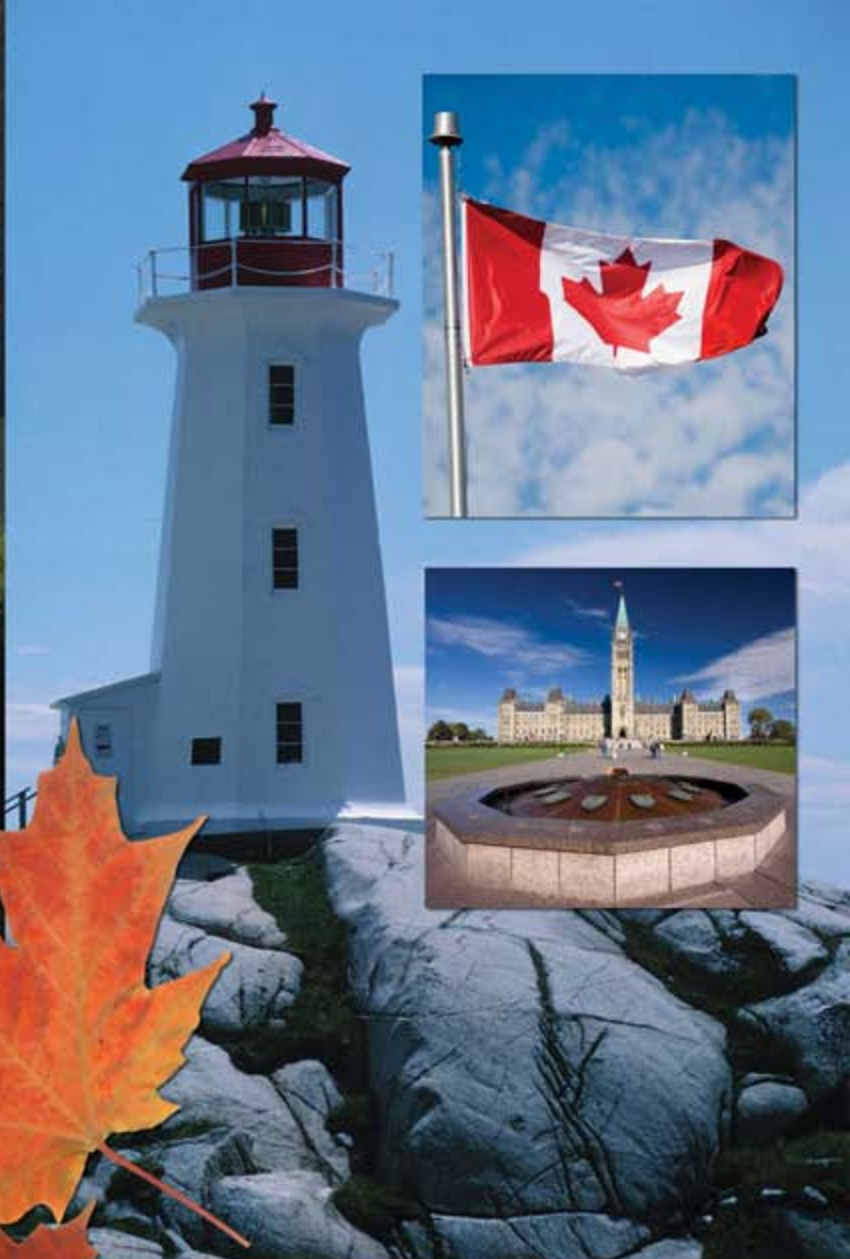
Unit 4

Exploring the Landscape of Canada

Unit 4: Exploring the Landscapes of Canada

Unit Overview

The focus of "Exploring the Landscapes of Canada" unit is an investigation of the six physical regions of Canada and the diverse characteristics of each. Students will explore the five themes of geography—location, place, human and environmental interaction, movement, and regions. They will identify and describe population patterns and develop an understanding of the impact communication and transportation links have had on the history of Canada. Students will also examine and explain the significance of heritage symbols as a way to heighten their awareness of what it means to be a Canadian.

Outcomes

Students will be expected to

4.4.1   describe the physical landscape of Canada
4.4.2   examine the human landscape of Canada
4.4.3   demonstrate an understanding of the political landscape of Canada
4.4.4   examine symbols associated with Canada's landscapes

Anticipated Time for Completion

8 classes of thirty minutes per outcome
(32 classes of thirty minutes /960 minutes/16 hours per unit)

Geographic / Mapping Skills

- Representation of Place
- Symbols/Signs
- Scale
- Map Components
- Positional Language
- Scope

Inquiry

Historical Thinking Concepts

Historical Thinking Concepts are adapted from Seixas, Peter. *Benchmarks of Historical Thinking: a framework for assessment in Canada.* (2006). Vancouver: Centre for the Study of Historical Consciousness, UBC

- Continuity and Change *(4.4.2, 4.4.3, 4.4.4)*

Geographical Thinking Concepts

Geographical thinking concepts are adapted from Bahbahai, K., and Huynh, N.T. (2008). *Teaching about Geographic Thinking.,* Vancouver: The Critical Thinking Consortium (TC2).

- Sense of Place *(4.4.1)*
- Geographic Evidence/Interpretation *(4.4.1, 4.4.2)*
- Patterns and Trends *(4.4.2)*
- Interactions and Associations *(4.4.2)*

Note: *The Historical Thinking Concepts and Geographical Thinking Concepts are an important aspect of the Social Studies 4 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to help them develop their understanding of the concept(s).*

Unit 4: Exploring the Landscapes of Canada

Outcomes

Students will be expected to

4.4.1   describe the physical
           landscape of Canada

Elaboration

The focus of Unit 4 will be Canada. This first outcome explores the physical geography of Canada which is an extension of studies in grade three whereby students learned about their province and region.

In examining Canada's physical landscape, students will define the concept of "region" and map Canada's six main physical regions. For the purpose of this curriculum the six regions will include Western Cordillera, Interior Plains, Arctic Lowlands, Canadian Shield, Great Lakes, St. Lawrence Lowlands, and the Appalachians. *(Teachers should be aware that there are various interpretations of Canada's physical regions.)*

Once students are able to define Canada's physical region, they should examine the climate (temperature and precipitation), vegetation (e.g., forests, grasslands, lichen), and natural resources (minerals and food sources) found in each region. Teachers need not introduce complicated concepts such as defining climate regions and vegetation regions.

Enduring Understandings (upon completion of the outcome)
• The physical landscape of Canada varies significantly from one part of the country to another.
• Canada can be described in terms of six physical regions.

Inquiry

For this first outcome of unit four, students will **ask** questions, **access** information and may work **cooperatively** to learn about the physical landscape of Canada. Students may consider **sense of place** through questions about which features make a region unique.

Note: Students at this stage are gaining a very basic foundation of information that will lead to further historical and geographical inquiry.

Unit 4: Exploring the Landscapes of Canada

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- design a pictorial essay for a school in Australia where students are studying Canada (a country in a different hemisphere from their own) in their curriculum. The students want to learn about Canada's physical regions. The pictorial essay needs to describe the physical landscape, climate, vegetation, and resources found in each of the six physical regions of Canada. Captions for images should be included as well as a brief summary explaining why there are six physical regions in Canada. Computer software can be used to develop a digital pictorial essay.

- construct, in six small groups, a diorama of an assigned physical region. Dioramas must include a representation of the physical landscape, climate, vegetation, and resources associated with the region. (A shoebox or other similar container may be utilized.) Remember that dioramas are not to be labelled. When each group has completes their diorama, the class will view the displays during a gallery tour. During the tour, each student should complete a chart to identifying the physical landscape, climate, vegetation, and resources represented and use this information to identify the physical region.

	Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
Physical Landscape						
Climate						
Vegetation						
Resources						
Physical Region of Canada						

Resources/Notes

Authorized Resources

Explorations 4
Chapter 8

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 16-17, 32-35, 38-39, 48-49

Nystrom Globe

Unit 4: Exploring the Landscapes of Canada

Outcomes

Students will be expected to

4.4.1   describe the physical
          landscape of Canada
          (continued)

Strategies for Learning and Teaching

- Have the students discuss the meaning of the word "region". Take students on a walking tour of the school and the school grounds, identifying areas that may be considered a region using their definition. Students can construct a simple map showing the areas of the school and grounds that they believe are regions. Students will create a brief explanation for their choice of regions.

- Have students use computer software to prepare a graphic organizer (e.g., chart, web, place-mat) with the headings: *physical landscape (*or *topography), vegetation, climate,* and *resources* to compare the region of Canada where they live with another region of Canada.

- Have students participate in a jigsaw activity to learn about the six physical regions of Canada. (See Appendix D - *Terminology and Cooperative Learning Structures.*) Students divide into six teams and select one of the six physical regions to research. Information collected will include physical landscape or topography, climate, vegetation, and natural resources. In their respective teams, students may create a slide show to present the information they have gathered.

- Have students invite a guest speaker(s) who has travelled across Canada to their class or video conference. Students should prepare questions in advance of the visit or video conference. Students may work together to generate "powerful questions" for the guest(s). Student questions must focus on the topic, utilize open questioning, provide information on the various physical regions of Canada, and include literal, inferential and evaluative types of questions.

- Have students invite a local artist to visit the class to learn about techniques for painting a landscape. Students can create their own painting of a physical landscape in Canada. Completed paintings may be displayed with a map of Canada indicating which region is represented in the painting. Alternatively, teachers may wish to arrange a visit to a local art gallery.

Unit 4: Exploring the Landscapes of Canada

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussions and group activities to determine their level of understanding of the six physical regions of Canada.

- Observe and note student responses/opinions during class discussions and map activities to determine their level of understanding of geographic and mapping skills. (See note in column 4, Geographic and Mapping skills in unit overview (p. 83), and Appendix K - *Geographic and Mapping Skills.*)

Journal

- Have students complete a journal response to describe which other region of Canada they would like to live in if they were to move. Students should include the features of the new region and explain why this region appeals to them.

Paper and Pencil / Electronic

- Have students compose a poem that describes their physical region of Canada. The poem should include information on the physical landscape, vegetation, climate, and natural resources.

Presentation

- Invite students to create a visual presentation (e.g., illustration, poster, slide show) to show one of the six physical regions of Canada. The visual should include the physical landscape, climate, vegetation, and natural resources found in the region they have chosen.

- Have students design a stamp that depicts one of the physical landscapes associated with a region of Canada. Students can display their stamps in a classroom collage that represents the physical regions of Canada. (Canada Post's web site includes a web page outlining its *Stamp Selection Policy*. Canada Post invites all Canadians to participate in proposing stamp subjects. (See http://www.canadapost.ca).

Resources/Notes

Authorized Resources

Explorations 4
Chapter 8
Explorations 4
Teacher's Resource
The Nystrom Map Explorer Atlas
Map pp. 16-17, 32-35, 38-39, 48-49
Nystrom Globe

Note
Geographic and mapping skills are embedded within the Social Studies 5 curriculum. While the outcome does not specifically refer to these skills, it is important that they are taught and assessed within the context of the outcome.

Cross-Curricular Links
Health
Relationship Choices
(R-4.8)
Technology
- **Multimedia**
  A8.1 and A8.2
  (Awareness)
  B 8.1 (Independent)
- **Graphics**
  A5.1 and B5.1 (Guided)
- **Word Processing**
  A7.2, B7.1, B7.2, and B7.4
  (Independent)
  B7.5 and B 7.7 (Guided)
- **Concept Map**
  A 4.1 (Guided)
  A 4.2 (Awareness)
  A 4.3, A 4.4, and A 4.5
  (Independent)
Literacy
Grade 4 Moving Up With Literacy Place
The Arctic Tundra by Michael Wagner

Unit 4: Exploring the Landscapes of Canada

Outcomes

Students will be expected to

4.4.2   examine the human
         landscape of Canada

Elaboration

The focus of this outcome is the human landscape of Canada. Students will examine and explain population patterns across Canada (e.g., close to the southern border, along river valleys, along the coasts), examine how communication and transportation networks connect Canadians, and describe the variety of ways in which people make their living. This will be an extension of grade 3 studies in which students focused on their own province. Therefore, teachers should be able to build on students' existing prior knowledge.

It is important to have students consider the various factors that influence where people live in Canada. These factors would include family, employment, services, climate and landscape, and transportation and communication. Another consideration related to this outcome is population patterns. These patterns are related to physical regions, environment, and climate. Teachers can take advantage of this opportunity to examine changes in population distribution over time. For instance, population distribution today is less a function of the location of resources than it was a century ago. However, it will be important to clarify that employment in rural areas continues to remain important.

Regarding communication, transportation and the ways in which people make their living, discussions need to be limited to major means, rather than fine distinctions. It is enough to say that major modes of transportation include highway, railroad, air transportation, and ferries.

Enduring Understanding (upon completion of the outcome)
*   There are factors that determine where people live, why they live there, and how they interact with each other.

Inquiry
As students work with this outcome, they will **ask** questions, **access** and **interpret** information to learn about the human landscape of Canada. In regards to the human landscape, students will consider both **patterns and trends** and **continuity and change** as they learn about population patterns and how the population distribution in Canada has changed over time. Students will also consider **interactions and associations** through questions about how the environment influences where people live and work. Alternately, they will consider the impact of people lives and work on the environment.

Note: Students at this stage are gaining a very basic foundation of information that will lead to further geographic inquiry.

Unit 4: Exploring the Landscapes of Canada

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- prepare information for a class from another part of the world who are learning about population in Canada. This class would like information on the Atlantic Region of Canada and how it compares to the rest of Canada. Students will need to access a population density map to help locate information. The following is a list of questions that could be answered:
  › *Where do the majority of people live in Atlantic Canada? (e.g., along rivers, near coasts, near mountains)*
  › *How does this compare to the rest of Canada?*
  › *Which provinces and/or territories are like your province?*
  › *How has the population of Canada changed over the last century?*
  › *What are some ways that people in your Atlantic Region make a living?*
  › *What are some ways that people in the rest of Canada make a living that would be different from your Atlantic Region?*
  › *What are all the ways that people can connect with one another across the country, no matter where they live?*

- use two population density maps of Canada from two different time periods and that which has been learned about the human landscape of Canada to prepare a response (using a medium of your choice) to the following:
  › *How has the population density of Canada changed over time?*
  › *What are some reasons for why people live where they do in Canada?*
  › *How has where people live in Canada changed?*
  › *How do you think transportation and communication have made a difference in where people live?*

Resources/Notes

Authorized Resources

Explorations 4
Chapter 9

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 40-41

Nystrom Globe

Cross-Curricular Links
Technology
- Internet
  A 3.1 (Guided)
  A 3.2,and A 3.3 (Awareness)
- Word Processing
  B 7.1, B 7.2, and B 7.4 (Independent)
  B 7.3, B 7.5 and B 7.7 (Guided)
  B 7.6 (Awareness)
- Graphics
  A 5.1 and B 5.1 (Guided)
  A 5.2 and B 5.2 (Awareness)
- Multimedia
  A 8.1, A 8.2, A 8.5, and B 8.2 (Awareness)
  B 8.1 (Independent)
- Concept Map
  A 4.1 (Guided)
  A 4.2   (Independent)
  B 4.2 (Awareness)

Web Links
http://www.atlas.nrcan.gc.ca
http://www.statscan.ca
http://geodepot.statcan.ca/Diss/Highlights/Page3/AnimatedMap_e.cfm

Unit 4: Exploring the Landscapes of Canada

Outcomes

Students will be expected to

4.4.2   examine the human
landscape of Canada
(continued)

Strategies for Learning and Teaching

- Involve students in a think-pair-share activity to assess their background knowledge on population patterns of Canada. For the activity have students answer the following:
  › *What is the population of Canada?*
  › *Which province is the most/ least populated?*
  › *Which territory is the least populated?*
  › *Why would some parts of Canada be heavily populated and others are not?*
  › *How do people in Canada connect with each other?*

- Have students discuss why they think they live in the region they do and some of the advantages and disadvantages of living there. Record responses on a chart for future reference.

- Have students use a population density map of Canada to determine population patterns. Have students discuss factors that influence where people have chosen to live.

- Invite students to brainstorm the various communication and transportation methods that connect the people of Canada. Students can utilize computer software to create a web of their responses.

- Have students invite a guest speaker from the community or local area who works (at times) in another part of Canada to their class or video conference. Students should prepare questions in advance of the visit or video conference. Students may work together to generate "powerful questions" for the guest. Questions should provide information on why the person has chosen to work away from their community, compare their community to the other part of Canada, examine how communication and transportation has made this possible, the impact of technology, and include other literal, inferential and evaluative types of questions.

- Have students use two population density maps from two periods of time in the last century to determine how the population patterns in Canada have changed over time. Have students discuss reasons for the change and predict future population patterns.

Unit 4: Exploring the Landscapes of Canada

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussions and group activities to determine their level of understanding of where people in Canada live, why they live there, and how they interact with each other.

Presentation

- Invite students to plan an imaginary trip from another province or territory of Canada to their community. Using information on a map of Canada such as a compass rose, legend, and scale, students can determine the direction and distance they must travel. Students choose a mode of transportation and decide on a travel route. Have students use their map of Canada to present their imaginary trip orally to their class.

Paper and Pencil / Electronic

- Have students write a thank-you note to the guest speaker. In the thank-you note students should provide some insights into what they learned from the speaker about why people work in other parts of Canada and how they stay connected with their home community.

Journal

- Have students prepare a response on why they would rather live in another area of Canada. In their response, students should describe three factors (e.g., employment opportunities, resources, climate, communication, transportation) that influenced their decision.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 9

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 40-41

Nystrom Globe

Cross-Curricular Links

Technology
- Internet
  A 3.1, B 3.1, and B 3.2 (Guided)
  A 3.2 and A 3.3 (Awareness)
- Concept Map
  A 4.1 and B 4.1 (Guided)
  A 4.3, A 4.4, and A 4.5 (Independent)
   A 4.2 and B 4.2 (Awareness)

Literacy
Grade 4 Moving Up With Literacy Place
What Happens After You Flush (Poster)
Kids In Canada by Tara Harte

Web Links
http://www.atlas.nrcan.gc.ca
http://www.statscan.ca
http://geodepot.statcan.
ca/Diss/Highlights/Page3/
AnimatedMap_e.cfm

Unit 4: Exploring the Landscapes of Canada

Outcomes

Students will be expected to

4.4.3   demonstrate an understanding of the political landscape of Canada

Elaboration

The focus of this outcome is Canada's political landscape. Canadian federation and the federal system of government should be highlighted, and not the operation of government in the provinces and territories. Local and provincial governments are part of the grade 3 social studies curriculum. Teachers may make a brief comparison between federal and provincial governments to assist students in their understanding of the political landscape of Canada.

Given that this is students' first study of Canada as a whole, it is the appropriate time for them to learn the names of the provinces and territories and their capitals, recognize the shapes of the provinces and territories, and be able to locate them in relation to each other. Students also need to be able to identify Ottawa as the capital of Canada.

The intent of this outcome is for students to be able to describe how the federal government is elected and organized, identify main areas of federal responsibility, and explain the general process by which the federal government makes laws. Teachers are cautioned not to make this material overly complex.

Since territorial governments fall under federal responsibility to a greater extent than provincial, some mention of them will need to be made here. However, this is not a unit focus and should be kept brief.

Enduring Understandings (upon completion of outcome)
- Canada is a country comprising provinces and territories.
- Canada has a central, federal government.
- The federal government makes decisions and laws for the entire country in areas for which it has responsibility.

Inquiry

For this outcome, students **ask** questions and **access** information on the political landscape of Canada. Students will consider **continuity and change** when examining the concept of laws. What are some laws that have remained the same over time? What laws are not needed anymore? What are some new laws that may be needed?
Students will also have the opportunity to **formulate their opinions**, **present their ideas** and **act cooperatively** as they simulate the election process.

Note: Students at this stage are gaining a very basic foundation of information that will lead to further geographic inquiry.

Unit 4: Exploring the Landscapes of Canada

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- prepare a display as part of Canada Day celebrations about the federal government of Canada. In their display, they will include the following:
  › a labelled map of Canada which includes the provinces, territories and capitals;
  › a diagram on how the federal government is organized including the Sovereign representative (Governor General), Prime Minister, Senate and House of Commons;
  › a brief description of some of the government's responsibilities;
  › a brief explanation of the election process;
  › a description of how new laws are made.

- complete a class social studies assignment on the federal government of Canada. Students may decide how they wish to present the assignment (e.g. written report, slide show, skit, audio/video presentation, design for a T-shirt). Their completed assignment must include the following:
  › the provinces, territories and capitals of Canada;
  › how the federal government is organized including the Sovereign representative (Governor General), Prime Minister, Senate and House of Commons;
  › responsibilities of the federal government;
  › election process;
  › how new laws are made.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 10

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 14-15, 50-63

Nystrom Globe

Unit 4: Exploring the Landscapes of Canada

Outcomes

Students will be expected to

4.4.3   demonstrate an understanding of the political landscape of Canada *(continued)*

Strategies for Learning and Teaching

• Have students label a map of Canada with the provinces, territories, and respective capitals. Students can utilize an interactive digital map.

• Invite students to construct a "living" map of Canada. Student pairs or small groups select a province or territory to represent. Students decide how they wish to represent their province/territory, and then place themselves in the appropriate position to create a map of Canada. Students can make labels for the province or territory they represent with the respective capital. After students have assumed their positions, ask questions such as the location, size, and direction of their province/territory in relation to other provinces/territories.

• Involve a group of volunteer students in a skit to introduce the class to the federal government of Canada. Volunteers will be needed to represent the Sovereign representative (Governor General), Prime Minister, Opposition leader, Senator, and 2-3 Members of Parliament. Students can use props to indicate who they represent. Introduce the class to the distinguished guests providing a brief explanation of their role in the federal government and some of their responsibilities.

• Have students compose a political fact sheet about Canada. Include the following:
    › *What is the capital of Canada?*
    › *What are the provinces/territories and their respective capitals?*
    › *Who are the Prime Minister and Governor General of Canada?*
    › *What political party does the Prime Minister represent?*

• Involve students in a jigsaw activity to learn about how the Federal government of Canada is organized. Students divide into small groups and select one of the following to research: Governor General, Prime Minister, Senate or House of Commons. Information collected will include role in the federal government, major responsibilities, and how they are elected or appointed.

Unit 4: Exploring the Landscapes of Canada

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussions and group activities to determine their level of understanding of the political landscape of Canada, how the federal government is organized and elected, and how a law is made.

- Observe and note student responses/opinions during class discussions and map activities to determine their level of understanding of geographic and mapping skills. (See note in column 4, skills outlined in unit overview on p. 83, and Appendix K - *Geographical and Mapping Skills.*)

-

Presentation

- Invite students to design a "Help Wanted" poster for a Prime Minister. Students should include a list of qualifications for the job and identify some of the responsibilities this person will have.

- Have students construct a map/model of Canada. The map will include the provinces and territories with their respective capitals as well as the capital of Canada clearly labelled. Student can use computer software to complete their map/model.

Journal

- Have students complete a response which uses persuasive language to defend their opinion on the importance of voting in a federal election.

- Have students choose one federal government department and write a response to tell some of the responsibilities of this department and how this department affects their lives.

- Have students respond to the question, *"What is the biggest difference between a Member of Parliament and the Prime Minister?".*

Resources/Notes

Authorized Resources

Explorations 4
Chapter 10

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 14-15, 50-63

Nystrom Globe

Note
Geographic and mapping skills are embedded within the Social Studies 5 curriculum. While the outcome does not specifically refer to these skills, it is important that they are taught and assessed within the context of the outcome.

Cross-Curricular Links
Health
Relationship Choices
(R-4.8)
Technology
- Multimedia
  A8.1 and A8.2 (Awareness)
- Graphics
  A5.1 and B5.1 (Guided)

Literacy
Grade 4 Moving Up With Literacy Place
- *Canada's Ice Hotel* (Brochure)
- *Chendra's Journey* (Overheads)
- *Our Canada* (Map)

Web Link
http://www.histori.ca/minutes
Women: Nellie McClung
              Emily Murphy

Unit 4: Exploring the Landscapes of Canada

Outcomes

Students will be expected to

4.4.3   demonstrate an understanding of the political landscape of Canada *(continued)*

Strategies for Learning and Teaching

• Have students determine the name of their federal riding and Member of Parliament. Students can prepare a couple of sentences telling about her/him. The class may wish to invite their Member of Parliament to their class or video conference, if available. Students should prepare questions in advance of the visit or video conference.

• Have students peruse the Government of Canada section in the telephone directory. Have students select three areas of responsibility of the federal government. For each area, write a sentence that explains the responsibility of the department.

• Have students list areas of responsibility of the Federal government. Using a think-pair-share activity, students identify the top five areas that they believe are the most important. Remind students to use criteria for their ranking. Have student pairs join with another pair of students to develop a top five list as a group of four. All groups share their rankings as part of a class discussion. Compare group rankings to determine their perspective and criteria used.

• Have students review the three levels of the federal government and their respective roles in the making of laws. Have students identify a law that they wish to have passed for the country. Have students write a brief paragraph that tells the role of each level of government in getting the law passed.

• Invite students to take part in a mock election. Student groups will create a fictional political party. For their party, students may create a political platform, logo,or a slogan. On a selected day, the class will hold an election by secret ballot to determine which party had won a majority.

• In pairs, write a proposal to make a new law which is important to them (something of significance such as environment or health care). What process must their proposal go through before it can become a law?

Unit 4: Exploring the Landscapes of Canada

Tasks for Instruction and/or Assessment

Performance

- Invite students to pretend that they are going to run as a candidate in their federal riding. Students will choose an established party they wish to represent or they may create a new party, if they wish. Students will develop a slogan for their campaign and will identify at least three areas of concern for the constituents in their riding that are a federal responsibility.

Paper and Pencil / Electronic

- Have students, in pairs; write a proposal to make a new law about an issue that is important to them (e.g., the environment, health care). Have students explain how they will get their proposal made into law.

Presentation

- Have students design a storyboard to demonstrate how a bill is passed into law.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 10

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 14-15, 50-63

Nystrom Globe

Unit 4: Exploring the Landscapes of Canada

Outcomes

Students will be expected to

4.4.4   examine symbols associated with Canada's landscapes

Elaboration

Students will examine symbols representative of Canada to see the interconnectedness of the physical, human, and political landscape of this country.

As the study progresses, students should be able to identify examples of official and unofficial symbols in Canada (e.g. national anthem, beaver, maple leaf, hockey, moose), explain the significance of each, and provide a rationale for other symbols that could represent aspects of Canada. Since the three landscapes (physical, human, and political) of Canada have already been addressed, symbols may be related to any one or more of these landscapes. As an example, a symbol such as the *Bluenose* (ship) has physical, human and political dimensions.

Teachers are cautioned not to equate these symbols with national or Canadian identity. These symbols represent dimensions of the physical, human and political landscape of this country and therefore may not be representative of each Canadians' sense of identity or belonging as Canadian.

Enduring Understanding (upon completion of the outcome)
•   There are numerous symbols that represent significant aspects of the physical, human, and political landscape of Canada.

Inquiry

As students examine the symbols that are representative of Canada's landscapes, they have the opportunity to **ask** questions about the **historical significance** of these symbols and how they relate to a particular landscape. Students can consider **continuity and change** as they determine what symbols have remained constant over time. What new symbols have appeared? They will also **formulate their opinions** and **present their ideas** as they determine possible new symbols to represent the various landscapes of Canada.

Note: Students at this stage are gaining a very basic foundation of information that will lead to further historical and geographical inquiry.

Unit 4: Exploring the Landscapes of Canada

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- create a design for a Canadian coin for the Royal Canadian Mint (RCM) coin contest that represents the physical, political, and human landscapes of Canada. Using what has been learned about symbols, students will create a design that they believe the RCM should use for the new coin. They will write a brief description of their coin design and why they chose it.

- participate in preparing a class display entitled, "Symbols of Canada". For this display each student will select three symbols that they believe represent the political, human, and physical landscape of Canada. For each symbol, students will include an image and a paragraph explaining why they believe this symbol is representative of Canada.

- write a brief paragraph on their choice of a symbol (three symbols in total) that best represents each of the three landscapes of Canada (human, political, physical). Students will provide a reason for the choice of each symbol.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 11

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas

Nystrom Globe

Unit 4: Exploring the Landscapes of Canada

Outcomes

Students will be expected to

4.4.4   examine symbols
         associated with Canada's
         landscapes *(continued)*

Strategies for Learning and Teaching

• Have students discuss the difference between a "sign" and a "symbol". Have students construct a class definition of the term "symbol". Have students brainstorm symbols (both official and non official) that are representative of Canada and record these on a chart.

• Involve students in a think-pair-share activity to sort the symbols (official and non-official) that they have brainstormed under the headings of *physical landscape, human landscape* or *political landscape*. After students have completed their sorting, have pairs join to form quads to share, discuss, and combine their sorting results. Have the new groups share with the class how they completed the sorting activity. Teachers may complete a class chart to record results, or use a triple Venn diagram to address possible overlapping representations.
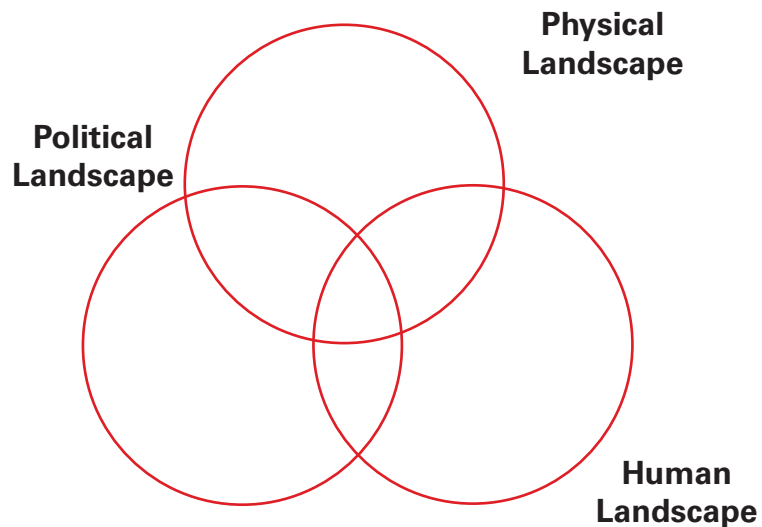
• Have students divide into small groups to research the nine official symbols (Maple Tree, Coat of Arms, Motto, National Flag, National Anthem, Beaver, Official Colours, National Horse of Canada, and National Sports) of Canada. For each symbol, groups should write a brief description of how the official symbol is representative of Canada. Have students share their research during a Gallery Tour.

Unit 4: Exploring the Landscapes of Canada

Tasks for Instruction and/or Assessment

Informal / Formal Observation

• Observe student responses/opinions during class discussions and group activities to determine their level of understanding of symbols that are representative of Canada.

Performance

• Have students design a new Canadian flag that represents Canada in the 21st century. Students must include an explanation of why they chose the symbols and colours for their flag.

Journal

• Have students complete a journal response about the symbol that they believe is the best representation of Canada. Students must provide three reasons for their choice.

• Have students complete a journal response about why they believe symbols are important.

Interview

• Have students interview an adult in their family to determine what symbol they believe is the best representation of Canada and why they chose that symbol.

Resources/Notes

Authorized Resources

Explorations 4
Chapter 11

Explorations 4
Teacher's Resource

The Nystrom Map Explorer Atlas

Nystrom Globe

Cross-Curricular Links

Technology
• Multimedia
  A8.1 and A8.2 (Awareness)
• Graphics
  A5.1 and B5.1 (Guided)

Literacy
Grade 4 Moving Up With Literacy Place
Our Canada (Map)

Web Links
http://www.pch.gc.ca/pgm/ceem-cced/symbl/101/103-eng.cfm

Appendices

Appendix A
Concepts in Kindergarten–Grade 9 Social Studies

Citizenship, Power, and Governance

authority	decision making	freedom	power
beliefs	democracy	governance	privilege
citizenship	empowerment	identity	responsibilities
conflict	equality	justice	rights
constitution	equity	law(s)	

Time, Continuity, and Change

bias	interpretation
causality	perspectives
change	primary sources
continuity	secondary sources
exploration	societies
identity	

Culture and Diversity

beliefs	identity
conformity	institution
culture	media
diversity	prejudice
ethnicity	race
group	stereotype
heritage	worldview
customs/traditions	multiculturalism

Social Studies Concepts

People, Place, and Environment

constructed systems	migration
density	movement
distance	natural systems
ecosystem	patterns
environment	place
interaction	region
location	scale

Interdependence

connections	peace
conservation	relationship
co-operations	society
human rights	stewardship
interactions	sustainability
interdependence	technology

Individuals, Societies, and Economic Decisions

consumption	labour	resources
distribution	market	scarcity
enterprise	money	supply and demand
economic institutions	needs trade	wants
economic systems	production	
goods and services	productivity	

Appendix B
Process-Skills Matrix

The social studies curriculum consists of three main process areas: communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, and express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the "Sample Learning and Assessment Strategies" that are elaborated in the curriculum guide. These processes constitute a number of skills; some that are shared responsibilities across curriculum areas, and some that are critical to social studies.

Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read Critically	• detect bias in historical account • distinguish fact from fiction • detect cause-and-effect relationships • detect bias in visual material	• use picture clues and picture captions to aid comprehension • differentiate main and subordinate ideas • use literature to enrich meaning
Communicate ideas and information to a specific audience	• argue a case clearly, logically, and convincingly	• write reports and research papers
Employ active listening techniques	(see shared responsibilities)	• listen critically to others' ideas or opinions and points of view • participate in conversation and in small group, and whole-group discussion
Develop mapping skills	• use a variety of maps for a variety of purposes • use cardinal and intermediate directions to locate and describe places on maps and globes • construct and interpret maps that include a title, legend, compass rose, and a scale • express relative and absolute location • use a variety of information sources and technologies • express orientation by observing the landscape, by using traditional knowledge, or by using a compass or other technology	

Process: Communication (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Express and support a point of view	• form opinions based on critical examination of relevant material • restate major ideas on a complex topic in concise form	• differentiate main and subordinate ideas • respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	• demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	• use maps, globes, and geotechnologies • produce and display models, murals, collages, dioramas, artwork, cartoons, and multimedia • interpret and use graphs and other visuals	• present information and ideas using oral and/or visual materials, print, or electronic media
Present a summary report or argument	• use appropriate maps, globes, and graphics	• create outline of topic • prepare summaries • take notes • prepare a bibliography
Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, clarifying, and mediating conflict	• participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences	• participate in delegating duties, organizing, planning, and taking action in group settings. • contribute to developing a supportive climate in groups

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypothesis that give clear focus to an inquiry	• identify relevant primary and secondary sources • identify relationships among items of historical, geographic, and economic information • combine critical social studies concepts into statement of conclusions based on information	• identify relevant factual material • identify relationships between items of factual information • group data in categories according to criteria • combine critical concepts into statement of conclusions based on information • restate major ideas concisely • form opinions based on critical examination of relevant information • state hypotheses for further study

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Solve problems creatively and critically	• (see shared responsibilities)	• identify a situation in which a decision is required • secure factual information needed to make the decision • recognize values implicit in the situation and issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained • select an appropriate strategy to solve a problem • self-monitor decision-making process
Apply a variety of thinking skills and strategies	• determine accuracy and reliability of primary and secondary sources and geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order	• determine accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not information is pertinent to subject
Recognize significant issues and perspectives in an area of inquiry	• identify an inclusive range of sources	• identify and evaluate sources of print • use library catalogues to locate sources • use Internet search engines • use periodical index
Gather, record, evaluate, and synthesize information	• interpret history through artifacts • use sources of information in the community • access oral history, including interviews • use map- and globe-reading skills • interpret pictures, charts, tables, and other visuals • organize and record information using time lines • distinguish between primary and secondary sources • identify limitations of primary and secondary sources • detect bias in primary and secondary sources	• use a variety of information sources • conduct interviews • analyse evidence by selecting, comparing, and categorizing, information

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Interpret meaning and significance of information and arguments	• interpret socioeconomic and political messages of cartoons and other visuals • interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays)	• identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Interpret meaning and significance of information and arguments	• interpret socioeconomic and political messages of cartoons and other visuals • interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays)	• identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyze and evaluate information for logic and bias	• distinguish among hypotheses, evidence, and generalizations • distinguish between fact and fiction and between fact and opinion	• estimate adequacy of the information • distinguish between relevant and irrelevant information
Test data, interpretations, conclusions, and arguments for accuracy and validity	• compare and contrast credibility of differing accounts of same event • recognize value and dimension of interpreting factual material • recognize the effect of changing societal values on interpretation of historical events	• test validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models, such as diagramming, webbing, concept maps, and flow charts to analyze data • state relationships between categories of information
Draw conclusions that are supported by evidence	(See shared responsibilities)	• recognize tentative nature of conclusions • recognize that values may influence their conclusions/ interpretations
Make effective decisions as consumers, producers, savers, investors, and citizens	• access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what is gained and what is given up when economic choices are made • use economic data to make predictions about the future	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	• express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit dynamics of various groups and situations • recognize human beings' mutual relationship in satisfying one another's needs • reflect upon, assess, and enrich their learning process
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	• contribute to development of a supportive climate in groups • serve as leader or follower • assist in setting goals for group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, and taking actions in group settings • participate in persuading, compromising, and negotiating to resolve conflicts/differences • use appropriate conflict-resolution and mediation skills • relate to others in peaceful, respectful, and non-discriminatory ways
Respond to class, school, community, or national public issues	• keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfill responsibilities associated with citizenship • articulate personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions	

Process: Participation (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	• recognize economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices	• develop personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service or environmental projects in schools and communities or both • promote sustainable practice in families, schools, and communities • personal-monitor contributions

Appendix C
**Examining Issues in a
Study of Exploration**

In social studies, the examination of issues forms a critical part of learning. The same is particularly true in a classroom where students are studying exploration. The goal is to help the student reach a point where he or she can look at an issue from multiple viewpoints, take a position, and provide a supporting rationale. In some instances the issue to be analyzed may be related to something that has happened in the past, and the outcome may be part of the historical record. Nonetheless, some of the critical-thinking steps that are used in any issues-based curriculum still pertain as students look back and pass judgment on the resolution of the issue. If the issue still remains to be solved, then the task for the student is to arrive at a solution.

The following framework provides a template for examining issues in grade 4 social studies. The examination of an issue may also require students to examine a variety of resources.

Examining Exploration Issues
1. What is the main issue?
2. What positions did key players take at the time?
3. What arguments did one side use to support their position?
4. What arguments did the opposing side use to support their position?
5. What beliefs or values are at odds in this issue?
6. Looking back now, do you think the outcome was a good one? Explain.

Appendix D

Terminology and Cooperative Learning Structures

Maps

Aerial view—photograph image of the ground taken from an airborne craft such as an airplane

Choropleth map—thematic map in which areas are coloured, shaded, or dotted to create darker or lighter areas in proportion to the density of distribution of the theme (e.g., population)

Isoline map—map that has continuous lines joining points of the same value. The most common isoline map is a contour map which shows lines of equal elevation.

Mental map—an individual's own internal map of their known world. These maps provide students with an essential means of making sense of the world and are used in some form by all people throughout their lives.

Mind map—writing down a central idea and devising new and related ideas which radiate out from the centre. Lines, colours, arrows, and images can be used to show connections between ideas. Some of the most useful mind maps are those that are added to over time.

Panoramic map—a non-photographic representation of cities and towns portrayed as if viewed from above at an oblique angle, although not often drawn to scale. The map shows street patterns, individual buildings, and major landscape features in perspective.

Pictorial map—a map that portrays its features as drawings and pictures.

Semantic map—a type of graphic organizer which helps students visually organize and show the relationship between one piece of information and another. These are very effective in helping students organize and integrate new concepts with their background (prior) knowledge.

Traverse map—a line through an area with significant items or features drawn in which are seen along the way such as trees, slopes, creeks, bridges, houses, and streets.

Story map—graphic organizer that helps a student identify the elements of a story. There are many types of story maps and they might focus on different elements of the story such as setting, characters, problem, solution, or a chain of events in chronological order.

Map Projections

Mercator Projection—exaggerates lands near the poles by stretching the globe into a rectangle. It allows navigators to plot a straight course between any two points on earth.

Peter's Projection—an equal area projection, meaning the land area represented on the map is correct in relation to other land areas.

Polar Projection—presses the hemispheres into flat circles. They are excellent for showing Antarctic and Arctic Regions and for plotting the polar courses of airplanes and radio waves.

Robinson Projection—designed to show land forms the way they actually look but has a distortion of direction

Cooperative Learning Structures*

Carousel model—a strategy which allows each student time to share with several teams. Student one in each team remains seated while his/her teammates rotate to occupy the seats of the first team seated clockwise. Student one shares. The teams rotate so student one has a second opportunity to share. Several rotations occur.

Gallery tour—a strategy whereby students move about the room as a team or group to give feedback on products such as art work or the writing of other teams. These can be displayed on the wall or on desks.

Inside-outside circle—a strategy whereby students stand in two concentric circles, with the inside circle facing out and the outside circle facing in. Teacher tells them how many places to rotate and they face a partner and share information, ideas, facts, or practice skills.

Jigsaw— a strategy whereby each student on a team specializes in one aspect of the learning and meets with students from other teams with the same aspect. Students return to their home team to teach/inform his/her teammates about the material learned.

Reader's theatre—an interpretative oral reading activity. Students sit or stand together on a stage and read through the script together. They can use their voices, facial expressions, and hand gestures to interpret characters in script or stories.

Round table discussion—a strategy whereby a conversation is held in front of an audience which involves a small number of people, no more than eight. One person acts as a moderator to introduce the members of the discussion group, presents the problem to be discussed and keeps the discussion moving.

Structured academic controversy— a strategy whereby a topic is selected with two different viewpoints. Students form into pairs. Each pair is assigned an advocacy position and researches the topic. Student pairs present their position to the other pair in the group then the other pair presents. Students take notes and use their notes to switch advocacy positions and give a new presentation. Finally, students drop their advocacy role and generate a consensus report.

Talking circle—a teaching strategy which is consistent with First Nations values. Students sit in a circle where everyone is equal and everyone belongs. A stick, feather, or rock is used to facilitate the circle. Whoever is holding the object has the right to speak and others have the responsibility to listen. The circle symbolizes completeness.

Think-pair-share—a strategy whereby students turn to a partner and discuss, talk over, or come up with an idea.

Value line—a strategy whereby students take a stand on an imaginary line which stretches from one end of the room to the other. Those who strongly agree stand toward one end and those who strongly disagree stand toward the other end. The line can be folded to have students listen to a point of view different from their own.

Adapted from the work of Spencer Kagan and "Cooperative Learning Structures".

Writing Genres

Acrostic poetry—the first letter of each line forms a word which is the subject of the poem. These may or may not rhyme.

Ballads—usually written in four line stanzas (often for singing), with rhymes at the end of lines 2 and 4. They usually tell a story or relate to an incident involving a famous person or event.

Character diaries—students choose a character and write a daily entry addressing the events that happened from the point of view of the character. Entries can be prompted by different levels of questions such as: What are you most afraid of or worried about? What will you do about the situation you are in?

Circular tales—a story in which the main character sets off on a quest and returns home after overcoming the challenges of the world. The events can be laid out in a circle.

Diamante—poetry with patterns of 7 lines, which move from one idea to its opposite in the last line.

Haiku poetry—form of Japanese poetry describing the spirit of nature. A haiku consists of three lines with a total of seventeen syllables: the first and third lines have five syllables each, and the second line has seven.

Journey stories—a story in which the central character makes a significant journey.

Linear tales—a story in which the main character sets out to fulfill a wish, meets with misfortune, but manages to triumph in the end. The main events can be laid out in a curve to represent the major rise and fall of tension.

Persona—putting oneself in the place of someone or something else (real or imaginary) to say what might not normally be revealed.

Persuasive writing—writing that states an opinion about a particular subject and attempts to persuade the reader to accept that opinion.

Senryu poetry—form of Japanese poetry structurally similar to the haiku, but that expresses ideas about human beings rather than nature. The first line has five syllables; the second line has seven syllables; and the third line has five syllables.

Snapshot biographies—focuses on four or five events of historical figures, explorers, leaders, etc., with an illustration and brief description of each. The drawing makes the snapshot and they are strung together in sequence.

Storyboard—a sequence of images designed to show how a movie, book, advertisement, etc. will proceed.

Writing frames (for scaffolding)—each form of writing can be introduced by using a framework for students to use for scaffolding. Writing frames have headings and key words that will help students organize thoughts and learn the specifics of particular genres of writing.

Other Terms

Anchored instruction approach—learning and teaching activities designed around an 'anchor' which is often a story, photograph, adventure, or situation that includes a problem or issue to be dealt with that is of interest to the students.

Pangaea—the theory that millions of years ago all of the land on earth was one land mass called Panagaea. It slowly split into smaller pieces forming what we know today to be continents.

RAN strategy—an organizer developed and used for Reading and Analyzing Non-fiction text. A modification of the KWL strategy, the organizer may contain up to the following five sections:
    What I Think I know (before reading the text)
    Confirmed (after reading)
    Misconceptions (after reading)
    New information (after reading)
    Wonderings (before and/or after reading)

Time line—a visual used to show how related events are arranged in chronological order and to show the relative amount of time that separates them.

Trust games—games that help people build mutual respect, openness, understanding, and empathy. They can break down barriers and build feelings of trust and reliance between individuals and small groups.

Appendix E

How to Draw the World
in 30 Seconds
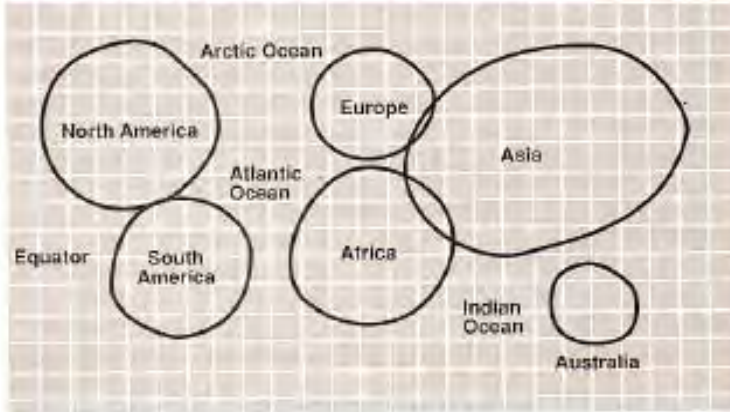
How to Draw The World in 30 Seconds:
Six quickly sketched circles, roughly in the right places, and in roughly proportionate sizes, make a working map of the continents. Asia is the biggest, Australia the smallest.
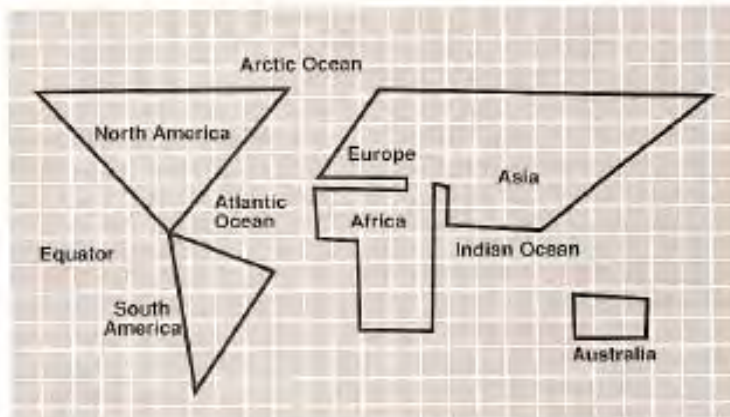
Turn the continents into squares, rectangles, and triangles. Remember that the Africa bulge is over the Equator, the Tropic of Cancer underpins Asia, and the Tropic of Capricorn cuts Australia in half.
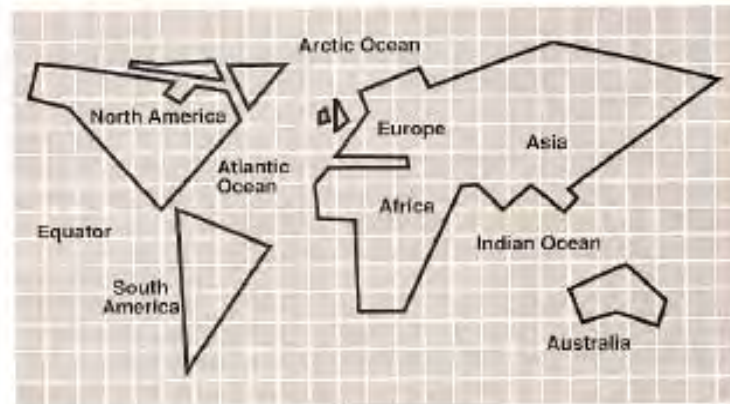
With a few more lines, regional and national identities emerge. India is one more triangle, Scandinavia is the beak of Europe. Here is a valid map for making political and economic points.
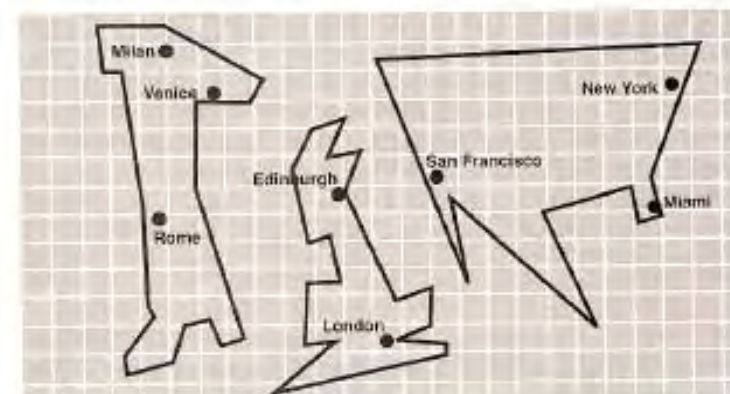
For everyday use, reduce your own country to a simple shape. With important cities as spatial markers, you have the working outline for most non-technical geographic needs.

Source: *The Real World*, Houghton Mifflin Company

Appendix F
Studying Exploration

The study of various aspects of exploration provides a real opportunity for students to apply the concepts and skills they acquire throughout the grade 4 social studies program. Exploration studies is an avenue of research as students develop concepts and skills in a limited but familiar context that can be connected to those found in an expanded but more unfamiliar context. One of the challenges for the social studies teacher is to make social studies meaningful, significant, challenging, and active (see "Principles Underlying the Social Studies Curriculum," p. 10). Studying exploration provides an opportunity to incorporate these qualities into teaching and learning, and at the same time, to incorporate resource-based learning in the classroom. The following outline uses the topic, "Impact of Humans on the Environment" as an example of how to develop concepts and skills in a meaningful way, but the framework can apply to other research topics.

Preparation for conducting a study of the "Impact of Humans on the Environment"

1. Choose your area of study.

There are many avenues for studying this impact. It may be examined at a broad level or within a local context. Rather than trying to fashion a program out of an assortment of activities, teachers can help students develop an action plan or project that can become the practical application of the learning and the culminating effect of the study.

Steps for developing a Human Impact Study and Action Plan
- Identify local community environmental issues or problems.
- Select an environmental issue for further study from several choices.
- Research the issue; narrow and refine its definition.
- Identify and analyse relevant public and private policies and community practices.
- Identify possible project options for affecting change in policy and/or practice.
- Develop and implement a plan of action.
- Assess the project and process, identifying the next steps.
- Celebrate the success.

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2. Analysis of Environmental Impact Issues

Outcome 4.3.3 provides examples of how the world's physical environment has played a role in shaping human activities and how these physical features have been modified as a result. Studying and examining the impact on a global level will allow students a broader understanding for the analysis of local issues. For example:
- Examining population maps from various places in the world;
- Studying how physical environment can influence the choice of home building styles;
- Examining pictures of alterations to the physical environment in many places in the world;
- Researching ways humans have modified land and waterways for recreation, agriculture, housing, and industrial purposes.
- Finding out actions taken by citizens in other countries to protect their physical features.

3. Become familiar with the sources of information.

It is important to help the student prepare for the study and project by becoming familiar with local source(s) of information before implementing the plan.

Familiarization with the sources of information
- Visit the site.
- Visit the archive, museum, or library (in case relevant primary sources are found there).
- Interview or visit a local person(s) to learn about the changes that have occurred to the area of study and their concerns with it.
- Examine photos.
- Examine sound/video clips.
- Develop a list of materials and equipment needed.
- Develop a questionnaire (where applicable) and identify other formats for recording the information.
- Inform the community of what is being studied and the intended plan of action.

Teacher Preparation for the Study and Intended Plan of Action

1. Fully brief students of the purpose of a study

Purpose (example)
To examine the impact of recreational vehicles on the local stream and develop a plan for protecting the waterway.

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2. Research and become familiar with the issue and ideas for implementing a plan.

(Talk to local officials, and local residents. Research and contact other groups /schools who have participated in a similar plan)

3. Map out the calendar (time line) for the project.

4. Determine the working environments and collaborative arrangements for the project.

5. Assign student roles and ensure that students know what they have to do.

6. Arrange for resources to be available (books, maps, DVDs, internet sites)

Out-of-class tasks

1. Engage students in the assigned tasks.

Field tasks
- Note taking
- Field sketching
- Taking photos
- Interviewing
- Researching text materials
- Recording in appropriate A/V formats
- Working on the project

It is important to assign a task that is compatible with a skill a student may have. For example, some students may be more skilled at interviewing than note taking, or at taking photos or recording digitally than sketching. Some students may be better suited to work on the physical aspects of the project. It is important that students have a choice in selecting an area of work where they feel they can make the best contribution.

2. Monitor student activities.
As students engage in their field activities, ensure that they exercise good time on task; that ideas and tasks are clarified for them; and that tasks are modelled for them if necessary.

In-class synthesis

1. Choose an assessment method for the project (checklists, evaluation forms, team member contributions).

Presentation formats
- Written report (or essay)
- Photo-essay
- Oral presentation
- A/V Presentation
- Poster board display
- Published article (e.g., on the school website or in a school or community newspaper)

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2. Share plans and progress with parents, school administration, and the community throughout the project.

3. Enlist parent/community support in all phases of the study/project.

4. Elicit support for the plan from community leaders.

5. Arrange for media coverage, allowing students to act as spokespeople.

6. It is important to give an opportunity for the students to celebrate the success of their project in a school-wide and/or community celebration and to be given recognition for their efforts. Parents, school board members, local officials, and residents could be invited to attend.

Appendix G

Inquiry Approach to Organizing Thinking Concepts and Skills

Introduction

Students' depth of learning is enhanced when they think critically. Through the inquiry approach to organizing thinking concepts and skills, students are explicitly taught, then expected to make reasoned decisions, develop interpretations, and make plausible inferences based on evidence. In the following strands, the nature, scope, and complexity of the task, as well as the performance level achieved, are all important in critical inquiry.

Strand 1: Ask questions for various purposes

Inquiry begins with meaningful questions that connect to the world around us. Powerful questions framed by teachers in earlier grades and then modeled by students as they become critical thinkers enable an inquiry-based classroom.

Ask questions for various purposes	
K	From options given to them, choose simple questions on familiar topics to ask of the teacher, fellow students or family members.
1	Generate very simple 5W questions to gain information about school-related or personal topics from class or family members.
2	Generate and ask simple versions of 5W questions to gain information and verify understanding from sources at home and school.
3	Generate and ask more complex versions of 5W questions to gain information, verify understanding, and explore alternatives from community, and school sources.
4	**Formulate and revise questions for different information gathering purposes, including questions to guide very simple library and internet research.** *Sample of purposes for gathering research: clarification, comparison, causal explanation* *Sample questions: What are the characteristic features of x?*

Strand 2: Locate and select appropriate sources

In a classroom where critical inquiry is important, students will use specific criteria to judge and select valuable and appropriate sources of information to use in their research tasks.

Locate and select appropriate sources	
K	Choose from very simple paired options the obvious useful visual source of information to answer a question.
1	Choose from simple paired options the obvious useful visual or textual source of information to answer a question.
2	Choose from simple sets of options the most useful visual or textual source of information to answer a question.
3	Choose from simple sets of relevant options the most useful visual, textual or human source of information to answer various questions (e.g., depending on the question, particular sources may be more relevant than others).
4	**Choose from simple sets of related fictional and non-fictional(factual) options the most relevant and dependable sources of information for various questions** *Example of simple sets of fictional and non-fictional(factual) options: old newspaper, encyclopedia, and children's story*

Strand 3: Access ideas from oral, written, visual and statistical sources

Once students have located appropriate sources, they must learn to extract relevant information from the source. At the primary level, students will identify obvious details, then at later grades move on to determining main idea and drawing inferences, using their understanding of language and text forms to draw out and construct meaning.

	Access ideas from oral, written, visual and statistical sources
K	Identify a few obvious details in very simple visual images and oral messages.
1	Use very simple visual and print reading strategies and an understanding of very simple text features to identify a few obvious details from very simple visual, oral and written sources.
2	Use very simple visual and print reading strategies and an understanding of very simple text features to identify several obvious details from simple visual, oral and written sources.
3	Use very simple visual and print reading strategies and an understanding of very simple text features to identify a number of obvious and less obvious details in simple visual, oral and written sources.

4	**To extract relevant information use:**
	  › **simple visual and print reading strategies**
	  › **an understanding of simple text features to identify a number of obvious and less obvious details,**
	  › **and locate the main idea when stated in basic visual, oral and written sources.**
	
	Sample of visual and print reading strategies: make and confirm predictions based on evidence form the text, synthesize ideas during reading
	
	Sample text features: back cover copy, titles, subheadings, captions
	
	Sample "obvious and less obvious details": information located on a map - using cardinal and intermediate directions, pictorial and non-pictorial symbols (e.g., dots for cities), number and letter grids, patterns comparing and contrasting climate conditions
	
	Sample of main idea: A tourist brochure that emphasizes the province's natural beauty. A second brochure that emphasizes recreational activities in urban areas.
	
	Sample of basic visual, oral and written sources: simple photographs, labeled diagrams, simple charts and maps

Strand 4: Uncover and interpret the ideas of others

Students are now ready to do the work of the historian or geographer rather than simply learn about events or places. This entails examining evidence, determining its significance and implications and then offering plausible interpretations of the evidence.

	Uncover and interpret the ideas of others
K	Restate very simple information gathered from an observation or oral source.
1	Restate or offer an obvious interpretation of very simple information gathered from an observation or oral source.
2	Restate information or offer a very simple interpretation based on direct clues gathered from a simple observation, oral source or visual or print text source.
3	Restate a few pieces of information or offer one or more simple interpretations based on direct clues gathered from a range of familiar print, visual and oral sources.
4	**Paraphrase a few pieces of information, offer interpretations, and identify simple comparative, causal, and chronological relationships (order of events) from material found in basic oral, print and visual sources.** *Sample of simple comparative relationship: Uncover how daily life differs in different parts of the world* *Sample of simple causal relationships: What are the causes of differences in two oral accounts of the same event?* *Sample of basic oral, print and visual sources: oral accounts, basic data, historical photographs*

Strand 5: Assess options and formulate reasoned opinions

Tasks that encourage students to explore and assess various options and then reach their own conclusions or develop their own informed opinions are more likely to deepen understanding and increase student engagement. Students create new knowledge by combining prior knowledge with current learning.

	Assess options and formulate reasoned opinions
K	Decide which of two very simple options is the better choice and offer a reason.
1	Decide which of two or three simple options is the best choice and offer a reason.
2	Make a choice and offer two reasons when presented with basic criteria and two or three simple options.
3	When presented with a basic issue or decision opportunity, identify two or more possible options, identify the merits of each option based on a specific criteria and choose a best option, offering plausible reasons for the choice.

4	**Identify several possible options when presented with a basic issue or decision opportunity:**
	   › **identify the pros and cons of each option using provided or self-generated criteria**
	   › **choose a best option, offering plausible reasons for the choice.**
	
	Sample of basic issue or decision opportunity: Uncover the interrelationships between our consumer decisions and our natural environment. Does this action have a desirable outcome?

Strand 6: Present ideas to others

Students must learn to think carefully and critically about how they share their views and beliefs with others. The tasks may be limited in scope and short in duration or may have a much broader purpose and audience. This audience may be a familiar one or may extend to the broader community.

	Present ideas to others
K	Select simple drawings and key words to communicate very basic ideas and information to class and family members.
1	Select or create simple drawings and use brief oral and/or written communication to share ideas and information with class and family members.
2	Construct drawings and other simple graphics, supplemented with basic written and oral communication to clearly share ideas and information with school and family members.
3	Use simple preparation and presentation strategies to plan and produce a simple oral, written or graphic presentation on important, interesting or relevant ideas
4	**Use simple preparation and presentation strategies to plan and produce a simple presentation (oral, written, or graphic) on important, interesting, or relevant ideas.** *Sample of simple preparation strategies: edit, practice, draft versions* *Sample of simple presentation strategies: use of simple structure or organization to stay focused, emotive language, simple visual aids (e.g., CDs, DVDs, concrete materials), simple vocal effects (e.g., tone, pace, pitch, volume, sound effects)* *Sample of simple oral presentation: short speeches, scripted dialogue* *Sample of simple written presentation: simple paragraphs, report, book review, letter to historical character* *Sample of graphic presentation: posters, graphic organizers, simple slideshow*

Strand 7: Act cooperatively with others to promote mutual interests

At the heart of social studies education is the expectation that students' understanding of the world will translate into positive and constructive action. To achieve this end, students must be taught how to engage in positive collective action, from the ability to cooperate with a partner to the ability to collaborate and act in complex situations involving multiple stakeholders.

	Act co-operatively with others to promote mutual interests
K	Co-operate with a partner by following simple instructions.
1	Co-operate with a partner by adopting simple group management strategies.
2	Co-operate in small group settings by adopting simple group management strategies.
3	Co-operate in small group settings by adopting simple group and personal management strategies
4	**Co-operate in small group settings by adopting simple group and personal management strategies and very simple interactive strategies.** *Sample of simple group and personal management strategies: take turns, share with others, carefully follow directions, stay on task, monitor behavior in light of an agreed-upon objective* *Sample of basic interactive strategies: praise others, ask for clarification, assume various roles and responsibilities*

Appendix H
Student Response Journals

A personal response journal requires students to record their feelings, responses, and reactions as they read text, encounter new concepts, and learn. This device encourages students to critically analyze and reflect upon what they are learning and how they are learning it. A journal is evidence of "real life" application as a student forms opinions, make judgments and personal observations, poses questions and makes speculations, and provides evidence of self-awareness. Accordingly, entries in a response journal are primarily at the application and integration thinking levels; moreover, they provide the teacher with a window into student attitudes, values, and perspectives. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues (i.e., lead-ins) when the treatment of text (e.g., student resource, other print material, visual, song, video, discussion item, learning activity, or project) provides an opportunity for a journal entry. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context provides. If necessary, students may be given the key words to use to start their entries. The following chart provides samples of possible lead-ins, but the list should be expanded as the teacher works with students. Examples of the types of entries used in the curriculum guide are cited in column 1.

Student Response Journals		
Possible Type of Entry	Cue Question for the Journal Response	Sample Key Lead-ins
Speculative Example: *Suggestions for Assessment,* *Outcome 4.1.1 or 4.3.3*	What might happen because of this?	I predict that . . . It is likely that . . . As a result, . . .
Dialectical Example: *Suggestions for Assessment,* *Outcome 4.4.3*	Why is this quotation (event, action) important or interesting? What is significant about what happened here?	This is similar to . . . This event is important because it . . . Without this individual, the . . . This was a turning point because it . . . When I read this (heard this), I was reminded of . . . This helps me to understand why . . .

Student Response Journals (continued)		
Possible Type of Entry	Cue Question for the Journal Response	Sample Key Lead-ins
Metacognitive Example: *Suggestions for Assessment* *Outcome 4.1.2*	How did you learn this? What did you experience as you were learning this?	I was surprised . . . I don't understand . . . I wonder why . . . I found it funny that . . . I think I got a handle on this because . . . This helps me to understand why . . .
Reflective Example: *Suggestions for Assessment,* *Outcome 4.1.2*	What do you think of this? What were your feelings when you read (heard, experienced) that . . .?	I find that . . . I think that . . . I like (don't like) . . . The most confusing part is when . . . My favourite part is . . . I would change . . . I agree that . . . because . . .

The following chart illustrates the format for a journal page that the student can set up electronically, or in a separate notebook identified with the student's name.

Grade 4 Social Studies: Entry Date	
Learning Event	My Response

Appendix I

Portfolio Assessment

Portfolio assessment is based on a collection of a student's work products across a range of outcomes that gives evidence or tells a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a student assembles a portfolio, the teacher should help to
• establish criteria to guide what will be selected, when, and by whom
• show evidence of progress in the achievement of course outcomes and delineations
• reference the pieces of work to these outcomes and delineations
• keep in mind other audiences (e.g., teachers, administrators, and parents)
• understand the standards on which the portfolio will be assessed

A portfolio may have product-oriented and process-oriented dimensions. The purpose of a product-oriented focus is to document the student's achievement of outcomes; the "artefacts" tend to relate to the concepts and skills of the course. The purpose of a process-orientation focuses more on the "journey" of acquiring the concepts and skills; the artifacts include students' reflections on what they are learning, problems they encountered, and possible solutions to problems. For this orientation, journal entries form an important part of the portfolio.

Attitudes Toward Social Studies
• Journal Entries
• Photographs
• Autobiography
• Exceptional
• Homework Assignment

Understanding Concepts
• Reasoning
• Written Reports
• Response to Open-ended Question
• Student Planned Surveys

Technology
• Computer Research
• Showing Use of Technology in Social Studies

Social Studies Learnings Outcomes

Group Work
• Group Project
• Self Assessment
• Photograph, Audio, or Video recording

Connections
• Connecting Two Concepts Within the Same Subject
• Showing Authentic Use of Social Studies in Other Subject Areas
• Art or Various Genres of Writing Relating to Social Studies
• Connecting Social Studies to the Real World

Table of Contents

Communication (Student/Teacher/Parent Involvement)
• Reflections and Goals
• Letter from Student Explaining Each Item and What Was Learned
• Letter from Teacher to Student with Feedback
• Letter from Parent to Student Regarding Portfolio

PORTFOLIO ASSESSMENT CHART*

Guidelines for the Student	Commentary for the Teacher
Task One of the purposes of grade 4 Social Studies is to help you to use problem solving and thinking skills in solving real life situations. You are required to retain samples of your work that relate to this theme and arrange them into a portfolio to show your progress towards the goals set.	Explain to the students that the portfolio can have a range of artefacts in it and that they have to be carefully selected according to the purpose set. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes.
Learning Goals After you have selected an item for your portfolio, we will meet to write down the goals that are worth achieving. For example: What knowledge and skills have you gained? What will be your reflections on what you are learning and how you are learning?	In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course. To help the student focus on the knowledge to be learned, write the outcomes in student language. Then identify the skills that you consider essential in the acquisition of the knowledge. Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.
Contents Cover page (with your name and note to the viewer) Table of contents An explanation of why you chose this theme A completed checklist you used to guide your work Work products Graphics with audio (can be in CD format) A reflections journal A self-assessment of your work An assessment by a peer A rubric used in the assessment	Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included—work samples and other artefacts that reflect his or her best effort and are tied to the course outcomes.

Guidelines for the Student	Commentary for the Teacher
Conferences You and I will meet periodically to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.	Provide the student with a conferencing schedule.
Evaluation In June, you may be required to hand in your portfolio for final evaluation.	It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part. Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provide it is also for the student to use in his or her self-assessment.
Communication Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.	The skills list for grade 4 social studies includes: expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to present information, arguments, and conclusions; and presenting a summary report or argument. To make these outcomes more specific, conference with the student about how he or she would like to 'publicize' the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school website. *(Note to teachers - Please check school policies regarding student and parental permissions with online postings of student work.)*

*Easley, S., Mitchell, K. (2003). *Portfolios Matter: What, Where, When, Why, and How To Use Them*. Markham: Pembroke Publishers.

Appendix J

Rubrics in Assessment

Using an assessment rubric (often called the scoring rubric) is one of the more common approaches to alternative assessment. A rubric is a matrix that has a number of traits to indicate student achievement. Each trait is defined and, in some instances, accompanied by student work samples (i.e., exemplars) to illustrate the achievement level. Finally, levels with numerical values or descriptive labels are assigned to each trait to indicate levels of achievement.

Building a rubric requires a framework to relate levels of achievement to criteria for achievement for the traits the teacher (and students) deem important. The inclusion of students in the design of a rubric for a particular assignment, project, or task helps them to better understand the criteria that will be expected of them to complete the task. With practice, students can learn to develop their own internal sets of criteria for many tasks. They will also learn to expect to see required criteria **before** embarking on the task. During the process students will deepen their understanding of "quality" of work and they will practice group norms of collaborative tasks. It is important to use language that is student-friendly and easily understood.

Levels of achievement in a rubric may be graduated at four or five levels; the criteria for achievement may be expressed in terms of quality, quantity, or frequency. The following chart illustrates the relationship among criteria and levels of achievement. It should be noted that for a given trait, the same criteria should be used across the levels of achievement. It is unacceptable to switch from quality to quantity for the same trait. As well, parallel structures should be used across the levels for a given trait so that the gradation in the level of achievement is easily discernible.

Criteria	Levels of Achievement				
	1	**2**	**3**	**4**	**5**
Quality	very limited / very poor / very weak	limited / poor / weak	adequate / average / pedestrian	strong	outstanding / excellent / rich
Quantity	a few	some	most	almost all	all
Frequency	rarely	sometimes	usually	often	always

The five-trait rubric on the following page illustrates the structure described above. In this example, five levels are used, with quality as the criterion. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a cooperative learning group, but it may be re-written in student language for use as a self-assessment tool.

Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to contribute to achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members • Very eager to carry out his or her assigned task(s) in the group • Brings outstanding knowledge and skills about (identify the topic) • Very eager to encourage others to contribute to the group tasks
4 Strong	• Strong ability to contribute to achievement of the group task • Strong appreciation for the feelings and learning needs of group members • Eager to carry out his or her assigned task(s) in the group • Brings strong knowledge and skills about (identify the topic) • Eager to encourage others to contribute to the group tasks
3 Adequate	• Adequate ability to contribute to achievement of the group task • Adequate appreciation for the feelings and learning needs of group members • Inclined to carry out his or her assigned task(s) in the group • Brings adequate knowledge and skills about (identify the topic) • Inclined to encourage others to contribute to the group tasks
2 Limited	• Limited ability to contribute to achievement of the group task • Limited appreciation for the feelings and learning needs of group members • Inclined, when prompted, to carry out his or her assigned task(s) in the group • Brings limited knowledge and skills about (identify the topic) • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	• Very limited ability to contribute to achievement of the group task • Very limited appreciation for the feelings and learning needs of group members • Reluctant to carry out his or her assigned task(s) in the group • Brings very limited knowledge and skills about (identify the topic) • Reluctant to encourage others to contribute to the group tasks

Appendix K
Geographic and Mapping Skills

Appendix K: Geographic and Mapping Skills Kindergarten–Grade 3

The geographic and mapping skills chart is intended to provide a developmental continuum of students in kindergarten to grade 3. The complementary chart for grades 4-6 follows on p. 150.

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
Representation of Place	Awareness of - that maps/globes represent places on Earth - how to locate places on maps/globes	Awareness of - that maps/globes represent places on Earth - how to locate places on maps/globes	Locate province in region, Canada, North America, and the world by using maps/globes
Map Components - title (what the map is about) - scale (qualitative or quantitative) - legend/key (shows what symbols on a map stand for) - symbols (pictures that stand for things on a map) - arrow/compass rose (symbol that shows direction) - borders/boundary lines (dividing lines between places) (Use map component terminology as various maps are discussed)	Awareness of - title - qualitative scale (bigger or smaller than) - legend/key - symbols - labels - direction (near/ far/up/ down)	Awareness of - title - qualitative scale (bigger or smaller than) - legend/key - symbols - labels - direction (to the north south/east/west)	Understand - qualitative scale - arrow/compass rose - borders/boundary Lines Awareness of - quantitative scale - cartographer (person who makes maps)
Symbols/Signs (visuals used to represent things drawn on a map, e.g., area, point, line symbols)	Awareness of - area symbol (colours/ shapes that represent land and water) - point symbols (houses, constructed features, signs, natural landmarks or features, e.g., trees) - line symbols (borders, e.g., between neighbours and school yard, roads/ streets, water ways)	Locate (on map and legend key) - area symbols (land-forms and bodies of water on neighbourhood and community maps) - point symbols (natural and constructed features) - line symbols borders, roads/streets, waterways)	Locate on map and legend/key and describe - landforms (islands, hills, mountains, wetlands) common and specific to province and region - vegetation and patterns - borders/boundary lines (provinces, vegetation lines)

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
Position/Direction Using positional language	Use positional language (near, far, up , down, under, left, right, and other relative terms) to describe self, surroundings, and places on maps	Use relative terms (behind/in front of, left, right, close to/far away) Awareness of - cardinal directions (to north/south/east/ west) - cardinal points (N, S, E, W)	Use cardinal points to locate Canada and region/province on maps and globe
Scale	Awareness of qualitative scale, as in models (dolls, cars, playhouses, miniature houses and communities, sandbox/modelling clay communities, building blocks, etc.)	Awareness of qualitative scale as representative size of objects, using models/ drawings	Understand - qualitative scale Awareness of - quantitative scale (up/down, e.g., drawings of objects using simple grids and 1:2, 1:3 ratios) - grids (simple) - dot-to-dot drawings - construction of models to practise qualitative scale accuracy - distance (begins to use numbers)
Perspective	Awareness of perspective (through viewing pictorial maps with features portrayed by drawings and pictures, and panoramic maps with views from a distance, or on 10-15°angle) Draw/create pictorial maps (frontal view, one base line)	Awareness of perspective (by viewing pictorial and panoramic maps) Draw/create pictorial maps (frontal view, slightly elevated angle 10-15°, low oblique, more than one base line. Students not expected to know terms.)	View aerial maps. Draw/ construct panoramic maps (elevated angle 45° - high oblique) (Houses are still pictorial)

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
Scope (size and range of the child's immediate world)	Room, home, and school	Immediate environment, neighbourhood and community	Province and region
Map/Model	Use - 3-D models (made with small tables, chairs, building blocks	Use - 3-D models - floor maps - murals (of imaginary or real places) - field-sketch map	Use models and variety of maps
Time and time line	Use - time- related vocabulary to describe events (before, after, yesterday, today, tomorrow, days, months)	Use - time-related vocabulary to describe events (days, months, years, long ago, over time, in the past, in the future)	Use - time-related vocabulary to describe events Awareness of use of numbers to indicate time periods (1800s, 1900s)
	Use time line to show how related events are arranged in chronological order (pictorial and concrete objects, not dates).		

Geographic and Mapping Skills Grades 4–6

The Geographic and Mapping Skills chart is intended to provide a developmental continuum for students in grade 4 to grade 6.

Geographic/Mapping Skills	Grade 4	Grade 5	Grade 6
Representation of Place - 3-D models - floor maps - murals (of imaginary or real Places) - field-sketch map - satellite imagery	Locate continents and oceans by name Locate Canada, physical regions, provinces, territories, and capitals Locate physical regions of the world	Locate ancient, medieval societies on world map Locate Aboriginal societies on Canadian map Locate French/British colonial settlements on world and Canadian maps	Locate various places on provincial map Locate significant cultural regions of the world Locate selected nations/ states
Map Components - title - scale (linear or ratio) - legend/key - symbols - labels - arrow/compass rose - borders/boundary lines	Interpret (decode) and construct (encode) maps, using mapping conventions consistently Use map component terminology consistently in discussion of maps	Decode and encode consistently Use map component terminology consistently in discussion of maps	Decode and encode consistently Use map component terminology consistently in discussion of maps
Symbols/Signs - Area symbols	Locate on map and legend/key and then describe - landforms (e.g., Mountains, oceans) common and specific to province, regions, and country -borders/boundary line (provinces, territories, continents)	Locate significant geographic features on world map Locate and describe settlement patterns	Locate significant geographic features on world map
- Point symbols	Awareness of population density (number of people in a given area)	Awareness of population distribution (where specific groups of people are located)	Continue to develop understanding of population density/ distribution
- Line symbols	Locate and describe transportation routes (road, river, and railway).	Locate and describe transportation routes (road, river, and railway).	Locate and describe transportation routes (road, river and railway).

Geographic/Mapping Skills	Grade 4	Grade 5	Grade 6
Position/Direction Using Positional Language	Use cardinal points to describe relative direction and position of provinces/territories, Canada, and the World. Introduce immediate points (points located between the cardinal points, e.g., NE, SW) to describe the direction and position.	Use cardinal and intermediate points to describe direction and position.	Consistently use cardinal and intermediate points to describe direction and position.
	Awareness of latitude and longitude to locate positions	Use longitude and latitude to locate positions	Use longitude and latitude to locate positions
	Use simple grid system to locate positions	Use simple grid system to locate position	Use grid system to locate positions
			Awareness of use of compass to find a position
Scale	Estimate and calculate distances on maps of Canada using simple scale	Estimate and calculate distances on a variety of maps using scale	Estimate, calculate, and compare distances on a variety of maps, using scale
	Kinesthetic understanding of scale (enlargement and shrinking)		
	Understand - qualitative scale (up/down, e.g., drawings of objects using simple grids and ratios) -distance (use numbers to represent distance)	Understand qualitative scale	Understand qualitative scale

Geographic/Mapping Skills	Grade 4	Grade 5	Grade 6
Perspective (angle from which the child views or constructs/ draws maps)	View aerial maps	Use aerial maps	Use aerial maps
Scope (size/range of the student's immediate world)	Community and surrounding areas	Region, nation, and world	
Map/Model (used for instruction)	Use maps/models of large regions such as Canada, including raised relief maps	Use maps/models of large regions, including raised relief and political boundaries, or models depicting specific information	Use maps/models of large regions, including raised relief and political boundaries, or models depicting specific information
	Select different types of maps for different types of information	Use historical maps	Use historical maps
	Use various maps to access different types of information, including population, political regions, natural resources, vegetation, and topography (surface features, both physical and human- made) of a place	Compare different types of maps	Use various maps to access different types of information, including population, natural resources, production and GDP, vegetation, language, etc.

Geographic/Mapping Skills	Grade 4	Grade 5	Grade 6
Time and time line	Use - dates in discussion of historical events - time line to show how related events are arranged in chronological order	Continue to develop understanding of time in historical context (pre-history, ancient, medieval, modern) Continue to use time line with dates Use BCE (Before Common Era) and CE (Common Era) on time lines	Continue to develop understanding of historical time periods (Paleo-Indian, Archaic, Ceramic/Pre-European) (♥Note: The term "Indian" has been reviewed by the Mi'kmaq Confederacy and Dr. David Keenlyside. It is important for students to realize that the use of the word "Indian" is considered offensive to many Aboriginal people. It is used to describe that time period and is appropriate for this context only.)
Further development of geographic skills	Use charts, table, graphs, and projections to develop understanding of geographic skills		

This chart may be used to record student development of geographic and mapping skills as outlined in the Geographic and Mapping Skills Continuum. Teachers may wish to use the following guide to describe student progress, with associated comments.

1. Requires support to demonstrate skill
2. Beginning to demonstrate skill independently
3. Independently demonstrates skill with occasional support
4. Independently demonstrates skill and able to assist others

Geographic and Mapping Skills

Student names	Representation of Place	Map Components	Symbols/ Signs	Positional Language	Scale	Perspective	Scope	Map/ Model	Time/ Time line

Appendix L

Grade 3 and 4 Combined Curriculum Suggestion

Social Studies Suggestion for combined Grade 3 and 4 classes:

The suggestion outlined has been developed to assist teachers working with a combined class. The suggestion offers one means of addressing both Grade 3 and 4 social studies outcomes. Five essential questions were developed to create a common focus for students. Teachers are reminded that they have discretion when designing a program of study in order to achieve the specific curriculum outcomes.

Reminder:
Please consult both the Grade 3 and 4 social studies curriculum documents for information regarding the depth of study required for students.

Essential Questions

How Do We Record What We Learn?

This question allows for a literacy based approach to achieving the social studies outcomes comprising Unit 1 and 2 of the Grade 4 program. Unit 1 is an introductory unit comprising one outcome, 4.1.1, which may be introduced to both Grade 3 and 4 students (with Grade 4 students being evaluated in terms of their achievement of the outcome). The focus of this outcome is the concept of exploration (of places, other people, and ideas), within the premise that we are all explorers. The Grade 3 students may consider exploration in terms of learning about their province. In the Grade 4 student text, the "How To" is "Create a Primary Source." While Grade 4 students will understand how to journal, they will also recognize a personal journal as a primary source. It is sufficient for Grade 3 students to understand at this stage that a journal or log is a record of a persons' experience.

Grade 4, Unit 2: "The Nature of Exploration" outcomes may be addressed during the class literacy block. Grade 4 students may examine a wide variety of exploration stories, while Grade 3 students will continue with their regular literacy block. While examining the exploration stories, Grade 4 students will focus on the challenges, motivations and impact of the exploration. Students may read an excerpt from a primary source (journal or log) and write a response. Student analysis of stories may be expressed through various mediums. Read-aloud, journaling, blogging, short story writing, and visual arts are some of the ways by which students can demonstrate mastery of the outcome.

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What Can Maps Teach Us?

Both Grade 3 and 4 students will be involved in the study of mapping skills (Grade 3, Unit 1, outcome 3.3.1), with Grade 4s achieving a higher level of understanding (Grade 4, Unit 3, outcome 4.3.1). For example, unlike Grade 4 students, Grade 3 students would not be responsible for locating continents and oceans by name, and their descriptions of location need only involve cardinal directions and very basic grid systems. Scale is also not a focus for Grade 3.

Students may apply this knowledge in addressing Grade 3, Unit 1, outcome 3.1.2 (describe the major physical features, climates, and vegetation of their province and the Atlantic region). Teachers may wish to utilize a station or jig-saw approach to facilitate Grade 3s addressing this outcome while Grade 4 students address outcomes 4.3.2 and 4.4.1 which incorporate a World and Canadian focus.

What Can We Learn About the People of Our Province (Grade 3) / Country (Grade 4)?

Grade 3 students will now examine the people of their province as outlined in Grade 3, outcomes 3.1.3, 3.21, and 3.2.2, while Grade 4, students examine the people of their country in outcomes 4.3.3 and 4.4.2. **Note:** Students are only required to achieve the depth of study outlined in the outcome elaborations contained within the corresponding curriculum document.

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What is Government?

Students will now examine the government of their province / country as outlined in Grade 3, outcome 3.3.1 and Grade 4, outcome 4.4.3. Students are only required to achieve the depth of study outlined in the outcome elaboration contained within the corresponding curriculum document. Grade 3 students will focus only on provincial governments, while Grade 4 students will focus on the Federal government. As in the previous section, cooperative learning strategies may be utilized. **Note:** Elements of outcome 3.3.2 may be incorporated at this time (e.g. rights and responsibilities of citizens).

How Can Decisions Be Made?

Through this question, students examine how citizens participate in public decision making. Grade 3 students examine the ideas of majority vote and consensus (outcome 3.3.3) whereas Grade 4 students may demonstrate a deeper understanding by examining the electoral process of the Federal government (outcome 4.4.3). Grade 4 students may participate in the Grade 3 study of decision making through the use of a majority vote or consensus to suggest a new official or unofficial symbol representative of the physical, human, and/or political landscape of Canada (outcome 4.4.4).

Please Note:

Grade 3 outcome 3.2.3 "Take age appropriate action to promote positive interactions among people" is applicable for both grades as the goal of social studies is to equip students with the knowledge, skills and dispositions to realize that they can make a difference (i.e., be active citizens). Discussion of current or past class/school-wide action projects may be highlighted as examples of age appropriate action at the local, national and/or international level. As an extension, the combined class may wish to participate in an activity to promote positive interactions among people. **Note:** Teachers may wish to include elements of outcome 3.3.2.