Social Studies

Grade 4

Interim Edition

Newfoundland Labrador

Curriculum Guide
September 2010

Acknowledgments

The Departments of Education acknowledge the work of the social studies consultants and other educators who served on the regional social studies committee.

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The Departments of Education also acknowledge the contribution of all the educators who served on provincial writing teams and curriculum committees, and who reviewed or piloted the curriculum.

Table of 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 analyse 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 economics, geography, history, and political science). It also draws from literature and the pure sciences;
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, 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:

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

Guiding Principles

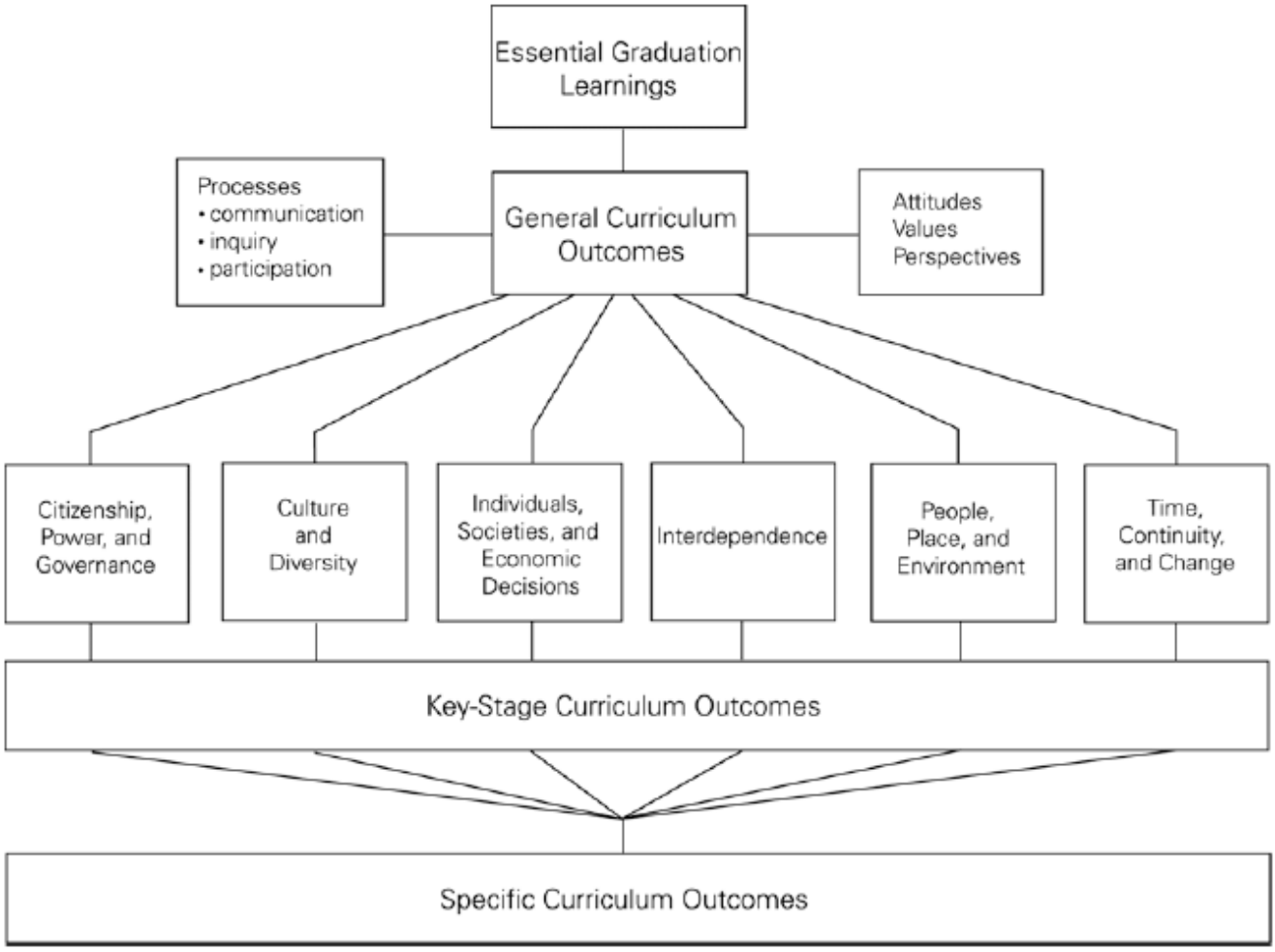
All kindergarten to grade 12 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by:

- 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* (1999). 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.



Essential Graduation Learnings

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.

Citizenship

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.

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.

Spiritual and Moral Development

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

By the end of grade 6, students will be expected to

- explore the processes by which people make moral and ethical decisions

In addition to its specific curriculum outcomes, this course also addresses Key-Stage Curriculum Outcomes within all of the six conceptual strands of social studies, as articulated in the *Foundation for Atlantic Canada Social Studies* (1999). Similarly, the Social Studies 4 curriculum provides myriad opportunities for students to engage in the three key social studies processes of communication, inquiry, and participation.

General Curriculum Outcomes

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:

- describe the purpose, function, powers and decision-making processes of Canadian Governments
- recognize the purpose of laws within the Canadian context

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, 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 that show how scarcity and opportunity cost govern the economic decisions made by individuals and governments
- Explain how supply and demand affects their lives

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:

- Examine and explain the causes and consequences of interaction among individuals, groups, and societies
- Identify and describe examples of positive and negative interactions among people, technology, 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 location, distance, scale, direction, and size to describe where places are and how they are distributed
- describe how the environment affects human activity and how human activity endangers or sustains the environment

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:

- describe examples of cause and effect and change over time.
- identify, evaluate, and use appropriate primary and secondary sources to learn and communicate about the past

Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation (see Appendix B for a Process-Skills Matrix). These processes are reflected in the "Suggestions for Teaching and Assessment" found in the *Specific Curriculum Outcomes* section of this guide. 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, and express ideas and information.

Inquiry

Inquiry requires that students formulate and clarify questions, investigate problems, analyse 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 social studies that have been organized according to the six conceptual strands and the three processes of the *Foundation for Atlantic Canada Social Studies* (1999). Some attitudes, values, and perspectives are embedded in more than one strand or process—this is 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 world views
- 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 among 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 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 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.

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. However, they require structure and clear limits as well as opportunities for setting standards for behaviour and establishing 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.

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.

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 a diversity of 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 and effective social studies is meaningful, significant, challenging, active, integrative, and issues-based.

Meaningful

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

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

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

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

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

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

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.

The Effective Social Studies Classroom

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 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 that may arise 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 opportunities 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.

Instructional Approaches

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 analyse and evaluate information and make 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 the 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.

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 circumstance.

The grade 4 social studies curriculum asks 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 has that change occurred. Students also consider the significance of place and the interaction of humans and the environment.

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, and publications
- visuals – maps, illustrations, photographs, pictures, and study prints
- artifacts – concrete objects, educational toys, and games
- individuals and community – interviews, museums, field trips
- multimedia – films, audio and video tapes, laser and video discs, television, and radio
- information technology – computer software, databases, CD-ROMs

- communiction technology – Internet connections, bulletin boards, e-mail

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 a passive role, 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.

Literacy Through Social Studies

Literacy has always been an important component of Social Studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all media and forms of communication. In today's Social Studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development, but also critical engagement with text, visuals, and auditory information. These goals have implications for the role of the Social Studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that Social Studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

Critical literacy in Social Studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intents, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives and to interpret the various levels of meaning, both explicit and implicit, 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.

Strategies that promote literacy through Social Studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. Students will engage in many learning opportunities designed to challenge and enhance their communication in a variety of modes (such as writing, debating, persuading, and explaining) and in a variety of mediums (such as the artistic and technological). In the Social Studies classroom, all literacy strands are significant: reading, writing, speaking, listening, viewing, and representing.

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. Through this important focus, the Social Studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

Integration of Technology

Technology, including Information and Communication Technology (ICT), 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.

ICT and related technologies 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.

- Increase access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must be applied to information used.
- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, 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, websites, 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), and analyse and present their findings by creating maps that demonstrate their learning.

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.

Social Studies for ESL Learners

The social studies curriculum is committed to the principle that learners of English as a second language (ESL) should be full participants in all aspects of social studies education. English proficiency and cultural differences must not be a barrier to full participation. The social studies curriculum provides materials that reflect accurately and fully the reality of Canada's diversity and fosters respect of cultural differences as an essential component. All students should study a comprehensive social studies curriculum with high-quality instruction and coordinated 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 have opportunities and be given encouragement and support for speaking, writing, reading, listening, interpreting, analysing, and expressing ideas and information in social studies classes. Such efforts have the potential to help EAL/ESL learners overcome barriers that will facilitate their participation as active citizens in Canadian society.

To this end:

- schools should provide ESL 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 ESL learners as well as their prior course work in social studies;
- the social studies proficiency level of ESL learners should be solely based on their prior academic record and not 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; and
- to verify that barriers have been removed, educators should monitor enrolment and achievement data to determine whether ESL learners have gained access to, and are succeeding in, social studies courses.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analysing patterns in the data, forming judgements about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation *of* learning and evaluation *for* learning. Evaluation *of* learning focuses on the degree to which students have achieved the intended outcomes and the extent to which the learning environment was effective toward that end. Evaluation *for* learning, given what evaluation of learning reveals, focuses on the designing of future learning situations to meet the needs of the learner.

The quality of assessment and evaluation has a link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

Assessment

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:

- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- questioning
- essay writing
- performance assessments
- peer and self-assessments
- multimedia presentations
- interviews
- rubrics
- simulations
- checklists
- questionnaires
- oral presentations
- role play
- debates
- rating scales
- case studies
- panel discussions
- graphic representations

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, 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:

- 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. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative – depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyse the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going.* It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used in order to report the degree to which curriculum outcomes have been achieved.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

Principles for Fair Student Assessment Practices for Education in Canada (1993) articulates five basic assessment principles:

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures:

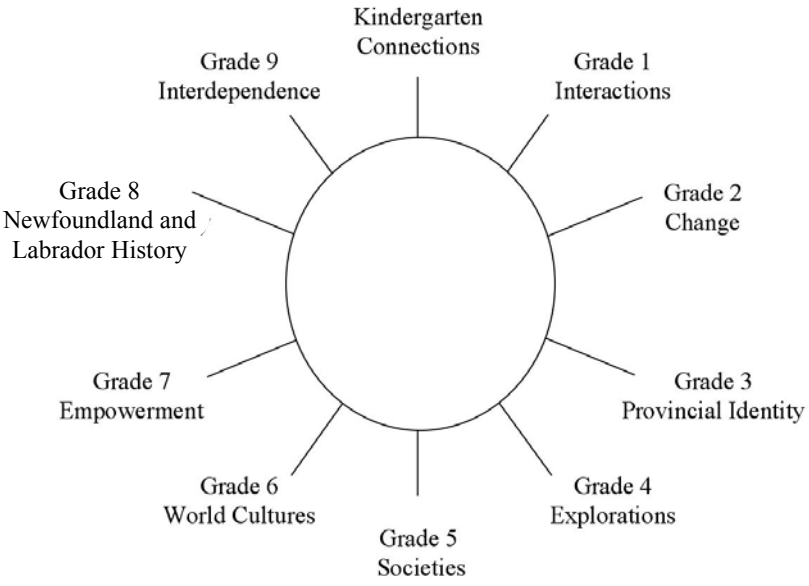
- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Curriculum Overview

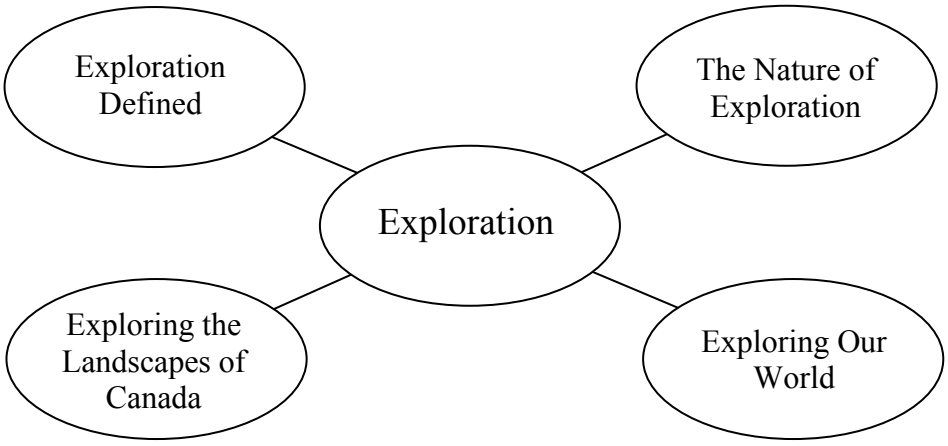
Kindergarten to Grade 9

The social studies program for entry to Grade 9 is designed around ten conceptual organizers.



Grade 4 Social Studies

Grade 4 social studies is organized into four units:



The conceptual framework for each unit in the grade 4 social studies program is expressed in the form of specific curriculum outcomes. Each outcome is accompanied by a set of delineations that elaborate upon and reflect its intent. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Course Summary

The organizing concept for Social Studies 4 is "Exploration". Students will develop both an understanding of what is exploration, the various aspects of exploration including the impact on both the people exploring and the people, place, or idea explored.

Next 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 how humans and the environment interact. This is an important concept in today's world, which is so concerned with sustainability. 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 impacted such factors as where people live and work.

The last 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.

Year Overview

Unit	Specific Curriculum Outcome	Recommended Instructional Time (in hours)
Introduction	SCO i.0 – The student will be expected to demonstrate proficiency in utilizing concepts from the social sciences	Integrated Throughout
One: Exploration Defined	SCO 1.0 – The student will be expected to demonstrate an understanding of the concept of exploration	6
Two: The Nature of Exploration	SCO 2.0 – The student will be expected to demonstrate an understanding of the stories of various explorers of land, ocean, space, and ideas.	11
	SCO 3.0 – The student will be expected to demonstrate an understanding of factors that motivate exploration	12
	SCO 4.0 – The student will be expected to demonstrate an understanding of the impact of exploration over time	7
Three: Exploring Our World	SCO 5.0 – The student will be expected to demonstrate an understanding of Earth's physical environment	10
	SCO 6.0 – The student will be expected to demonstrate an understanding of Earth's physical features	8
	SCO 7.0 – The student will be expected to demonstrate an understanding of the relationship between humans and the physical environment	11
Unit Four: Exploring the Landscapes of Canada	SCO 8.0 – The student will be expected to demonstrate an understanding of the physical landscape of Canada	8
	SCO 9.0 – The student will be expected to demonstrate an understanding of the human landscape of Canada	8
	SCO 10.0 – The student will be expected to demonstrate an understanding of the political landscape of Canada	10
	SCO 11.0 – The student will be expected to demonstrate an understanding of symbols associated with Canada's landscapes	4

How to Use the Four-Column Layout

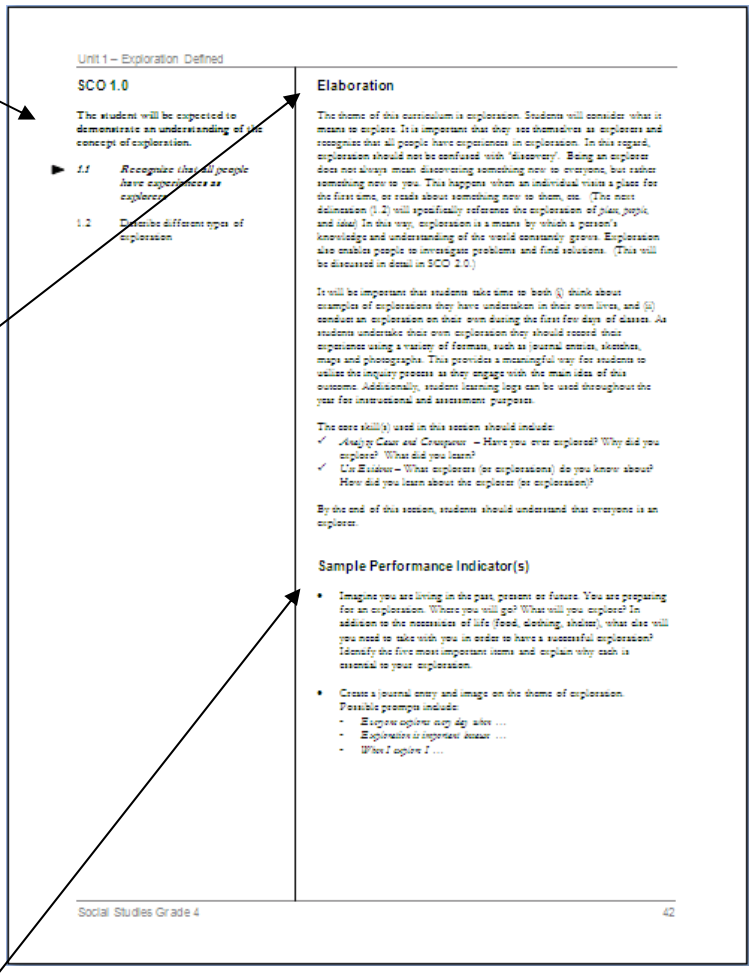
All specific curriculum outcomes are organized on two-page layouts of four columns. The curriculum has been organized into four columns to assist teachers with their instructional planning. An explanation of each feature is provided below.

Outcomes and Delineations

Each column contains one specific curriculum outcome and an accompanying set of delineations.

The delineations provide specificity in relation to main ideas that are considered to be essential components of the outcome.

Each two-page spread focuses on one delineation, which is offset by the ► symbol and is ***bolded and italicized***.


Unit 1 – Exploration Defined

SCO 1.0

The student will be expected to demonstrate an understanding of the concept of exploration.

► *1.1 Recognize that all people have experiences as explorers.*

1.2 Describe different types of exploration

Elaboration

The theme 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. In this regard, exploration should not be confused with 'discovery'. Being an explorer does not always mean discovering something new to everyone, but rather something new to you. This happens when an individual visits a place for the first time, or reads about something new to them, etc. (The next delineation (1.2) will specifically reference the exploration of *past, psyche,* and *time*) In this way, exploration is a means by which a person's knowledge and understanding of the world constantly grows. Exploration also enables people to investigate problems and find solutions. (This will be discussed in detail in SCO 2.0.)

It will be important that students take time to both (i) think about examples of explorations they have undertaken in their own lives, and (ii) conduct an exploration on their own during the first few days of classes. As students undertake their own exploration they should record their experience using a variety of formats, such as journal entries, sketches, maps and photographs. This provides a meaningful way for students to utilize the inquiry process as they engage with the main idea of this outcome. Additionally, student learning logs can be used throughout the year for instructional and assessment purposes.

The core skill(s) used in this session should include:

- ✓ *Analyze Cause and Consequence* – Have you ever explored? Why did you explore? What did you learn?
- ✓ *Use Evidence* – What explorers (or explorations) do you know about? How did you learn about the explorer (or exploration)?

By the end of this session, students should understand that everyone is an explorer.

Sample Performance Indicator(s)

- Imagine you are living in the past, present or future. You are preparing for an exploration. Where you will go? What will you explore? In addition to the necessities of life (food, clothing, shelter), what else will you need to take with you in order to have a successful exploration? Identify the five most important items and explain why each is essential to your exploration.
- Create a journal entry and image on the theme of exploration. Possible prompts include:
  - *Everyone explores every day when …*
  - *Exploration is important because …*
  - *When I explore I …*

Social Studies Grade 4 42

Elaboration

The purpose of this feature is to provide clarity in terms of scope and depth of treatment of ideas associated with each delineation.

Included are specific reference to how core social studies skills could be address in relation to the SCO/delineation.

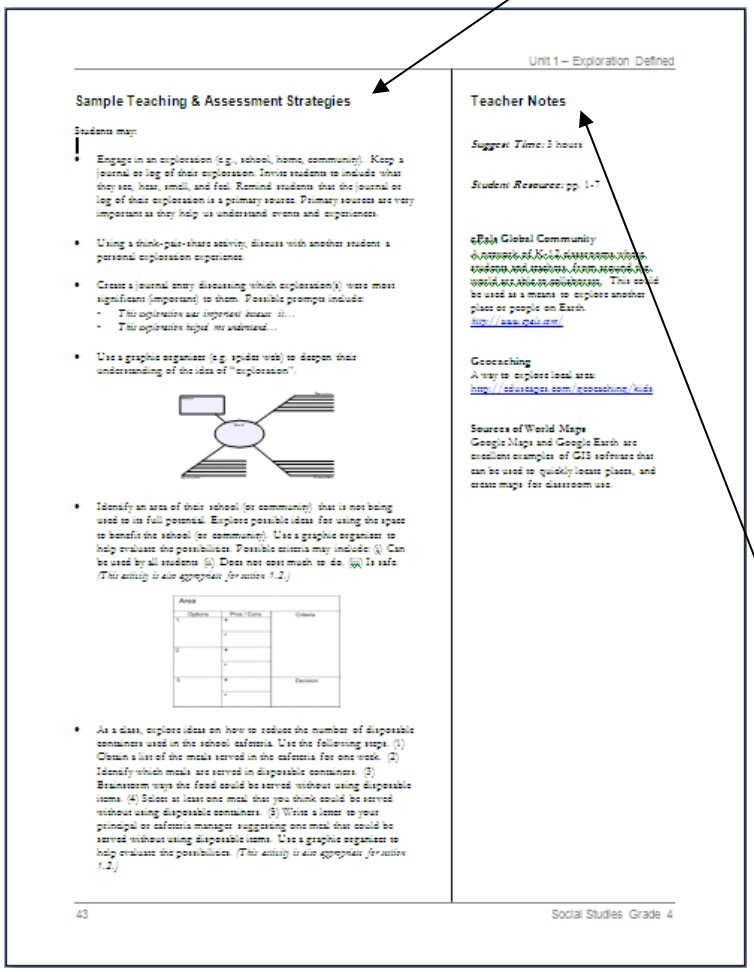
Sample Performance Indicator(s)

Performance indicators are designed for summative assessment purposes.

The data provided by a student in his/her response enables the teacher to assess the degree to which the student has achieved the outcome/delineation.

By determining what constitutes acceptable evidence that students have achieved the outcome / delineation, teachers are then able to proceed with planning for instruction – designing tasks that will enable students to successfully achieve the desired results.

At the grade 4 level, students should work independently to complete the indicator in less than 20 minutes.



Unit 1 – Exploration Defined

Sample Teaching & Assessment Strategies

Students may:

- Engage in an exploration (e.g., school, home, community). Keep a journal or log of their exploration. Invite students to include what they see, hear, smell, and feel. Remind students that the journal or log of their exploration is a primary source. Primary sources are very important as they help us understand events and experiences.
- Using a think-pair-share activity, discuss with another student a personal exploration experience.
- Create a journal entry discussing which exploration(s) were most significant (important) to them. Possible prompts include:
  - *This exploration was important because it…*
  - *This exploration helped me understand…*
- Use a graphic organizer (e.g. spider web) to deepen their understanding of the idea of "exploration".

- Identify an area of their school (or community) that is not being used to its full potential. Explore possible ideas for using the space to benefit the school (or community). Use a graphic organizer to help evaluate the possibilities. Possible criteria may include: (i) Can be used by all students (ii) Does not cost much to do. (iii) Is safe. *(This activity is also appropriate for section 1.2.)*

- As a class, explore ideas on how to reduce the number of disposable containers used in the school cafeteria. Use the following steps. (1) Obtain a list of the meals served in the cafeteria for one week. (2) Identify which meals are served in disposable containers. (3) Brainstorm ways the food could be served without using disposable items. (4) Select at least one meal that you think could be served without using disposable containers. (5) Write a letter to your principal or cafeteria manager suggesting one meal that could be served without using disposable items. Use a graphic organizer to help evaluate the possibilities. *(This activity is also appropriate for section 1.2.)*

Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 1-7

eBook Global Community
[redacted] This could be used as a means to explore another place or people on Earth.
http://www.epals.com/

Geocaching
A way to explore local area:
http://educacaps.com/geocaching/kids

Sources of World Maps
Google Maps and Google Earth are excellent examples of GIS software that can be used to quickly locate places, and create maps for classroom use.

43 Social Studies Grade 4

Sample Teaching and Assessment Strategies

This column offers a range of strategies for teaching and assessment from which teachers may choose when planning for instruction.

The tasks in this column can be used in various combinations to help students achieve the outcome.

It is not necessary to use all of these suggestions, nor is it necessary for all students to engage with the same learning/assessment tasks.

Both cooperative learning strategies and a range of differentiated tasks are included here.

Teacher Notes

Provides links to other curriculum areas and suggested supplementary resources.

Includes reference to the corresponding pages in the student resource.

Recommended time allocation is also provided.

Introduction

Introduction

Overview

The social studies curriculum (K-12) is organized around a conceptual framework which enables students to explore the content of various disciplines that constitute the social sciences, such as economics, geography, history and political science.

Associated with these conceptual strands are second order concepts which are used in the social sciences as a whole. While these concepts are implicit within the outcomes of each course, it is important that teachers consciously organize their teaching to provide students the opportunity to become proficient in applying these concepts within socials studies and to develop the ability to transfer these ideas to other settings – importantly real life situations.

The specific curriculum outcome that is associated with this set of ideas is labeled as *i* because these concepts are integrated throughout is the curriculum as a whole.

Outcomes

SCO *i*.0 **The student will be expected to demonstrate proficiency in utilizing concepts from the social sciences**

- *i*.1 Use an inquiry model to explore and resolve significant questions
- *i*.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends
- *i*.3 Make reasoned assessments based on appropriate criteria

SCO *i*.0

The student will be expected to demonstrate proficiency in utilizing concepts from the social sciences

► ***i.1*** ***Use an inquiry model to explore and resolve significant questions***

i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends

i.3 Make reasoned assessments based on appropriate criteria

Elaboration

The ability to ask questions and seek answers is one of the distinguishing attributes of humans. It enables us not only to meet our basic needs, but also to design and realize various visions of the future.

Inquiry begins with meaningful questions that connect to the world around us, build on prior knowledge and excite curiosity. Key to the success of an inquiry based classroom is the thoughtful nature of the questions asked. When teachers frame powerful questions for students and expressly teach students to frame powerful questions to drive their own learning, they foster a community of thinkers and nurture students' inquiry-mindedness. *(See Teacher Notes – Criteria for Powerful Questions)*

As students progress through the K-12 social studies curriculum it is expected that they will improve their ability to ask questions and find answers. The following model is considered appropriate for this purpose.

Ask questions for various purposes

- Generate their own main questions and follow-up questions to gather information for different purposes and to challenge ideas
- Use more specific and detailed versions of the 5W's questions

Locate and select appropriate sources

- Use simple search strategies to locate and assess sources
- Seek out and choose the most relevant and dependable sources for a range of information needs

Access and interpret key ideas

- Access information from a wide range of oral, written, visual and statistical sources
- Use strategies to locate main ideas and supporting details and to identify implied conclusions
- Paraphrase, judge significance or importance, interpret, and explain material
- Construct interpretations involving a range of comparative, causal and chronological relationships drawn from a body of information

Formulate reasoned opinions

- Explore options in an open-minded manner and support judgments with several plausible arguments and simple counter arguments
- Explore and rate several options and offer a reasoned judgment

Present ideas to others

- Share ideas using a variety of oral, visual and written formats across a range of audiences
- Produce clear, focused, and engaging presentations that serve the intended purpose and audience

By the end of this section, students should understand that finding an answer to a question requires thoughtfulness.

Sample Performance Indicator(s)

Note: the following is provided as an example of a task that embodies the ideas related to the inquiry process.

- Construct a timeline, using pictures and/or words, for an invention that has changed over time (e.g., radio, television, audio tapes, video recorders, CDs, DVDs) How has this invention has influenced the way we live?

Sample Teaching & Assessment Strategies

Note: The following are provided as examples of sample tasks that embody the ideas related to the inquiry process. These types of tasks are found throughout this section of the curriculum guide.

- Research three technologies that were developed to meet peoples' needs and wants. Construct a chart to show the positive consequences of each technology. Identify any negative consequences of this technology. Were any of these consequences unanticipated?

- Prepare a one-minute speech describing how exploration has influenced everyday life. Identify the positive and negative impacts this exploration has had. Identify possible positive and negative impacts of future space exploration.

Note: As students engage with various inquiries, the following may be helpful in establishing criteria appropriate to the grade 4 level for assessment purposes:

- ✓ ***Formulate and revise information questions, including simple research questions***
- ✓ ***Choose from simple sets of fictional and non-fictional options the most relevant and dependable source***
- ✓ ***Identify a number of obvious and less obvious details and recognize the main idea when directly stated***
- ✓ ***Restate in own words, offer interpretations, and identify simple comparative, causal and chronological relationships***
- ✓ ***Identify options, identify pros and cons of and choose a best option, offering plausible reasons***
- ✓ ***Use simple preparation and presentation strategies to plan a simple presentation of important, interesting or relevant ideas.***

Teacher Notes

Suggested Time: ongoing

Student Resource: throughout

Criteria for Powerful Questions

- generate curiosity
- stimulate conversation
- focus inquiry
- provide a lot of information
- lead to more questions

SCO *i*.0

The student will be expected to demonstrate proficiency in utilizing concepts from the social sciences

i.1 Use an inquiry model to explore and resolve significant questions

► ***i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends***

i.3 Make reasoned assessments based on appropriate criteria

Elaboration

Extending from the work of Peter Seixas, Roland Case and others, this curriculum establishes what may be thought of as a generic set of intellectual tools used by social scientists (e.g., economists, geographers and historians). For the purposes of this guide, the term "core skills" is used in place of intellectual tools.

Throughout the K-12 social studies curriculum it is expected that students will be able to use the following core skills as they explore the concepts and ideas of the curriculum.

Establish Significance - Why is a particular event, idea or trend important and worthy of study? Something may be considered significant if it has deep consequences for many people over a long period of time. The degree to which something is significant is often a matter of perspective.

Use Evidence - The degree to which a question can be answered, or a position supported by evidence, is a function of the quantity and quality of the information available.

Identify Continuity and Change - Continuity and change provides a way to organize information in temporal terms. Students need to develop awareness that, over time, there may be change or continuity. While change typically denotes a shift that may be significant, continuity may be equally as important. It is also important to note that some changes are subtle and consequently may be difficult to detect (i.e., tipping points and turning points).

Analyze Cause and Consequence - Cause and consequence focuses on the forces that influence events, ideas and trends. Students should be able to distinguish between immediate causes and underlying influences. Additionally, students should understand that typically there are multiple causes / underlying influences that affect any event, idea, or trend. Students should be able to identify immediate and long term consequences, as well as unanticipated consequences.

Consider Perspective - The concept of perspective centers on how people view an event, idea, issue or trend. The challenge for the student is to suspend his or her frame of reference and instead view the matter at hand in terms of other points of view. In particular, students need to consider the various forces which influence point of view, such as culture, values and experience. When considering historical events, students need to understand the importance of avoiding presentism, the application of present-day ideas and perspectives on depictions or interpretations of the past.

By the end of this section, students should understand that in order to fully explore a question, individuals must investigate the significance of the matter at hand.

Sample Performance Indicator(s)

Note: the following is provided as an example of a task that embodies the ideas related to applying core skills. In this example, students must apply the concepts of significance, cause and consequence, and perspective.

- Are some explorations more important than others? Explain why. Use two examples and support your answer with detail.

Sample Teaching & Assessment Strategies

Note: The following are provided as examples of sample tasks that embody the ideas related to the application of core skills. These types of tasks are found throughout this section of the curriculum guide.

- Examine a photograph that shows what a place looked like before and after an exploration. Based on the information in the photographs, and your own ideas, identify the positive and negative consequences of the exploration.

- Identify an example of an exploration that was motivated by the quest for power. Determine who might think that the exploration is a good idea and who might think that it is bad idea. Why might each group feel that way? (i.e., How will power affect them?) Use a graphic organizer to record your ideas. *(Extension: Answer the question - Should the exploration have gone ahead?)*

The Quest for Power		
Perspective #1 (believe it is a good idea)		**Perspective #2** (believe it is a bad idea)
Reason 1		Reason 1
Reason 2		Reason 2
Reason 3		Reason 3

- Compare two population density maps from two different time periods. How has the population density changed over time? What are some reasons for this change? Explain three.

- What might be Earth's most important physical feature to benefit humans? Why? Use the criteria in the following chart to help in your assessment. *(Note: These criteria were introduced in* delineation *4.2; also see* delineation *i.2.)*

Feature	**How are people affected?**	**How many people are affected?**	**How long have people been affected?**
Mountains	Details 1 2 3	Details 1 2 3	Details 1 2 3
Rivers	Details 1 2 3	Details 1 2 3	Details 1 2 3
Oceans	Details 1 2 3	Details 1 2 3	Details 1 2 3
Islands	Details 1 2 3	Details 1 2 3	Details 1 2 3
Rating: 1 – little 2 – some 3 – a lot			

Teacher Notes

Suggested Time: ongoing

Student Resource: throughout

SCO *i*.0

The student will be expected to demonstrate proficiency in utilizing concepts from the social sciences

i.1 Use an inquiry model to explore and resolve significant questions

i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends

► ***i.3 Make reasoned assessments based on appropriate criteria***

Elaboration

As students explore various questions, and apply the core skills to aid with their inquiry, students are frequently confronted with situations where they are asked to make a decision about what to believe or do. When students purposefully reflect on what is reasonable to believe, or what to do, they are thinking critically.

"… the goal is to help students approach any task, problem or issue in an open-minded manner, to look carefully at the various options and to reach reasonable conclusions based on careful assessment of relevant factors." (Embedding Critical Thinking Into Teaching and Learning, Alberta Education, 2008)

To think critically is essentially to engage in deliberations with the intention of *making a judgement* based on appropriate *criteria*.

By framing content in the context of problematic situations that invite students to think critically, student engagement can be significantly increased. (Note: If a situation has only one plausible option, or a correct answer is obvious, then it does not meet the criteria for critical thinking).

Throughout the K-12 social studies curriculum it is expected that students will be improve their ability to think critically as they explore the concepts and ideas of the curriculum.

In the area of social studies, here are some applications of this concept:
- ✓ What makes a good argumentative essay?
- ✓ What makes a sound solution to an economic problem?
- ✓ What makes a thoughtful question?
- ✓ What are the qualities of a reliable primary source?

By the end of this section, students should understand that an individual must use criteria in order to answer complex questions.

Sample Performance Indicator(s)

Note: the following is provided as an example of a task that embodies the idea of critical thinking.

- Which do you believe are the three most important areas of federal government responsibility? Explain the criteria that you used to make your assessment.

- Read a short description of how human actions have affected the physical environment. Identify the positive and negative consequences, and then decide if the actions were appropriate.

Sample Teaching & Assessment Strategies

Note: The following are provided as examples of sample tasks that embody the ideas related to the application of critical thinking. These types of tasks are found throughout this section of the curriculum guide.

- With a partner, brainstorm ways that your class could use power to make a positive difference in your school or community. Identify three possibilities. Share your list with the class. As a class select one possibility based on criteria such as: the project must be able to be completed (i) quickly and (ii) inexpensively. *(Note: As there may be several possibilities that may meet the stated criteria, it will be useful for students to further consider the consequences of each alternative before making a final decision.)*

We Can Make a Difference! How could we use power to make a positive different in our school or community?		
Possibilities	**Consequences**	**Criteria**
#1	+	
	-	
#2	+	
	-	
#3	+	**Decision**
	-	

- Read a short description of how human actions have affected the physical environment. Identify the problem people faced and describe how they responded to the problem. Next, identify the positive and negative consequences of the response. Finally, decide if the actions taken to solve the problem were appropriate. Use criteria to help make your assessment.

Problem Faced	
Response	
Positive Consequences	**Negative Consequences**
Criteria	
Judgement	

Teacher Notes

Suggested Time: ongoing

Student Resource: throughout

The Foundation for Critical Thinking
http://www.criticalthinking.org

The Critical Thinking Consortium
http://www.tc2.ca

Unit 1: Exploration Defined

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 on the exploration of places, people, and ideas from both historical and modern perspectives.

It is recommended that teachers take time to provide an opportunity for students to engage with an exploration during the first week or two of the school year – either individually, with a partner, in small groups, or as an entire class. This will help provide students with a common exploration experience in which teachers may embed key ideas that can be built upon throughout Unit 1 and Unit 2. Some of the key concepts touched on during the exploration may include: creation of primary sources, identifying and solving problems, identifying motive(s), and consideration of the consequences of exploration.

Unit Outcomes

SCO 1.0 **The student will be expected to demonstrate an understanding of the concept of exploration.**

1.1 Recognize that all people have experiences as explorers

1.2 Describe different types of exploration

SCO 1.0

The student will be expected to demonstrate an understanding of the concept of exploration.

► ***1.1 Recognize that all people have experiences as explorers***

1.2 Describe different types of exploration

Elaboration

The theme 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. In this regard, exploration should not be confused with 'discovery'. Being an explorer does not always mean discovering something new to everyone, but rather something new to you. This happens when an individual visits a place for the first time, or reads about something new to them, etc. (The next delineation (1.2) will specifically reference the exploration of *place*, *people*, and *ideas*) In this way, exploration is a means by which a person's knowledge and understanding of the world constantly grows. Exploration also enables people to investigate problems and find solutions. (This will be discussed in detail in SCO 2.0.)

It will be important that students take time to both (i) think about examples of explorations they have undertaken in their own lives, and (ii) conduct an exploration on their own during the first few days of classes. As students undertake their own exploration they should record their experience using a variety of formats, such as journal entries, sketches, maps and photographs. This provides a meaningful way for students to utilize the inquiry process as they engage with the main idea of this outcome. Additionally, student learning logs can be used throughout the year for instructional and assessment purposes.

The core skill(s) used in this section should include:

- ✓ *Analyze Cause and Consequence* – Have you ever explored? Why did you explore? What did you learn?
- ✓ *Use Evidence* – What explorers (or explorations) do you know about? How did you learn about the explorer (or exploration)?

By the end of this section, students should understand that everyone is an explorer.

Sample Performance Indicator(s)

- Imagine you are living in the past, present or future. You are preparing for an exploration. Where you will go? What will you explore? In addition to the necessities of life (food, clothing, shelter), what else will you need to take with you in order to have a successful exploration? Identify the five most important items and explain why each is essential to your exploration.

- Create a journal entry and image on the theme of exploration. Possible prompts include:
  - *Everyone explores every day when …*
  - *Exploration is important because …*
  - *When I explore I …*

Sample Teaching & Assessment Strategies

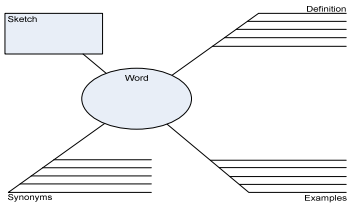
Students may:

- Engage in an exploration (e.g., school, home, community). Keep a journal or log of their exploration. Invite students to include what they see, hear, smell, and feel. Remind students that the journal or log of their exploration is a primary source. Primary sources are very important as they help us understand events and experiences.

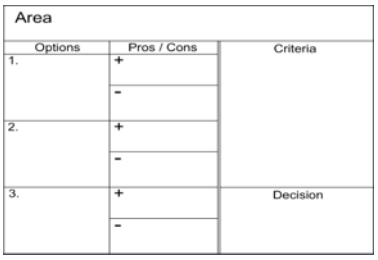
- Using a think-pair-share activity, discuss with another student a personal exploration experience.

- Create a journal entry discussing which exploration(s) were most significant (important) to them. Possible prompts include:
  - *This exploration was important because it…*
  - *This exploration helped me understand…*

- Use a graphic organizer (e.g. spider web) to deepen their understanding of the idea of "exploration".



- Identify an area of their school (or community) that is not being used to its full potential. Explore possible ideas for using the space to benefit the school (or community). Use a graphic organizer to help evaluate the possibilities. Possible criteria may include: (i) Can be used by all students (ii) Does not cost much to do. (iii) Is safe. *(This activity is also appropriate for section 1.2.)*



- As a class, explore ideas on how to reduce the number of disposable containers used in the school cafeteria. Use the following steps. (1) Obtain a list of the meals served in the cafeteria for one week. (2) Identify which meals are served in disposable containers. (3) Brainstorm ways the food could be served without using disposable items. (4) Select at least one meal that you think could be served without using disposable containers. (5) Write a letter to your principal or cafeteria manager suggesting one meal that could be served without using disposable items. Use a graphic organizer to help evaluate the possibilities. *(This activity is also appropriate for section 1.2.)*

Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 1-7

ePals Global Community
A network of K-12 classrooms where students and teachers from around the world are able to collaborate. This could be used as a means to explore another place or people on Earth.
http://www.epals.com/

Geocaching
A way to explore local area:
http://eduscapes.com/geocaching/kids

Sources of World Maps
Google Maps and Google Earth are excellent examples of GIS software that can be used to quickly locate places, and create maps for classroom use.

SCO 1.0

The student will be expected to demonstrate an understanding of the concept of exploration.

1.1 Recognize that all people have experiences as explorers

► ***1.2 Describe different types of exploration***

Elaboration

Students will examine and describe three different types of exploration:

- Place – the exploration of oceans, land and outer space
- People – the exploration of the lives of people
- Ideas – the quest for knowledge and the exploration of ideas (including imagining and inventing new ways to do things, conducting research, learning about a topic that is new)

Examples of these three types of exploration should include both historical and modern-day explorations.

While the motives for exploration and the consequence of exploration are examined in detail in the next unit, teachers may wish to engage students with questions that relate to these factors. However, this should not be discussed in depth, but simply as a means to learn more about the exploration.

The core skill(s) used in this section should include:

- ✓ *Establish Significance* – Are some explorations more important than others? Why?
- ✓ *Use Evidence* – How do we know about explorations that have taken place? What types of records have explorers created?

By the end of this section, students should understand that there are many different types of exploration.

Sample Performance Indicator(s)

- Make a collage illustrating the different types of exploration discussed in this unit.

- Create a web listing the different types of exploration. Include at least two things you would like to explore from each type of exploration. *(Variation: This could be modified to indicate past or future explorations)*

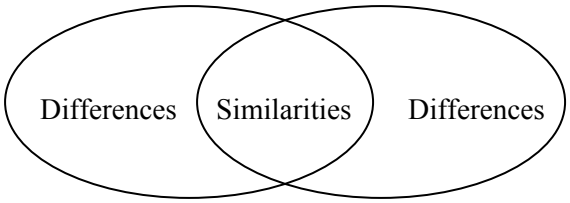
Sample Teaching & Assessment Strategies

Students may:

- Use a photograph to answer the following questions: Where could this be? What would it be like there? Why would people want to go there? How would you get there? Would you like to go there? Why?

- In a small group, brainstorm to identify various examples of exploration. Record each example on a sticky note. Then sort the examples under the categories of place, people, and ideas. Have students share their findings during a whole class share.

- Compare two different types of exploration. Use a Venn diagram to help organize students' ideas. (e.g., compare exploring a place and with exploring an idea)



  As an extension, students may use the information that is contained in the "similar" section of the Venn diagram and create a class chart of characteristics common to all exploration.

- Review some of the explorers you have studied in this unit or have read about on your own. Using a chart, identify:
  - the explorer
  - the type of exploration (place, people, ideas)
  - what was explored
  - the location where the exploration took place

Who was the explorer?	What type of exploration took place?	What was explored?	Location where the exploration took place

  From this information, write a sentence (or two) explaining why you think exploration takes place. Make a sketch illustrating these explorations.

- *Also see the last two activities in column three page 35 – exploration of a place and exploration of an idea as possible Suggestions for Teaching and Assessment.*

Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 8-12

National Geographic
Exploration and photo of the day archive from *National Geographic.*
http://photography.nationalgeographic.com/photo-of-the-day/adventure-exploration/

Magazines
National Geographic or other magazines that feature examples of exploration.

NL Tourism
Information about our province found in tourist brochures, etc.
http://www.newfoundlandlabrador.com/

Software
Created for K-5 learners, Kidspiration develops thinking, literacy and numeracy skills using visual learning principles.

Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

Which type of exploration – people, place and ideas – is the most important? Why? Give reasons (and examples) to support your answer.

Unit 2: The Nature of Exploration

Unit 2: The Nature of Exploration

Unit Overview

Throughout this unit, students will examine the stories of various explorers of place (land, ocean, outer space), people and ideas. They will identify the explorers' motivation(s), the challenges they faced, and how they met those challenges.

In particular, students will recognize that economics plays a significant role in virtually all types of exploration. Building upon the concepts of needs, wants, and supply and demand which were introduced in earlier grades, students will further deepen their understanding of economics – the process of deciding how to best use our scare resources to meet our relatively unlimited needs and wants.

Students will also consider the effect exploration has on Earth and human kind, and will make predictions about the impact of future explorations. Here students will be asked to judge the appropriateness of various explorations, based on their impact.

Specific Curriculum Outcomes

2.0 The student will be expected to demonstrate an understanding of the stories of various explorers of land, ocean, space, and ideas

- 2.1 Examine the ways in which we learn about the experiences of explorers
- 2.2 Identify challenges faced by explorers
- 2.3 Explain how explorers met challenges

3.0 The student will be expected to demonstrate an understanding of factors that motivate exploration

- 3.1 Explain how desire for knowledge motivates exploration
- 3.2 Explain how economics motivates exploration
- 3.3 Explain how the quest for power motivates exploration

4.0 The student will be expected to demonstrate an understanding of the impact of exploration over time

- 4.1 Explain how exploration changes our understanding of the world
- 4.2 Evaluate the consequences of exploration

SCO 2.0

The student will be expected to demonstrate an understanding of the stories of various explorers of land, ocean, space, and ideas

► ***2.1 Examine the ways in which we learn about the experiences of explorers***

2.2 Identify challenges faced by explorers

2.3 Explain how explorers met challenges

Elaboration

The intent of this outcome is to examine the stories of various explorers in order to deepen students' understanding of the concept of exploration, and *how* we learn about explorations.

Building on their prior knowledge, students should investigate examples of exploration of place, people and ideas. It will be important to consider explorations and explorers from many parts of the world, both past and present. It will be advantageous to include local (i.e., Newfoundland and Labrador and Canadian) explorations and explorers.

Students should use a variety of sources as the means by which they learn about the stories of explorers. Teachers should clarify with students the differences between primary and secondary sources. In brief, a primary source is an artifact, a document, a recording, or other source of information that was created at the time under study. Secondary sources are constructed using primary sources.

Additionally, it will be important to note that both primary and secondary sources have strengths and limitations. For example, while primary sources tend to be accurate as they are created by someone who was "there", they can also be incomplete as the author may not have observed / recorded "everything" that happened. Thus, it is important to underscore with students that our understanding of events is often limited and incomplete.

Finally, when examining stories of exploration of place, teachers should remind students to be mindful of the fact that "explored" lands were often already inhabited. Therefore, the use of the term "discovered" is inappropriate.

The core skill(s) used in this section should include:
- ✓ *Use Evidence* – Is this a primary or secondary source? Is the source reliable? Do I need more information to better understand this story?
- ✓ *Consider Perspective* – How might the explorer have thought about his or her journey? What might be missing from this story?

By the completion of this section students should understand that stories of exploration are sometimes told from one point of view, and are therefore incomplete.

Sample Performance Indicator(s)

- Imagine you are writing a story about an explorer from the past. What types of information would you need to write an accurate story? Why?

- We can learn about the story of an exploration using sources such as journals, maps and photographs. Which of these sources helps you learn the *most* about an exploration? Why?

- Are some types of sources better than others when learning about an exploration? Explain. Use examples to support your answer.

Sample Teaching & Assessment Strategies

Students may:

- Select an exploration story you have read (place, people, ideas). Use a world map to locate places mentioned in the story. Trace the explorer's journey. *(Note: Some students may find it useful to use string to help trace the journey.)*

- Create a bulletin board display of stories of exploration that have been examined to date in the course. Students could create a newspaper headline for each exploration and make a simple sketch to illustrate an aspect of the exploration (e.g., the location, mode of transportation, people involved, etc.)

- Provide students with a photograph (or other primary source) related to a particular exploration (place, people, ideas). Have students identify the obvious information contained in the source. Next, have students consider what other information would be needed in order to tell the entire story of the exploration. Use a chart to help students organize their information. *(Extension: Students should decide what would be an appropriate source to use in finding the information to answer each question.)*

Question	**Answer**
Who is shown in the image?	
What is being explored?	
Where was the image taken?	
When was the image taken?	
What other questions need to be answered in order to write a story of the exploration? ✓ ✓ ✓	

- Using primary sources, explore an aspect of their family (or community) history. For each source, create a jot note or two that summarizes the main information from the source. Once all of the sources have been examined, the student may then prepare a summary of the exploration. Some possible sources of data are family photo albums and community museums.

Document	**Type**	**Main Idea(s)**
#1	___ *Email* ___ *Home Video* ___ *Interview* ___ *Photograph* ___ *Postcard / Letter* ___ *Other*	
#2		
#3		
Summary of what I learned about …		

Teacher Notes

Suggested Time: 5 hours

Student Resource: pp. 14-19

Sources of World Maps
Google Maps and Google Earth are excellent examples of GIS software that can be used to quickly locate locations, and create maps for classroom use.

Primary Sources
It will be useful for teachers to collect various examples of primary sources related to exploration. These sources may be used for the activities listed on this page under Sample Learning and Assessment Strategies, and throughout the course as a whole.

SCO 2.0

The student will be expected to demonstrate an understanding of the stories of various explorers of land, ocean, space, and ideas

2.1 Examine the ways in which we learn about the experiences of explorers

► ***2.2 Identify challenges faced by explorers***

2.3 Explain how explorers met challenges

Elaboration

As the stories of various explorers are examined, students should be able to identify the challenges faced by each explorer. While the challenges will vary based on the nature of the exploration, they may be grouped under categories such as:

- *Physical Environment* – this would refer to the challenges posed by nature, such as landforms (e.g., mountains, oceans) and climate (extreme heat or cold)
- *Tools and Technology* – this would refer to the items needed to complete the exploration; in some cases there will be either inadequate tools or a complete lack of tools (e.g., a supply of air to help a diver explore under the sea)
- *Transportation* – while this could be considered part of tools and technology, students may find it easier to consider this as a separate category (e.g., a spaceship to reach another planet)
- *Peoples' Attitudes and Ideas* – will the attitudes and ideas of others discourage or prevent an exploration from taking place? Does the explorer have fears that will affect the exploration?

In narrative text the challenges faced by explorers may not always be obvious. To help students consider the challenges faced by explorers, students should try and imagine that they are the ones completing the exploration.

The responses used by explores to overcome challenges will be examined in the next delineation (2.2) of this specific curriculum outcome.

The core skill(s) used in this section should include:

- ✓ *Analyze Cause and Consequence* – What challenges did this explorer face? What effects did these challenges have?
- ✓ *Use Evidence* – What are the sources of evidence that help us understand the challenges faced by the explorer?
- ✓ *Consider Perspective* – If I were exploring _____ how will I get there? What clothing will I need? What shelter will I stay in?

By the completion of this section students should understand that explorers face many challenges.

Sample Performance Indicator(s)

- Choose an explorer that you have studied, identify the challenges that this explorer faced. Use a mind map to present your answer.

- Identify some of the challenges that would be faced by an explorer wishing to travel to another place on Earth.

- Having listed several challenges that an explorer faced, identify which might have been the most difficult challenge to overcome. Why?

Sample Teaching & Assessment Strategies

Students may:

- As a class, read an excerpt from a primary document (diary, letter, log, or blog) written by various explorers (e.g., Captain Bob Bartlett). Each student should identify some of the challenges the explorer faced. Represent the classes' findings in an idea web.

- Compare two explorations – one from the past and one from the present. Identify the challenges faced by each explorer. Which challenge might be the most difficult for each explorer to overcome? What might this tell us about how exploration has changed over time? *(Note: Students should compare the same type of exploration, e.g., place, people, ideas)*

Comparing the Challenges Faced by Explorers		
Exploration #1 (Past)	**Criteria**	**Exploration #2** (Present)
	physical environment	
	tools and technology	
	transportation	
	peoples' attitudes and ideas	
	Other	
	Most Difficult Challenge	
Summary Question: *What might this tell us about how exploration has changed over time?*		

- Research an exploration that was not successful. What were the challenges of this exploration? Why were these challenges not met? *(Note that this activity helps establish a segue to delineation 2.3.)*

- Engage with an appropriate piece of literature about exploration and create a visual response (e.g., cartoon, sketch, painting, etc. to show one of the challenges the explorer faced. *(Variation: If done as a read-a-loud by the teachers, have students use the stretch to sketch strategy.)*

Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 22-27

Sources for Stories
It will be useful for teachers to collect various examples of primary sources related to exploration. These sources may be used for the activities listed on this page under Sample Learning and Assessment Strategies.

Cupids Case Study
Examines challenges faced by colonists.
http://education.cupids400.com/grade4

Ask-A-Scientist
Sponsored by Atlantic Science Links Association, this free service enables scientists to visit with K-12 students, providing an opportunity to discuss issues related to the exploration of ideas, including the challenges it poses.
http://atlanticsciencelinks.dal.ca/sits_more.html

A similar program is also available at science.ca
http://www.science.ca/askascientist/askascientist.php

SCO 2.0

The student will be expected to demonstrate an understanding of the stories of various explorers of land, ocean, space, and ideas

2.1 Examine the ways in which we learn about the experiences of explorers

2.2 Identify challenges faced by explorers

► ***2.3 Explain how explorers met challenges***

Elaboration

Once students have examined the stories of several different explorations, and have identified the challenges faced by the explorers, attention should focus on how explorers respond to challenges.

Students should develop the understanding that in order to overcome challenges, explorers must be able to solve problems and think creatively. Often, this may lead to innovation. Innovations include both (i) a new use for an existing tool / technology, or (ii) the development (invention) of a new tool / technology.

Students should be introduced to a problem solving model, and have opportunity to practice using this model as they examine various problems. An appropriate model would include the following steps:

1. State the problem (it may be useful to do this in the form of a question, e.g., How will we travel to _____ ?)
2. Brainstorm to identify possible solutions
3. Evaluate the strengths and weaknesses (advantages/disadvantages) of the possible solutions
4. Select the preferred solution based on at least one criterion (e.g., Which is the least expensive? Which is the fastest?)

The core skill(s) used in this section should include:

- ✓ *Consider Perspective* – How might the explorer have thought about his/her journey? Do we think of it the same way today?
- ✓ *Analyze Cause and Consequence* – How do people overcome obstacles and solve problems?

By the completion of this section students should understand that (i) exploration encourages innovation and (ii) explorers overcome challenges.

Sample Performance Indicator(s)

- A local magazine has asked you to write about the exploration that you are about to embark upon. In your article be sure to identify:
  - where or what you will explore (place, people, or ideas),
  - two or more challenges you believe you will face in your exploration, and
  - how you intend to overcome each challenge

- As an explorer from the past (100 years ago), create a primary source document (i.e., log, journal) to tell about the difficult day you have just survived. In your entry:
  - write about where/what you explored,
  - two (or more) challenges you faced during the day, and
  - an explanation of how you overcome (or tried to overcome) those challenges.

Sample Teaching & Assessment Strategies

Students may:

- Using a think-pair-share strategy, discuss with a partner examples of challenges that you have faced, and tell how you overcame them.

- After listening to or reading a new story of exploration, identify the challenges faced by the explorer and for each challenge generate a list of possible solutions. Consider the advantages and disadvantages of each possible solution. Use at least one criterion as the basis for judgement. (E.g., possible criteria may include lowest cost, least amount of time, lowest impact on the environment.)

Challenge		
Possible Solutions	Advantages/ Disadvantages	Criteria
1.	+	
	–	
2.	+	
	–	
3.	+	Decision
	–	

- Invent a new way to do a simple task either at home or at school. Identify the challenge(s) that you faced. Show your new invention to your class or family and explain how your invention will make the task easier. Create a model or image to help illustrate your solution. Have the class organize their inventions as a gallery for others to view.

- As a class, develop material for a webpage / slideshow / bulletin board display, with each student (or group of students) contributing one explorer. *(Note: Ensure the explorers included are diverse, representing past and present explorations, and be explorers of different gender, race, etc.)* Students should include the following in their information:
  - Name of explorer
  - What was explored
  - Two or more challenges faced by the explorer
  - How the challenge was overcome
  - Any new ideas / innovations that resulted from the exploration

- Participate in a jigsaw activity to learn about various explorations of place, people, and ideas. As students learn about the exploration, have them identify the challenges of the exploration and how the challenges were overcome. Students should also identify the creativity used by the explorer to solve the problem solving she/he faced, including any innovations that may have resulted from the exploration.

- After listening to or reading an excerpt from a primary source (e.g., diary, letter, log, blog) written by an explorer, write a newspaper article that summarizes the story. The response should include a brief recount of the exploration, the challenges faced by the explorer and how the explorer met the challenges. *(Extension: After creating the newspaper article ask students how they might have responded to those challenges.)*

Teacher Notes

Suggested Time: 5 hours

Student Resource: pp. 20-21, 28-31

Cupids Case Study
Examines how colonists responded to the challenges they faced.
http://education.cupids400.com/grade4

Ask-A-Scientist
This free service enables scientists to discuss with K-12 students issues related to the exploration of ideas.
http://atlanticsciencelinks.dal.ca/sits_more.html

A similar program is also available at science.ca
http://www.science.ca/askascientist/askascientist.php

Invent Now
The National Inventors Hall of Fame honors women and men who make significant technological advances.
http://www.invent.org/hall_of_fame/1_0_0_hall_of_fame.asp

National Geographic Photography Milestones
Images of many "firsts" in exploration. *Site contains some graphic images – discretion required.*
http://photography.nationalgeographic.com/photography/photos/national-geographic-milestones/

Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

- Which type of exploration – place, people, or ideas – is most challenging? Why? Give at least two reasons to support your answer.

- Which type of exploration – place, people, or ideas – has led to the most important (significant) innovations? Use examples to explain your answer.

SCO 3.0

The student will be expected to demonstrate an understanding of the factors that motivate exploration

► ***3.1 Explain how the desire for knowledge motivates exploration***

3.2 Explain how economics motivates exploration

3.3 Explain how the quest for power motivates exploration

Elaboration

In general terms, this outcome examines *why* people explore. While students may have considered this in the stories discussed since the beginning of the course, attention should now focus on classifying the motive for an exploration into one of three categories: knowledge (which includes curiosity), economics (sometimes referred to as wealth) and power.

Both the stories of explorers already studied, and additional stories, may be examined in terms of motivating factors. However, 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 develop a sense of the variety of motivations.

At the beginning of this outcome teachers will need to discuss with students the skill of analyzing cause and consequence. However, given the context of this outcome, teachers should focus primarily on the aspect of cause. In this regard, it should be noted that frequently there is more than one cause (motivation) for an exploration. This skill should be applied when examining each motive in the outcome.

While the consequences of exploration will be examined in-depth in the next outcome (SCO 4.0), it is appropriate to include a brief discussion of the consequences of each exploration.

This delineation focuses specifically on how the desire for knowledge is a motive for exploration – enabling people to use information to meet their needs and wants. Students should come to the realization that the desire for knowledge can be driven by a range of interests, from finding a cure for a disease to satisfying a simple curiosity.

The core skill(s) used in this section should include:
- ✓ *Establish Significance* – Was this exploration important?
- ✓ *Cause and Consequence* – What were the motivations for this exploration?
- ✓ *Consider Perspective* – How might others view this exploration?

By the end of this outcome, students should understand that the desire for knowledge is one motive that encourages exploration.

Sample Performance Indicator(s)

- Think about things you find interesting and would like to learn more about. Identify three explorations you would like to undertake in your desire for knowledge. Draw three images to show this. Write a caption for each image.

- Read two stories of exploration that were motivated by a desire for knowledge. Are both explorations equally important, or is one more important than the other? Give reasons for your answer.

- Read a short description of an exploration. Was the main motivation for the exploration a desire for knowledge? How do you know?

Sample Teaching & Assessment Strategies

Students may:

- For a given type of exploration, identify examples of explorers who searched for knowledge. *(Extension: Have students circulate among their classmates and use the "give one - get one" strategy to complete the chart. Note, this provides students with an opportunity to revise their classifications if necessary.)*

Type of Exploration	Who Explored	Knowledge Sought
Place		
People		
Ideas		

- Interview a friend or family member who is exploring for knowledge. Ask why the person is interested in learning about that particular area.

- Collect images of explorations where people were motivated by the desire for knowledge. Organize the images into a collage. Give the collage a title. At the bottom of the collage write an inference about the importance of knowledge as a motive for exploration. *(This activity could be completed individually, in small groups, or as a class. The internet is an excellent source of images for this type of task. The collage could be created electronically, e.g., using PowerPoint or Word.)*

  (Extension: Have each student identify three examples from the collage of explorations that were especially important. Have the student explain why.)

- Research to find examples of archaeological digs throughout Newfoundland and Labrador. What were the motivations behind these explorations? Use a T-chart to name each dig in column one with a summary of what archaeologists hoped to learn from each dig in column two. *(Variation: Each student could research various explorations, then use the quiz-quiz-trade strategy to deepen their understanding of this concept. The teacher could then organize the information from the cards onto a class chart.)*

Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 32-37

Historica Minutes
These short online videos feature a range of explorers.
http://www.histori.ca/minutes/

Archaeology Sites in Newfoundland and Labrador
As of 2008 there were approximately 4300 identified archaeological sites in the province. They range in age from nearly 9000 years ago to the 20th Century.
http://www.tcr.gov.nl.ca/tcr/pao/arch_sites/

SCO 3.0

The student will be expected to demonstrate an understanding of the factors that motivate exploration

3.1 Explain how the desire for knowledge motivates exploration

► 3.2 ***Explain how economics motivates exploration***

3.3 Explain how the quest for power motivates exploration

Elaboration

In relation to this delineation students should understand that many explorations occurred (and still occur) to meet peoples' needs or wants. When people search for resources to meet their needs and wants, they are motivated by economics. Economics refers to the way we use our resources to meet our needs and wants.

A note of caution is in order here. Some stories reveal that the economic desire for wealth (acquiring more resources than may be needed) results in damage to the physical environment and/or other people. However, there are many examples which exemplify economic motives in a more positive light, such as new uses for renewable resources (e.g., bamboo) or clean sources of energy. Therefore, it will be important for students to conclude that economic motives are not always "bad" or "wrong".

Students should continue to deepen their understanding of cause, remembering that there is seldom one single motivation for an event or action. This skill should be applied when examining each motive in the outcome.

Again, while the consequences of exploration will be examined in-depth in the next outcome (SCO 4.0), it will be appropriate to include a brief discussion of the consequences of economic motives for exploration.

The core skill(s) used in this section should include:
- ✓ *Establish Significance* – Was this exploration important?
- ✓ *Cause and Consequence* – What were the motivations for this exploration?
- ✓ *Consider Perspective* – How might others view this exploration?
- ✓ *Make a Judgement* – Is exploration for resources ever unacceptable? Explain.

By the end of this section, students should understand that the desire for resources is one motive that encourages exploration.

Sample Performance Indicator(s)

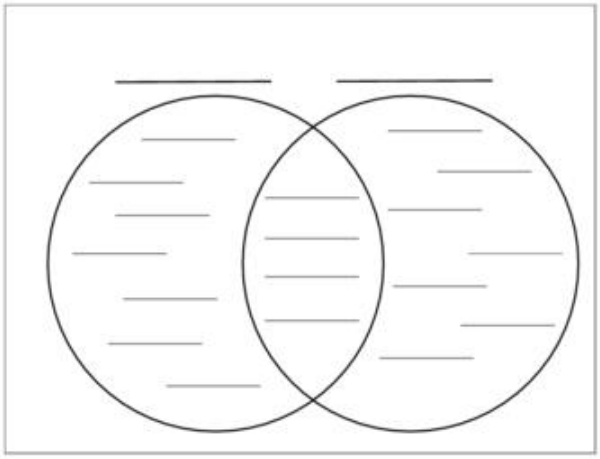
- What are some resources that people might explore for today (*or* from the past)? Draw an image to show this. Write a caption for your image which explains why.

- Read a short description of an exploration. Identify if the main motivation for the exploration is economic. Support your answer with details.

Sample Teaching & Assessment Strategies

Students may:

- Use a Venn Diagram to compare the resources sought in present day explorations with those sought in previous centuries. Which resources are important for both time periods?



- Invite a guest speaker to the class to talk about an exploration that is motivated by economics. Prepare powerful questions for the speaker that will help you understand the exploration. e.g., What were the motives for this exploration? What were some of the challenges faced during the exploration? What were the results of the exploration? (Examples that relate to Newfoundland and Labrador include fish, iron ore, nickel, oil, and uranium.) *(See Teacher Notes – Criteria for Powerful Questions)*

- Create a poster which illustrates the various ways we use natural resources to meet our needs and wants.

- With a partner, brainstorm to create a list of ten natural resources we use today. Then rank the resources from most important to least important. Share your top three resources with another pair of students. Compare your ranking. Are your lists different? Now, as a group of four create a final "top three" list. Share your ideas as part of a class discussion. Is there any resource that all groups agree is the most important?

- Identify an example of an exploration that is motivated by economics. Determine who might think that the exploration is a good idea and who might think that it is a bad idea. Explain why each group of people might feel that way. *(Variation: This issue could be explored through a class debate. This format allows students the opportunity to evaluation their initial position and revise their stance on the issue as appropriate.)*

Teacher Notes

Suggested Time: 5 hours

Student Resource: pp. 38-40

Cupids Case Study
Examines how economics motivated settlement at Cupids.
http://education.cupids400.com/grade4

Historica Minutes
These short online videos feature a range of explorers.
http://www.histori.ca/minutes/

Natural Resources Canada
An good general resource on the geography of Canada.
www.nrcan.gc.ca

Criteria for Powerful Questions

- generate curiosity
- stimulate conversation
- focus inquiry
- provide a lot of information
- lead to more questions

SCO 3.0

The student will be expected to demonstrate an understanding of the factors that motivate exploration

3.1 Explain how the desire for knowledge motivates exploration

3.2 Explain how economics motivates exploration

► ***3.3 Explain how the quest for power motivates exploration***

Elaboration

This outcome concludes with an examination of how power is a motive for exploration. Power refers to the ability of an individual or group to influence or control the lives of others.

This is perhaps the most abstract of the three motives of exploration discussed in the outcome. Given the limited knowledge / experience that students may have in this regard teachers may find it necessary to take time to work through two or three examples in some detail, in order for students to deepen their understanding of this idea.

A note of caution is in order here. Many of the stories that relate to explorations motivated by power involve human suffering and tragedy. Therefore teachers should exercise a high degree of sensitivity when engaging students with these stories.

To ensure that students develop a balanced understanding of the concept of power, it will be important to look at stories of explorers who sought power in order to make a positive contribution. Examples may include commonly identified heroes, such as Terry Fox, Craig and Mark Kielburger, Emily Murphy, Nellie McClung or Martin Luther King Jr.

Again, while the consequences of exploration will be examined in-depth in the next outcome (SCO 4.0), it is appropriate to include a brief discussion of the consequences of power as a motive for exploration.

The core skill(s) used in this section should include:
- ✓ *Establish Significance* – Was this exploration important?
- ✓ *Cause and Consequence* – What were the motivations for this exploration?
- ✓ *Consider Perspective* – How might others view this exploration?
- ✓ *Make a Judgement* – When is the quest for power "okay"? Is it ever unacceptable?

By the end of this section, students should understand that the quest for power is one motive for exploration.

Sample Performance Indicator(s)

- Identify two examples from (a) the past and (b) the present where people explore to gain power. *(Extension: Compare two of the explorations using a Venn diagram.)*
- Describe a situation where it would be helpful for people to explore to gain power in order to make a positive difference in their community.
- Read a short description of an exploration. Identify if the main motivation for the exploration is power. Support your answer with details.

Sample Teaching & Assessment Strategies

Students may:

- Write a journal entry telling of a time when you wanted to have more power in order to make a positive difference.
- Power can sometimes harm people, but at other times it can be helpful. Identify three examples of individuals or groups who are exploring today to help improve the lives of people, animals or places.
- Create a logo for an organization that is exploring ways to make their community, country or planet a better place to live.
- With a partner, brainstorm ways that your class could use power to make a positive difference in your school or community. Identify three possibilities. Share your list with the class. As a class select one possibility based on criteria such as: the project must be able to be completed (i) quickly and (ii) inexpensively. *(Note: As there may be several possibilities that may meet the stated criteria, it will be useful for students to further consider the consequences of each alternative before making a final decision.)*

We Can Make a Difference! How could we use power to make a positive different in our school or community?		
Possibilities	**Consequences**	**Criteria**
#1	+	
	-	
#2	+	
	-	
#3	+	**Decision**
	-	

- Identify an example of an exploration that was motivated by the quest for power. Determine who might think that the exploration is a good idea and who might think that it is bad idea. Why might each group feel that way? (i.e., How will power affect them?) Use a graphic organizer to record your ideas. *(Extension: Answer the question - Should the exploration have gone ahead?)*

The Quest for Power		
Perspective #1 (believe it is a good idea)		**Perspective #2** (believe it is a bad idea)
Reason 1		Reason 1
Reason 2		Reason 2
Reason 3		Reason 3

Teacher Notes

Suggested Time: 4 hours

Student Resource: pp. 41-43

Historica Minutes
These short online videos feature a range of explorers, including Emily Murphy , Nellie McClung and others.
http://www.histori.ca/minutes/

Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

- Read a short description of an exploration. Identify the main motivation for the exploration.
- In order of importance, rank these motivations for exploration: knowledge, economics and power. Give reasons to support your answer.

  Note: *The last question does not have a definitive answer. Teachers should evaluate responses based on rationale provided. Ideally students will have commented on (i) the nature of the consequences of that particular type of exploration, and (ii) the significance of those consequences.*

SCO 4.0

The student will be expected to demonstrate an understanding of the impact of exploration over time

► ***4.1 Explain how exploration changes our understanding of the world***

4.2 Evaluate the consequences of exploration

Elaboration

Now that students' have considered the various causes that motivate exploration, focus will now shift to an examination of the consequences of exploration.

This section asks student to consider the question "Why is exploration important?" By now students should have examined a range of explorations and have been able to infer that exploration is the primary means by which we learn about ourselves and the world around us. By questioning and investigating we acquire not only knowledge, but also understanding, insight, and wisdom.

In relation to the consequences of exploration, students' should consider some of the unanticipated consequences of exploration. For example, the development of the steam engine contributed to a revolution in transportation.

Students should be able to reflect on both their own explorations and those of others, and explain how these explorations contribute to our understanding of the world.

The core skill(s) used in this section should include:
- ✓ *Establish Significance* – Why was this exploration important?
- ✓ *Identify Continuity and Change* – How did this exploration change _____ ? What did people think about _____ before the exploration? How do they think about it after/now?
- ✓ *Analyze Case and Consequence* – Identify which exploration was most significant.
- ✓ *Consider Perspective* – Did everyone feel the same way about the exploration? Why?

By the end of this section, students should understand that exploration helps people deepen their understanding of the world.

Sample Performance Indicator(s)

- Exploring involves risk. Identify three explorations where the results were greater than the risks. Use a chart to organize this information. Choose one exploration from the chart and explain how it changed our understanding of the world.

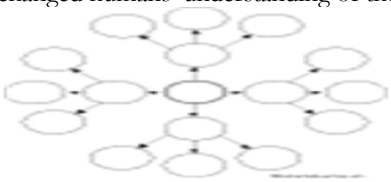
The Consequences of Exploration		
Exploration	**Risk(s)**	**Result(s)**

- Identify an exploration you would like to complete. Identify the possible risks you might face. What criteria could you use to help you decide if you should proceed with the exploration? List three criterion and state why each should be used. *(Variation: Teachers could have students discuss this question with a partner using a walk and talk strategy before they begin to create their answers.) (Note: It may be useful to revisit idea that students generated about areas they would like to explore, if such a list was made earlier in the years.)*

Sample Teaching & Assessment Strategies

Students may:

- Select a technology that has enabled exploration to take place. Construct an idea web to help illustrate the consequences of the innovation (anticipated and unanticipated). Use the idea web to help create a comic strip that tells the story of how the consequences of the exploration changed humans' understanding of the world.



- Choose a natural resource in your area such as fish, minerals, wood, or oil. Ask an older person who has harvested the resource to tell you (i) the method used to obtain the resource in the past, and (ii) the method used to obtain the resource today. List the positive and negative consequences of each method of exploring on:
  - the environment
  - people

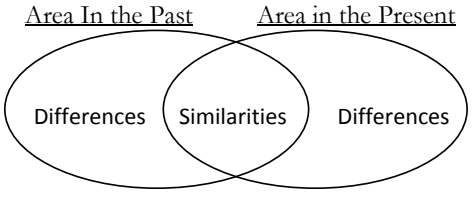
  Establish at least one criterion to answer the question: "What is the best method for harvesting the resource?" Use a chart to help organize your answer.

Resource	Method used to harvest the resource …	Impact on the Environment		Impact on People	
		+	-	+	-
	Past				
	Present				

- Imagine that … *(insert scenario here).*

  What might be some of the consequences of this exploration? Use an idea web to present your answer. Circle and colour the positive and negative consequences in the web. Based on your discussion, use criteria to decide if the exploration should proceed. *(Note: Be sure students consider various perspectives.)*

- Choose two maps (or photographs) of the same area from two different time periods. Compare how the area has changed over time. Suggest reasons for the changes.



- Create a poster, comic strip, timeline, or other visual, which shows how changes in technology (or transportation) have changed peoples' understanding of the world. Give the work a title, such as "The World is a Much Smaller Place Today".

Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 44-49

Historica Minutes
These short online videos feature a range of explorations and their consequences.
http://www.histori.ca/minutes/

Natural Resources Canada
An good general resource on the geography of Canada.
www.nrcan.gc.ca

Software
Created for K-5 learners, Kidspiration develops thinking, literacy and numeracy skills using visual learning principles.

SCO 4.0

The student will be expected to demonstrate an understanding of the impact of exploration over time

4.1 Explain how exploration changes our understanding of the world

► ***4.2 Evaluate the consequences of exploration***

Elaboration

All explorations have impacts. We can judge the consequences of explorations as positive or negative, or in some cases as neutral. Students should be able to classify the consequences of explorations as positive or negative.

In addition, it will be important for students to assess the degree of importance for a particular consequence (i.e., establish significance). For example, while the consequences of some explorations may be trivial (e.g., exploring a tidal pool), others will be profound (e.g., exploring to find a cure for a disease).

To help make this determination it will be useful for students to apply three criterion as a basis for judging the extent to which a consequence is significant:

- How many people were affected?
- In what way(s) were people affected? (In other words, how *deep* were the consequences?)
- How long were the consequences felt?

Finally, sufficient time should be provided for students to reflect on what they have learned in the course thus far and use it as the basis for speculating on the consequences of future explorations. In this regard it will be useful for teachers to include some scenarios where students consider how possible solutions to existing problems might affect humans in the future.

The core skill(s) used in this section should include:

- ✓ *Cause and Consequence* – What were the consequences of the exploration? Were there unexpected consequences? Were the consequences positive or negative?
- ✓ *Establish Significance* – How important was this exploration? Why?
- ✓ *Identify Continuity and Change* – Did this exploration result in change?
- ✓ *Consider Perspective* – How did people feel about the exploration? Did other people feel differently about it? Why?

By the end of this section, students should understand that (i) there are both positive and negative consequences for any exploration, and that (ii) the consequences of some explorations are more important than others.

Sample Performance Indicator(s)

- Are some explorations more important than others? Explain why. Use two examples and support your answer with detail.

- Examine a photograph that shows what a place looked like before and after an exploration. Based on the information in the photographs, and your own ideas, identify the positive and negative consequences of the exploration. *(Note: Possible images could include area of forest where clear cutting took place, creation of protected habitat. It will be important to ensure that the image has a carefully worded caption to provide context for students.)*

Sample Teaching & Assessment Strategies

Students may:

- In a small group, brainstorm to identify the positive and negative consequences of explorations. Use a graffiti map to organize your ideas. Share this information with the class. *(Extension: Consider if one exploration was more significant than another. The chart below may be helpful with this task.)*

Question	Assessment
How many ***people*** were affected?	Few - - - - - - - Some - - - - - - - Many
How ***deep*** were the consequences?	(Not) 0 1 2 3 4 5 6 7 8 9 10 (Very)
How ***long*** were the consequences felt?	5 Years - - - - - - - 50 years - - - - - - - 500 years

- Research three technologies that were developed to meet peoples' needs and wants. Construct a chart to show the positive consequences of each technology. Identify any negative consequences of this technology. Were any of these consequences unanticipated?

- Construct a timeline, using pictures and/or words, for an invention that has changed over time (e.g., radio, television, audio tapes, video recorders, CDs, DVDs) How has this invention has influenced the way we live?

- Choose a local exploration and discuss the positive and negative effects of this exploration. Examples could include a new development in the community, such as a walking trail.

- Various countries have helped develop an international space station. What is one impact of this space station on our world today? What could be one impact of this station on our world in the future?

- Prepare a one-minute speech describing how exploration has influenced everyday life. Identify the positive and negative impacts this exploration has had. Identify possible positive and negative impacts of future space exploration.

- Record on a class chart the information students know about vaccines. As a class, develop questions about the discovery and uses of these vaccines that they want a medical professional to answer. (E.g., What disease does the vaccine protect against? How many people used to be affected by the disease?) Invite that person to visit the class and answer their questions. Add any new information to the class chart. Correct any misinformation. *(See Teacher Notes for criteria on what constituted a powerful question.)*

- Brainstorm examples of explorations that involved a disaster or loss of human life. Have a class discussion to analyze the impact of this exploration on future exploration. *(Note: Teachers may wish to have students brainstorm this at home with their parents in advance of doing this in class.)*

Teacher Notes

Suggested Time: 4 hours

Student Resource: pp. 48-58

Historica Minutes
These short online videos feature a range of explorations and their consequences.
http://www.histori.ca/minutes/

Criteria for Powerful Questions

- generate curiosity
- stimulate conversation
- focus inquiry
- provide a lot of information
- lead to more questions

Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

Create a journal entry commenting on how an exploration has impacted the place where they live. Use one of the following prompts to help you:

This exploration is important because it …

Without this exploration or explorer…

Unit 3: Exploring Our World

Unit 3: Exploring Our World

Unit Overview

In Grade Three, students explored the physical features of their own province and region. In the Exploring Our World unit, they will extend their knowledge and skills to a study of the world. Students will 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. When examining the challenges they will consider how humans have responded to them.

These outcomes contain a large number of terms and concepts. Teachers are encouraged to provide as many interactive and engaging activities for students as possible in order to help students construct an understanding of this content as opposed to relying excessively on memorization.

Specific Curriculum Outcomes

5.0 The student will be expected to demonstrate an understanding of Earth's physical environment

- 5.1 Identify the continents and oceans
- 5.2 Describe the continents in terms of physical features, climate and vegetation
- 5.3 Create a map displaying physical features of Earth

6.0 The student will be expected to demonstrate an understanding of Earth's physical features

- 6.1 Describe the attributes of mountains, rivers, oceans, and islands
- 6.2 Identify examples of each of Earth's physical features

7.0 The student will be expected to demonstrate an understanding of the relationship between humans and the physical environment

- 7.1 Describe the benefits the physical environment offers humans
- 7.2 Describe the challenges posed by the physical environment
- 7.3 Explain the impact that human activity has on the physical environment

SCO 5.0

The student will be expected to demonstrate an understanding of Earth's physical environment

► ***5.1 Identify the continents and oceans***

5.2 Describe the continents in terms of physical features, climate and vegetation

5.3 Create a map displaying physical features of Earth

Elaboration

The intent of this unit is to introduce students to the study of the physical environment of Earth. Teachers will need to note that for the purposes of this unit the physical environment consists of three parts:

- Earth's physical features,
- Earth's climate, and
- Earth's vegetation.

Students will need to develop an understanding of the largest physical features – continents and oceans. As these features serve as the basis of student inquiry throughout the remainder of the social studies program, it will be necessary for students to identify the continents in terms of their relative position and size. 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.

In order to assist with this exploration, students will need to build on their understanding of the four cardinal directions (Grade 3) and practice using the intermediate directions when identifying relative location (e.g., northwest of…). Additionally, students are introduced to the concepts of hemisphere, pole, equator, and prime meridian. These concepts are used to help students gain an awareness of longitude and latitude in determining absolute location. (Note that longitude and latitude will be studied more formally in Grade 5.)

Students should use simple map scales to calculate distances on a map. A map scale such as 1 cm to represent 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.

The core skill(s) used in this section should include:

- ✓ *Establish Significance* – Are oceans and continents important? Why?
- ✓ *Identify Continuity and Change* – What is the relationship between oceans and continents? What do all continents have in common? How does the northern hemisphere differ from the southern hemisphere?
- ✓ *Consider Perspective* – What continent is most important to me? How might someone living on another continent answer this question? Why?

By the completion of this section students should understand that continents and oceans are Earth's largest physical features.

Sample Performance Indicator(s)

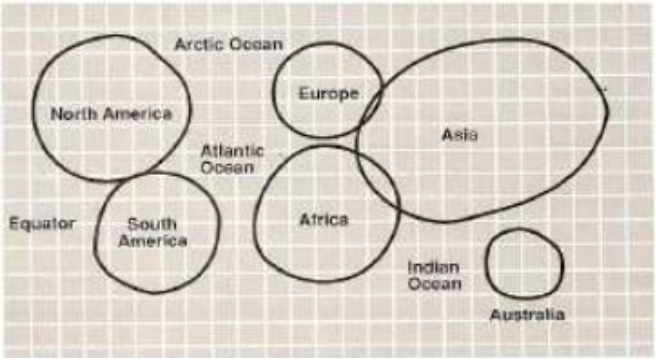
- Using the outline map of Earth, and the word bank provided, correctly label the continents and oceans.

- Given a world list with the names of the seven continents and five oceans, create a map of Earth using circles. Label the continents and oceans. *(Note: Teachers should ensure that the map is accurate in terms of the relative (i) position and (ii) size of the continents and oceans.)*

Sample Teaching & Assessment Strategies

Students may:

- Given a set of proportionately sized circles, correctly position the circles to represent a map of Earth.



- Working with a partner, take turns hiding an object in the classroom. Give clues as it its position using (i) relative location, and (ii) absolute location. *(Note: This may be a useful way to have students develop their initial understating of the terms relative and absolute.)*

- Choose three to five (3-5) cities. Identify where these places are in relation to where you live using cardinal and intermediate directions. *(Note: This could be done as a teacher lead / whole class activity, or adapted to be completed with a partner.)*

Fredericton, NB	Halifax, NS
Charlottetown, PEI	St. John's, NL
Toronto, ON	Edmonton, AB
London, England	Paris, France
Beijing, China	Sydney, Australia
Lima, Peru	Los Angeles, California

- With a partner play a game "Which Continent Am I?" Each student can create cards for 7 places in the world. The cards should contain: (i) a clue about the direction of the continent from the school community, and (ii) a clue about the distance of the continent from their community / province using the scale on the classroom world map. *(Possible maps are found in the student resource on pp. 62 and 176-177.)*

- Describe their school in terms of relative location to their house. Discuss when it would be important to use absolute location instead of relative location.

- Using an existing melody, create a song entitled "The Continents" that describe the relative size and position of each. *(Note: Teachers may find examples of songs on You Tube.)*

- Create a game similar to Jeopardy or Trivial Pursuit focusing on the content of this outcome. Use headings such as: continents, oceans, physical features, climate and vegetation. *(Note: The class can play and add to this game as they work through this unit.)*

- Create a puzzle to practice learning about the location of the continents. With a partner, correctly position cut-outs of the continents in the correct relative position. Check each other's work. *(Variation: Have the cut-outs labeled or not labeled.)*

Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 59-65

Appendix D – Mapping and Map Projections, p. 103

Counting Continents
Since students may raise questions, it is important to be aware that authorities do not all agree on the number of continents and oceans. For example, in some systems Europe and Asia are considered to be the single continent of Eurasia. This system is preferred by many in Russia, given that Russia straddles the boundary (i.e., the Ural Mountains) between Europe and Asia. Likewise, counts of the oceans may also vary if distinctions are made, for instance, between the North Atlantic and the South Atlantic.)

Continents and Oceans Tutorial
http://www.sheppardsoftware.com/World_Continents.htm

Continents Map Puzzle
http://www.yourchildlearns.com/mappuzzle/continents-puzzle.html

SCO 5.0

The student will be expected to demonstrate an understanding of Earth's physical environment

5.1 Identify the continents and oceans

► ***5.2 Describe the continents in terms of physical features, climate and vegetation***

► ***5.3 Create a map displaying physical features of Earth***

Note: *This spread deals with <u>both</u> delineations*

Elaboration

Once students have developed a sense of the relative size and position of the continents and oceans, they should continue their exploration of Earth's physical environment by investigating each continent's main physical features, climate, and vegetation.

Throughout this section students will continue to develop a mental map of Earth, and should be provided with sufficient time and activities that will encourage them to think deeply about the characteristics of each continent.

In terms of physical features, students should develop a mental map of the approximate position and distribution of major mountains, rivers, and lakes.

Consideration should be given to Earth's climate in general terms. Specifically, students should be able to differentiate between the tropical, temperate, and polar climates.

Finally, students should develop a sense of the various types of vegetation (biomes) on each continent. Teachers should avoid making this section unnecessarily complicated. In brief it will be sufficient to note:

- the various types of vegetation (rain forests, forests, grasslands, tundra and deserts), and
- the factors that influence the type of vegetation that dominates an area (climate and physical features).

The core skill(s) used in this section should include:

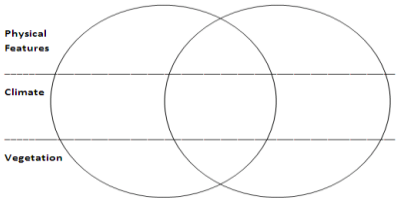
- ✓ *Identify Continuity and Change* – Examine the location of Earth's physical features. Is there a pattern? Examine the position of Earth's climate. Is there a pattern? Examine the distribution of Earth's vegetation. Is there a pattern?
- ✓ *Analyze Cause and Consequence* – How would your life change if you lived near the equator? How would your life change if you lived near the North or South Pole?
- ✓ *Consider Perspective* – How might someone who lives in a mountainous area feel about moving to a grassland area?

By the completion of this section students should understand that Earth's physical environment is varied.

Sample Performance Indicator(s)

- Describe how the climate changes as you travel away from the equator. Be sure to use the terms polar, temperate, and tropical in your answer. (Alternative: Describe how the climate would change as you travelled from the North Pole to the South Pole.)

- Use a Venn diagram to help you compare what it would be like to live near the Equator with living near the South Pole. Explain what would be different and what would be the same. What would be the most important difference?



- Using the outline map of Earth, sketch the major physical features that each continent contains (mountains, rivers, lakes). Create a legend to illustrate each feature. *(Note: Students do not need to include proper names, such as Nile River or Himalaya Mountains.)*

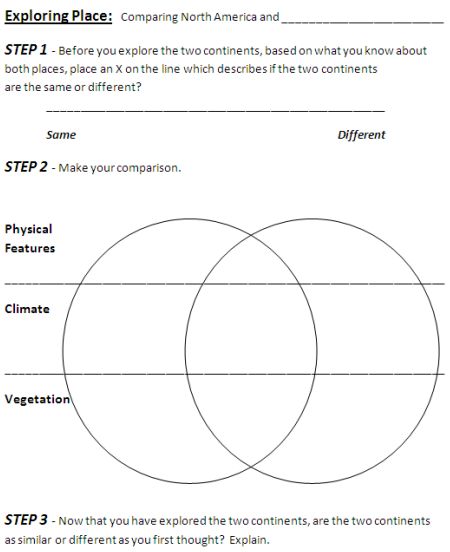
Sample Teaching & Assessment Strategies

Students may:

- Examine maps of Earth that feature parts of the environment (e.g., vegetation). Make an "I Wonder" chart by posting what, where, when and why questions they have about the world. Students can post the answers beside the questions as they find them. (e.g., I wonder why there are no deserts in Europe?)

I wonder			
Question	What I Think I know	Confirmed	New information

- Compare North America with another continent. Use the following organizer to guide your inquiry:



- Using a physical map, climate map and vegetation map of Earth, answer the following questions: What are some things that all continents have in common? What are some differences between them? Use a chart to organize your findings. Finally, decide what is the most important similarity and the most important difference. Be sure to use at least three criterion. Possible criteria include: climate, physical features and vegetation.

- Prepare a collage display of the physical features of the continents. *(Variation: Using an outline map of Earth and a clothing catalogue make a collage showing what types of clothing would be work in each climate zone. Fill-in in the outlines of the continents with pictures in relation to its climate)*

- Create a postcard to send to a friend from each of the three climate regions. On the front of the card, draw a picture that shows some of the types of vegetation found in the region. On the reverse side of the card, describe how the climate is influencing what you are doing on the vacation.

- In small groups debate "Why it would be a good idea to live _____?" *(e.g., Why it would be a good idea to live in a tropical climate zone. Why it would be a good idea to live on a mountain?)*

- With a partner *(or as a whole class)* play a game "Where on Earth Am I?" Each student can create cards for 7 places in the world. The cards should contain clues referring to:
  (i) the direction of the continent from the school community,
  (ii) the physical features of the continent,
  (iii) the climate of the continent, and
  (iv) the vegetation of the continent.
  (Possible maps are found in the student resource on pp. 62 and 176-177.)

Teacher Notes

Suggested Time: 7 hours

Student Resource: pp. 66-72

Physical Features
Examples of major physical features are Everest (mountain), Greenland and New Guinea (islands), Superior and Baikal (lakes), and Nile and Amazon (rivers). For your information, Everest is clearly the world's tallest mountain (in terms of height above sea level), and Greenland is the largest island (in area). Regarding the latter, however, some students may argue that continents like Antarctica and Australia should be considered as islands (that would be larger than Greenland).

Criteria for judging the largest lake and river are less clear-cut. Lake Superior is the largest freshwater lake by surface area, while Lake Baikal is the largest by volume. However, some geographers are beginning to classify the Caspian Sea (which, although salty, is land-locked) as a lake. In this case, it would be the largest, both by surface area and volume. As for rivers, the Amazon is largest in terms of volume of water carried. Much debate continues, however, as to which is longest – the Amazon or the Nile.

Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

What are three important ideas to remember about each part of Earth's physical environment?
a) Climate
b) Vegetation
c) Physical Features
Place a star next to what you believe is the *most* important idea for each. Explain why.

SCO 6.0

The student will be expected to demonstrate an understanding of Earth's physical features

► ***6.1 Describe the attributes of mountains, rivers, oceans, and islands***

6.2 Identify examples of each of Earth's physical features

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, describe basic attributes, and illustrate each feature in such a way as to highlight its primary characteristics.

For example, in terms of rivers, students should understand such attributes as the source, tributaries, mouth, and delta. As well, lakes need to be addressed. For example, a lake may be the source of a river, or a river may flow and widen to become a lake and then flow on again.

The core skill(s) used in this section should include:
- ✓ *Establish Significance* – How are mountains, rivers, oceans, and islands important to a particular location?
- ✓ *Identify Continuity and Change* – How are Earth's features distributed? Is there a pattern?

By the completion of this section students should understand that mountains, rivers, oceans and islands are Earth's significant physical features.

Sample Performance Indicator(s)

- Prepare a speech for Earth Day. Discuss why Earth's physical features are important. Provide at least two reasons. You should include some of the characteristics of mountains, rivers, islands, and oceans in your speech. *(Note: This could also be completed as a poem, song, or script for a drama.)*

- You have been hired by a local travel agency to help create a travel brochure encouraging people to explore mountains, rivers, oceans, and islands. Write a short paragraph about each feature for the brochure. Describe what a person might see if they travelled to explore the feature. Create a simple sketch to be used in the brochure. Label your sketch.

- Using an illustration, create a journal response to answer the following question:

  What makes a *river* a *river*?

  (Insert name of physical feature)

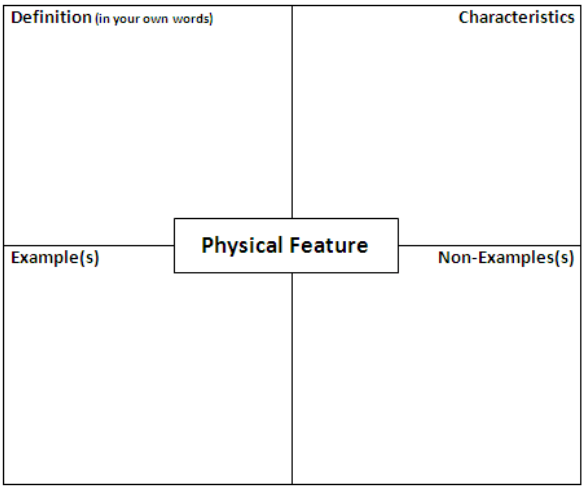
Sample Teaching & Assessment Strategies

Students may:

- Use a paper bag to describe the main characteristics of mountains, rivers, oceans, and islands. Choose one side of the bag for each physical feature. Draw an illustration and label it to show the main characteristics of each physical feature.

- Invite someone to the classroom who works on an ocean or a river. Develop "powerful" questions you would like answered about the type of work the person does. *(See Teacher Notes for criteria on what constitutes a powerful question.)*

- Write a definition for the following physical features: mountain, river, ocean, and island. Pair with another student and combine definitions for each physical feature. Join with another pair of students and once again combine definitions. Share these definitions with the class to develop a class definition for each of the physical features. *(Note: Students should be encouraged to complete this activity without a dictionary. However, a dictionary could be used at the end, and students revise their definitions as necessary.)*



- Using the "quiz-quiz-trade" strategy learn some of the terms associated with Earth's physical feature. On an index card write a fact about a particular feature. (This could be done by the students themselves.) Distribute one card to each student. To start the game ask each student to partner with another student. After they both quiz each other, have the partners trade cards, then pair up with another student. Repeat at least five times. *(Variation: Adapt to use the inside-outside circles strategy.)*

- Have students – individually, in pairs, or in a small group – create an illustration or model of one of the 4 main physical features. Students must label their illustration or model and provide a brief description of the physical feature. Students may view the illustrations or models during a Gallery Tour.

Teacher Notes

Suggested Time: 5 hours

Student Resource: pp. 74-85

Criteria for Powerful Questions

- generate curiosity
- stimulate conversation
- focus inquiry
- provide a lot of information
- lead to more questions

SCO 6.0

The student will be expected to demonstrate an understanding of Earth's physical features

6.1 Describe the attributes of mountains, rivers, oceans, and islands

► ***6.2 Identify examples of each of Earth's physical features***

Elaboration

Students would have worked with local physical features in Grade 3 (i.e., provincial and Atlantic Canadian). Consequently, the primary focus at Grade 4 should be national and global. As well, the number of examples of each should be limited.

For example, two or three major rivers in Canada and two or three from other places on Earth would be sufficient.

Note that at this time, while there may be some discussion in terms of human-environmental interactions, it is sufficient to gain a basic awareness of the distribution of significant examples of each feature. Human-environmental interactions are the focus of outcome 7.0.

The core skill(s) used in this section should include:
- ✓ *Use Evidence* – Find an example of each feature on a map.
- ✓ *Consider Perspective* – How important is each of Earth's physical features to you? How might other people feel about that feature? For example, how might someone who lives on/near a mountain feel about its importance?

By the completion of this section students should understand that the characteristics of a physical feature are much the same no matter where in the world it is located.

Sample Performance Indicator(s)

- Name one example of each of Earth's physical features and explain why the feature is significant.

Feature	Example	Why is the feature significant?
Mountain		
River		
Ocean		
Island		

- Choose an example of one physical feature anywhere in the world. Create an advertisement for an adventure tourism magazine promoting your example as THE place to vacation this year.

Sample Teaching & Assessment Strategies

Students may:

- Participate in a field trip to a local physical feature. Students can draw or make notes on what they observe and learn. They can then use this information to compare the local physical feature to the same kind of physical feature in other parts of the world.
- Use a Canadian topographic map to find similar physical features in other parts of Canada. Use a world topographic map to find similar physical features in the world. Discuss their observations with the class.
- Prepare a travel brochure advertising one river, one island, one mountain, and one ocean somewhere in the world. Talk about the characteristics of each one that would make a person want to go to see it.
- With a partner (using a think-pair-share strategy) create an acrostic poem entitled either "Mountains", "Oceans", "Rivers", or "Islands" that describes the characteristics of the physical feature and give an example(s) of the physical feature in another part(s) of the world.
- Review the attributes of Earth's physical features studied in this section. Select one of the features and relate it to you as a person. Create a few jot notes which explain your thoughts and feelings. (For example - You like high places, or the sound of flowing water.) Find another student in your class who has selected the same feature as you and share your thoughts and feelings. Regroup and share as a class, listening to other perspectives.
- Write a journal response to using the following prompt:

  Of all of the examples of *(name physical feature)* that I have learned about in this section, I would most want to visit _____ because …

Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 86-91

Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

Answer the following questions. Give reasons (and examples) to support your answers.

a) Which of Earth's physical features most influences humans?

b) Which of Earth's physical features least influences humans?

SCO 7.0

The student will be expected to demonstrate an understanding of the relationship between humans and the physical environment

- ***7.1 Describe the benefits the physical environment offers humans***
- 7.2 Describe the challenges posed by the physical environment
- 7.3 Explain the impact that human activity has on the physical environment

Elaboration

The intent of this outcome is for students to contemplate the interaction between humans and the environment.

Students should begin their study by investigating the ways that each aspect of the environment benefits humans. In particular students should come to understand that the environment is the primary means by which humans meet many of their needs and wants. It will be important to consider all aspects of the environment – physical features, climate and vegetation. However, as these elements are interrelated, at times it may be difficult to separate them into individual categories.

It will be important for students to make connections to their personal experience. For example, it may be useful to visit a local physical feature such as a river, and identify the variety of ways in which this feature meets needs and wants.

Feature	**Need**	**Want**
River	- Food - Water - Transportation	- Recreation (such as swimming or boating)

The core skill(s) used in this section should include:

- ✓ *Establish Significance* – In what ways do humans use this feature to meet their needs? Wants?
- ✓ *Identify Continuity and Change* – Is _____ as important as it was 100 years ago? Why?
- ✓ *Analyze Cause and Consequence* – How does _____ influence the people who live near it? What might happen if _____ disappeared?
- ✓ *Consider Perspective* – What might people living in/near _____ believe is the most important physical feature in their area? Why?

By the completion of this section students should understand that Earth's physical environment is used by humans to meets their needs and wants.

Sample Performance Indicator(s)

- Have students write a journal response to the following prompt;

  "_____ , _____ , and _____ are the three most important parts of the physical environment because … ." Give at least two reasons to support your answer.

Sample Teaching & Assessment Strategies

Students may:

- Make your own photo album. Collect photographs of the physical environment. Place a caption under each image, explaining how it benefits humans. *(Note: Possible sources of photographs include home, magazines, and internet).*

- Examine several images from different continents on Earth. Identify how people in each area can benefit from this environment?

Area	Needs	Wants
Photo #1		
Photo #2		
Photo #3		

- Study population maps from various parts of the world. Determine if there is a pattern or trend in terms of settlement patterns and the physical environment. Consider how people's needs and wants might be met from each location.

- Identify occupations that rely on rivers, oceans, mountains, and islands. Select one of the occupations for each feature, and create a journal entry where you reflect on what it might be like to work at that location. What might be some pros and cons? What might be the biggest benefit? The biggest challenge? Would you want to do that job?

- What might be Earth's most important physical feature to benefit humans? Why? Use the criteria in the following chart to help in your assessment. *(Note: These criteria were introduced in* delineation *4.2; also see* delineation *i.2.)*

Feature	How are people affected?	How many people are affected?	How long have people been affected?
Mountains	Details 1 2 3	Details 1 2 3	Details 1 2 3
Rivers	Details 1 2 3	Details 1 2 3	Details 1 2 3
Oceans	Details 1 2 3	Details 1 2 3	Details 1 2 3
Islands	Details 1 2 3	Details 1 2 3	Details 1 2 3
Rating: 1 – little 2 – some 3 – a lot			

Teacher Notes

Suggested Time: 5 hours

Student Resource: pp. 92-99

National Geographic Photography
Images of Earth's landscapes.
http://photography.nationalgeographic.com/photography/photo-of-the-day/landscapes/

SCO 7.0

The student will be expected to demonstrate an understanding of the relationship between humans and the physical environment

7.1 Describe the benefits the physical environment offers humans

► ***7.2 Describe the challenges posed by the physical environment***

7.3 Explain the impact that human activity has on the physical environment

Elaboration

Students should continue their investigation of the interaction between humans and the environment by considering the ways in which the physical environment challenges humans.

In the previous delineation (7.1) students explored the benefits that each aspect of the physical environment offered humans. Now students are asked to consider the challenges that the same aspects of the physical environment pose to humans. For example, mountains may be difficult to travel across and be virtually impossible to farm on; living in a polar climate zone requires good clothing and shelter. Also, there are natural disasters to contend with. Many types of disasters are related to physical features (e.g., people who live in coastal areas may be affected by storm surges) and/or climate regions (e.g., hurricanes and tornadoes).

Once students have considered a range of challenges posed by the physical environment, they should then examine how humans have responded to these challenges. For example, building breakwaters to protect against storm surges; constructing igloos for shelter in polar areas; using hurricane shutters to protect windows. (In the next delineation (7.3) students will be asked to evaluate the appropriateness of these responses.)

Aspect of Environment		**Challenge(s)**	**Response(s)**
Physical Feature	Mountain		
	River		
	Ocean		
	Island		
Climate	Tropical		
	Temperate		
	Polar		

Also, it will be useful to observe with students that people frequently met similar challenges in different ways. It is this variation that forms the basis of culture, which students will examine in the grade five and six social studies curriculum.

Throughout this section students should make connections to their own experience. It will be useful to discuss both (i) how the physical environment challenges students, and (ii) the ways in which those challenges are met. It will be valuable to focus this conversation to how humans adapt themselves to meet their basic needs (food, clothing, shelter) and wants.

The core skill(s) used in this section should include:

- ✓ *Establish Significance* – What are the most difficult challenges from the physical environment that *all* humans have to face? Why?
- ✓ *Identify Continuity and Change* – How do we meet _____ challenge today? Is this different than how it was met 100 years ago? Why?
- ✓ *Analyze Cause and Consequence* – How do people respond to the challenge of _____?

By the completion of this section students should understand that humans adapt to the challenges posed by Earth's physical environment.

Sample Performance Indicator(s)

- What are the three most important challenges from the physical environment that *all* humans have to face? Why?

Sample Teaching & Assessment Strategies

Students may:

- Create a web diagram which explores the types of challenges that the physical environment poses for humans.
- Draw a picture of how their physical environment challenges them.
- Examine several images from different continents on Earth. Identify how people in each area are challenged by this environment? How do they respond to these challenges? *(Note: Students should examine both physical features and natural disasters.)*

Area	Challenge	Response
Photo #1		
Photo #2		
Photo #3		

- Use a think-pair-share strategy to explore the question "What are humans' most important needs?" Then identify the types of challenges that people must face in meeting those needs. Once pairs of students have discussed their responses, examine the question in a class discussion. Use a chart to record the points raised in the discussion. Use the data in the chart to establish a "top three challenges" list.
- Examine population maps of sparsely settled areas of the world to explain how specific physical environments can limit human activities.
- Chose a natural disaster such as earthquakes, tsunamis, hurricanes, or floods. Research to find ways in which people face these challenges. Discuss why people continue to live in areas that continue to face these challenges. *(Variation / Extension: Research to find out how technologies are used to protect against natural disasters. E.g., improved home construction in areas prone to earthquakes, weather monitoring to give advanced warning of hurricanes.)*
- What might be the most important challenge that humans face from the physical environment? Why? Use the criteria in the following chart to help in your assessment. *(Note: These criteria were introduced in delineation 4.2; also see delineation i.2.)*

Feature	In what way(s) are people challenged?	How many people are affected?
Mountains	Details 1 2 3	Details 1 2 3
Rivers	Details 1 2 3	Details 1 2 3
Oceans	Details 1 2 3	Details 1 2 3
Climate	Details 1 2 3	Details 1 2 3
Vegetation	Details 1 2 3	Details 1 2 3
Natural Disasters	Details 1 2 3	Details 1 2 3
Rating: 1 – little 2 – some 3 – a lot		

Teacher Notes

Suggested Time: 5 hours

Student Resource: pp. 100-103

Note: The student resource focuses primarily on natural disasters. Teachers need to ensure that other challenges are examined as well, as noted in the elaboration.

SCO 7.0

The student will be expected to demonstrate an understanding of the relationship between humans and the physical environment

7.1 Describe the benefits the physical environment offers humans

7.2 Describe the challenges posed by the physical environment

► ***7.3 Explain the impact that human activity has on the physical environment***

Elaboration

The intent of this delineation is to help students understand that human activities affect Earth. Extending from their learning in Unit Two, students will already be able to analyze cause and consequence.

Students should now develop some proficiency in examining different scenarios to (i) recognize the positive and negative consequences of human actions (i.e., identify the problem people were facing and assess how the problem was solved), and (ii)
apply appropriate criteria to judge if the response to the problem was/is appropriate.

Situation (problem faced)	**Human Response** (solution)	**Consequences**	**Judgement** (based on criteria)
		Positive	
		Negative	

As students deepen their understanding of this concept, they should consider three ideas. First, the negative consequences of some human activities are not sustainable – they cause irreparable damage to our planet. Second, there are actions that humans can take where they live within Earth's ability to sustain itself. Finally, it is important for all humans to develop ways of thinking that are guided by values / criteria which encourage sustainable living.

The core skill(s) used in this section should include:
- ✓ *Establish Significance* – How significant are the responses to these challenges?
- ✓ *Cause and Consequence* – What are the long term consequences of this decision? Were there any unanticipated consequences?
- ✓ *Consider Perspective* – How might others view these consequences?

By the end of this section, students should understand that humans need to made decisions that are sustainable.

Sample Performance Indicator(s)

- Read a short description of how human actions have affected the physical environment. Identify the positive and negative consequences, and then decide if the actions were appropriate. *(Note: Some sample scenarios are found in the Student Resource, pp 102-103.)*

- Create a poster which illustrates the various ways we can use natural resources to meet our needs and wants without hurting the environment. *(Variation: Create a poster which illustrates the short term and long term consequences of following one sustainable practice.)*

Sample Teaching & Assessment Strategies

Students may:

- After reading about examples of positive and negative ways in which humans affect Earth, create a web diagram to summarize the consequences. Colour positive effects green and negative effects yellow. *(Note: Place "How humans affect Earth" in center circle of the diagram.)*

- Explore the way of life in your community / area. Use the following questions to help you identify any unsustainable practices.
  - Describe the physical environment of your local area. How does this environment affect the way people live?
  - How have people benefited from this environment?
  - What challenges do people face in this environment?
  - What are (might be) the positive and the negative consequences of human interaction with this environment?

- The development of the fishing and forestry industries leads to an increased human impact on our environment. What are some sustainable practices companies can put in place to limit negative impact on the environment and ensure resources are there for future generations? Invite a representative from a related organization to discuss these issues with the class. Be sure to ask the guest speaker powerful questions. *(See Teacher Notes for criteria on what constituted a powerful question.)*

- Identify sustainable practices that you could use to protect the environment in which you live.

- Read a short description of how human actions have affected the physical environment. Identify the problem people faced and describe how they responded to the problem. Next, identify the positive and negative consequences of the response. Finally, decide if the actions taken to solve the problem were appropriate. Use criteria to help make your assessment.

Problem Faced	
Response	
Positive Consequences	**Negative Consequences**
Criteria	
Judgement	

Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 104-108

Criteria for Powerful Questions

- generate curiosity
- stimulate conversation
- focus inquiry
- provide a lot of information
- lead to more questions

Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

Answer the following questions. Give reasons (and examples) to support your answers.

a) Which part of Earth's physical environment most influences humans?

b) Which part of Earth's physical environment least influences humans?

Unit 4: Exploring the Landscapes of Canada

Unit 4: Exploring the Landscapes of Canada

Unit Overview

The design of this unit is to allow students an opportunity to investigate Canada from various perspectives: geographic, social and political. In particular, students should consider how humans interact with their environment. They will identify and describe population patterns and develop an understanding of the role of the federal government in influencing these patterns. Finally, students will be given opportunity to reflect on what it means to be Canadian as they explore the various symbols which are used to reflect aspects of our identity.

Specific Curriculum Outcomes

8.0 The student will be expected to demonstrate an understanding of the physical landscape of Canada

- 8.1 Explain the concept of region
- 8.2 Describe the physical regions of Canada in terms of topography, climate, vegetation and resources

9.0 The student will be expected to demonstrate an understanding of the human landscape of Canada

- 9.1 Explain population patterns across Canada
- 9.2 Explain some factors that influence where people live

10.0 The student will be expected to demonstrate an understanding of the political landscape of Canada

- 10.1 Explain how the federal government is organized
- 10.2 Explain how the federal government operates

11.0 The student will be expected to demonstrate an understanding of symbols associated with Canada's landscapes

- 11.1 Explain the significance of the official and unofficial symbols of Canada
- 11.2 Provide a rationale for other symbols that could represent Canada

SCO 8.0

The student will be expected to demonstrate an understanding of the physical landscape of Canada

► ***8.1 Explain the concept of region***

8.2 Describe the physical regions of Canada in terms of topography, climate, vegetation and resources

Elaboration

In Unit 4 the attention shifts from an exploration of Earth as a whole to focus on Canada in particular. Outcome 8.0, an exploration of Canada's physical geography, builds on what students learned about their province and region in Grade 3.

In order to examine Canada's physical landscape (what our country looks like), students will need to develop an understanding of the concept of "region". In simple terms, a region may be defined as any area that shares one (or more) common characteristic(s).

Taking time to develop this concept is important as it is a primary means by which geographers organize and think about place. In geography, being able to think spatially is akin to thinking in temporal terms in history (i.e., using time as the primary means of organizing and thinking about the past). The use of various types of maps, aerial photographs and satellite imagery is essential in this regard.

Students should consider local applications of the concept of region to which they may have some familiarity. Next, students should be introduced to the idea that geographers think about Canada in terms of six main physical regions. An examination of these regions is the focus of the second delineation for this outcome.

The core skill(s) used in this section should include:

- ✓ *Identify Continuity and Change* – What do these areas have in common? In what way(s) is *(area #1)* different from *(area #2)*?
- ✓ *Analyze Cause and Consequence* – How would living in *(area #1)* different from living in *(area #2)*? What would change in your life? Why?
- ✓ *Consider Perspective* – What would be the advantages / disadvantages of living in *(area #1)*?

By the completion of this section students should understand that the idea of regions helps us explore and understand place.

Sample Performance Indicator(s)

- After viewing a map (aerial photograph / satellite image) and reading about the location, divide the area into regions. State what reasons (criteria) did your use to make this decision(s).

  (Note: It will be important to use the same types of sources for this indicator as used during instructional time.)

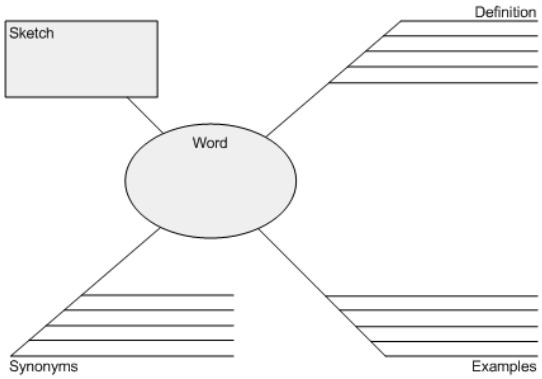
Sample Teaching & Assessment Strategies

Students may:

- Examine a map that contains a range of features. Investigate ways to divide the space up into easy to understand areas (e.g., parks, schools, shopping area, housing area). Identify areas on the map that share the common characteristic. Colour each area with a unique colour. Create a legend.

- Create a word web for the word "region". Then take a walking tour of their school grounds. Identify areas that may be considered regions. Discuss what characteristic(s) are used as criteria to make this decision.

- Use a graphic organizer (e.g. spider web) to deepen their understanding of the idea of "region".



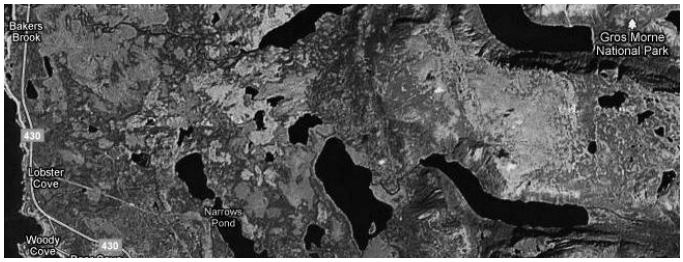
- Create a simple map of your school. Identify the areas that you feel are regions. Colour these areas the same colour. Write one statement about why each area is a region. *(Note: If your school is large / complex, teachers may wish to provide students with an outline map to work with.)*

- Visit places in your community, such as a shopping centre, swimming pool or hospital. Investigate to see if the space is divided into regions. If there are regions, identity the criteria used in making that decision.

Store Directory:

Cards/Gifts/Specialty	Health/Beauty	Sports/Leisure/Books/Records
A Special Touch	Body Shop	CD Plus
Access	Central Barber Shop	Coles Book Store
Carlton Cards	Head First	E.B. Games

- View aerial photographs and satellite images. Try to describe the areas shown as regions, being sure to identify a characteristic that distinguishes one area from another. *(Note: Colour and black and white images should be used. Be sure to select imagery that contains identifiable differences.) (Source: Google Maps)*



Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 109-115

Provincial and Regional Tourist Guides
These type of maps tend to be colour coded to distinguish among tourist regions.

Google Maps
http://maps.google.ca/maps

A Guide to Sources for Teaching Canada
http://www.wwu.edu/depts/castudies/k12studycanada/resources_lesson_plans.shtml

SCO 8.0

The student will be expected to demonstrate an understanding of the physical landscape of Canada

8.1 Explain the concept of region

► ***8.2 Describe the physical regions of Canada in terms of topography, climate, vegetation and resources***

Elaboration

In examining Canada's physical landscape (what our country looks like), students will extend their understanding of the concept of "region" and map Canada's six main physical regions. For the purpose of this unit, the six regions are: Western Cordillera, Interior Plains, Arctic Lowlands, Canadian Shield, Great Lakes-St. Lawrence Lowlands, and Appalachia.

Once Canada's physical regions have been identified, students should examine the topography, climate (temperature and precipitation), vegetation (forests, grasslands, and/or tundra), and natural resources found in each region. Teachers need not introduce complications such as defining climate regions and vegetation regions.

In comparison to Unit Three, the addition of the terms topography and natural resources are added. The idea of *topography* builds on students' understanding of physical features (e.g., mountain) and deepening this understanding with the addition of the concept of elevation (relief). *Natural resources*, while referenced in general terms in the course to date, are now examined explicitly. Students should come to understand that a natural resource is only considered a "resource" when it meets a specific human need or want. Otherwise, those elements found in nature which are not used by humans can be termed "endowments".

The core skill(s) used in this section should include:
- ✓ *Establish Significance* – Why is *(name region)* special?
- ✓ *Consider Perspective* – If I lived in *(name region)*, what parts of my natural surroundings would be important to me?

By the completion of this section students should understand that the landscape of Canada varies significantly from coast to coast.

Sample Performance Indicator(s)

- What might be one advantage and one disadvantage of living in each of Canada's six regions? Choose from among landscape, climate, vegetation and natural resources for your criteria. *(Note: Students may use different criteria for each region.)*

- Using information you have learned about Canada's landscape, climate , vegetation and natural resources, identify at least one advantage and one disadvantage for each of Canada's regions

Region	Advantage(s)	Disadvantage(s)

- Why is *(name region)* an important area of Canada? Give reasons to support your answer.

Sample Teaching & Assessment Strategies

Students may:

- Invite guest speakers to the class to show pictures of various regions of Canada that they have lived in or visited. Prepare questions for the visitors relating to the features of the regions and their experiences living or travelling there. Sample question: What physical feature did you find most interesting in that region? *(See Teacher Notes for criteria on what constitutes a powerful question.)*

- You have received an email from a school in Australia where the students are studying Canada in their curriculum. The students want to know about Canada because it is in the northern hemisphere. Since you have just finished studying the physical regions of Canada, create a pictorial essay that describes the physical landscape, the climate, the vegetation, and the resources found in each of the six physical regions. Add captions to your images.

- Create a stamp that depicts one of the physical landscapes of one of the regions of Canada. There are six (6) possible stamps. Each student should create one stamp. Students can display their stamps in a classroom collage that represents each region.

- Invite a landscape artist to visit the class to teach them techniques for painting landscapes. Students can work on painting a physical landscape in Canada. Completed pictures may be placed on the appropriate region on a map of Canada.

- Your teacher has divided the class into six small groups and assigned each group a physical region of Canada. Each group must create a diorama to show the four parts (physical landscape, climate, vegetation, and resources) of the assigned physical region. A shoebox or other similar container would be ideal for this. (Note that diorama's are not to be labeled.) When each group has completed the diorama, the class will do a gallery walk looking at the displays. Use a chart to record information about the features of each region. *(Variation: could be adapted to completed in small groups using a jigsaw strategy.)*

	Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
physical landscape						
climate						
vegetation						
name of region						

- Describe another region of Canada you would like to live in if they had to move from where you live today. List the features of the new region and explain why these are appealing to you.

- With a partner play a game "Which Region Am I?" Each student can create cards for the 6 regions of Canada. The cards should contain clues about (i) the direction/distance of the region from the school community, (ii) topography, (iii) climate, (iv) vegetation, and (v) resources.

Teacher Notes

Suggested Time: 5 hours

Student Resource: pp. 116-125

Criteria for powerful questions

- generate curiosity
- stimulate conversation
- focus inquiry
- provide a lot of information
- lead to more questions

Natural Resources Canada
This site contains collections of photographs from all parts of the country.
http://gsc.nrcan.gc.ca/landscapes/index_e.php

Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

Imagine that you are travelling across the wilderness of Canada. Create a simple watercolour painting for each landscape you visited. Include a brief journal entry on what you felt as you visited each.

Note: This could be completed at the end of the discussion on each region, completing it over several classes. Students could then organize their work into a booklet.

SCO 9.0

The student will be expected to demonstrate an understanding of the human landscape of Canada

► ***9.1 Explain population patterns across Canada***

9.2 Explain some factors that influence where people live

Elaboration

The purpose of this outcome is to have students consider how people are distributed spatially in Canada and examine the factors which might account for this distribution.

In order to establish a reference point for this exploration, students should examine how the population of Canada is distributed today. Students should look to identify possible patterns which describe the distribution. It will be helpful to think about the distribution as a whole (nationally), as well as in terms of specific regions as discussed in Outcome 8.0.

In terms of the concept of population density, students need only consider that there are more or less people per unit of area (km^2). During this discussion, students should also be introduced to the concept of rural and urban.

Finally, students should look at historic data as well, and identify any trends. It may be useful to speculate in order to account for these trends. Again, it will be helpful to think about the distribution as a whole (nationally), as well as in terms of specific regions. This will be a useful segue into the next delineation, as students consider how employment, and other factors, influence where people live.

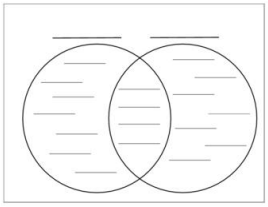
The core skill(s) used in this section should include:

- ✓ *Establish Significance* – Why do more people live in urban areas? Does this mean that rural areas are less important than urban areas? Explain.
- ✓ *Consider Perspective* – How is living in an area with a high population density different from living in an area with a low population density?

By the completion of this section students should understand that the majority of Canadians live in the southern region of the country.

Sample Performance Indicator(s)

- Would you rather live in an urban or rural area? Why? Use a Venn diagram to compare the two types of areas. Then, write a paragraph to explain your choice. Explain the criteria you used to make your selection.



- Using a population density map of Canada, identify (label) an area of Canada that has a high population density, and an area that has a low population density. Give reasons why the area has a high population. Give reasons why the area has a low population density.

Sample Teaching & Assessment Strategies

Students may:

- Discuss why they (their families) live in the region they do and some advantages and disadvantages of living there.

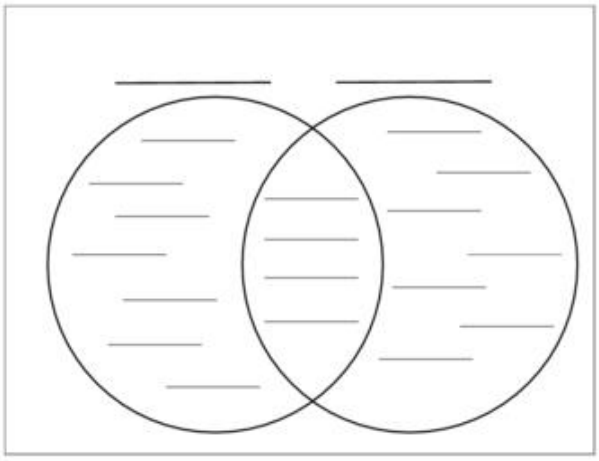
- Have groups of four students stand in designated areas around the classroom that have an area of (i) one m^2 , (ii) two m^2, and (iii) four m^2. What can be observed about each area and the concept of population density? Explain the concept using words and diagrams. *(Variation: bring students to the gym or other open area. Have the entire class stand in an area that has a low population density (e.g., 1 person per 2 m^2 / 0.5 people per m^2). Then organize the class into an areas that as a higher population density (2 person per m^2). Have students reflect on what it might be like living in each type of area.)*

- Describe the population density of the area where you live.

- Examine a population density map (students may also use the "World at Night" wall map from National Geographic). What areas of Canada are heavily populated? What areas are not? What are some factors that might account for this? *(See link in Teacher Notes)*

- Atlantic Canada has a small population. Using a population density map, answer the following questions:
  - Where do the majority of people live in your province? Is there a pattern? Explain.
  - Look at the rest of Canada. Are there provinces/territories that have a similar pattern to your province? Which ones?
  - What statements can you make that describes the population distribution of Canada?

  Extension: Complete the same activity with a population density map from 50-100 years ago. Ask the same questions. Finally, when you compare the two maps, what trends can you identify of how the population distribution of Canada has changed over time? Use a Venn diagram to help with your inquiry.



Teacher Notes

Suggested Time: 3 hours

Student Resource: pp. 126-129

Earth at Night
This intriguing map reveals in stunning detail the pulsating lights of the Earth at night. The rare view is a composite image made by three satellites on cloud-free nights over a one-year period.
http://maps.nationalgeographic.com/maps/print-collection/earth-at-night.html

SCO 9.0

The student will be expected to demonstrate an understanding of the human landscape of Canada

9.1 Explain population patterns across Canada

► ***9.2 Explain some factors that influence where people live***

Elaboration

The intent of this section is for students to consider how various factors influence where people live in Canada. The following are the primary pull-push factors:

- *Family* – ties of kinship are one of the strongest influences affecting where people live; however, changes in transportation and communication (see below) make the experience of moving away from the traditional home less difficult
- *Employment* – the ability to work and acquire an income is a significant force; both permanent and seasonal / periodic migrations occur
- *Services* – many people choose to move from rural to urban areas in order to gain access to a greater variety of services (e.g., health, education, recreation)
- *Climate & Landscape* – while not as prominent as other influences, for some people the aesthetics of where they live is a factor; some retirees may travel to warmer locations during winter months
- *Transportation & Communication* – this influences settlement in several ways: (i) infrastructures, such as highways and subways, enable people to live some distance from their place of employment, (ii) some are able to work at home and/or be self-employed due to ease of communication / transportation, and (iii) others are able to migrate periodically for work due to ease of access to air travel

During this discussion it will be important to note that there is seldom only one factor that influences an individual's choice of where to live.

Finally, building from the examination of changing settlement patterns in the previous delineation, students should note that population distribution today is less a function of the location of resources than it was a century ago. This is a result of (i) a decline in the number of workers needed to extract primary resources, and (ii) an increase in the number of workers needed in manufacturing / service related jobs. However, it will be important to clarify that employment in rural areas continues to remain important as these are the areas where foodstuffs and other raw resources are extracted for further refinement in urban centres.

The core skill(s) used in this section should include:

- ✓ *Establish Significance* – Are rural areas less important than urban areas? Explain.
- ✓ *Identify Continuity and Change* – Why do more people tend to live in urban areas rather than rural areas?
- ✓ *Analyse Cause and Consequence* – How has the environment influenced where people live and work?

By the completion of this section students should understand that there are many factors that influence population distribution.

Sample Performance Indicator(s)

- Compare two population density maps from two different time periods.
  - How has the population density changed over time?
  - What are some reasons for this change? Explain three.

- From the following list, identify the factor that *most* influences where people live? Explain. *(Alternative: What factor least influences where people live? Explain.) (Note: Teachers will need to prove a list for students.)*

Sample Teaching & Assessment Strategies

Students may:

- Brainstorm the various communication and transportation methods that connect the people of Canada. Create a collage to represent this.
- Create a class list of jobs available in their community. Discuss where their family members live, compared to where they work (locally or elsewhere). Use a map of the province / Canada / world to represent this with pushpins.
- Invite to their class someone who lives in their community or local area, but who works (at times) in another part of Canada. Ask this person why they have chosen to do this and how communication and transportation have made this possible. *(See Teacher Notes for criteria on what constitutes a powerful question.)*
- As an individual, rank what you believe are the top three factors that influence where people live. Next, as a class, conduct a survey to identify what people in your community feel are the top three factors that influence where they have chosen to live. Finally, compare your ranking with the results from the class survey. How do they differ? What can you learn from this?

Person	Family	Employment	Services	Climate & Landscape	Transportation & Communication
#1					
#2					
#3					
#4					
#5					

- Discuss why some people choose to live in rural as opposed to urban areas. If possible, invite a guest speaker. Be sure to ask powerful questions. *(Sample question: How might your life have been different if you had chosen to move to a big city as a young woman? See Teacher Notes for criteria on what constitutes a powerful question.)*
- Create a comic strip story which illustrates why a person chooses to return to their home community after finishing university in a different community.
- Speculate where you think you will be living at age 25. Identify the factors that will most influence your choice. Explain as a journal entry.

Teacher Notes

Suggested Time: 5 hours

Student Resource: pp. 130-139

Criteria for Powerful Questions

- generate curiosity
- stimulate conversation
- focus inquiry
- provide a lot of information
- lead to more questions

Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

Imagine that a student from another continent has written you, with a question: the student wants to know why most Canadians live in the south, and are not more evenly distributed. Write a letter explaining why this pattern exists.

SCO 10.0

The student will be expected to demonstrate an understanding of the political landscape of Canada

► ***10.1 Explain how the federal government is organized***

10.2 Explain how the federal government operates

Elaboration

This outcome relates to Canada's political landscape – specifically focusing on the Canadian federation and our federal system of government. (The operations of local and provincial governments are part of the Grade 3 social studies curriculum, and are built upon here.)

Given that this is a students' first study of Canada as a whole, it is the appropriate time for them to: (i) learn the names of the provinces and territories and their capitals; (ii) recognize their shapes; and (iii) be able to locate them in relation to each other. As well, (iv) students need to identify Ottawa as the capital of Canada.

In this context, students should develop an understanding that Canada is organized into provinces and territories as a means to facilitate government. (The provinces and territories can be understood as political regions.) The primary task of the federal government is to address issues that Canadians face as a whole. Students should take time to consider some of the areas of federal government responsibility (e.g., health, transportation, military).

Next, students should investigate how the federal government is organized. While it is not necessary for students to have a deep knowledge of all aspects of this structure, attention should be given to the role of the following:

- Member of Parliament – as a means to provide for representation of an area
- House of Commons – a forum in which issues that affect Canadians are debated and decided
- Prime Minister and Cabinet – head the government and provide leadership in areas that are a federal responsibility
- Senate – a forum in which proposed legislation (bills) are examined a second time to ensure that it is in the best interests of Canadians

The core skill(s) used in this section should include:

✓ *Establish Significance* –Why is it important that the Federal government makes laws and decisions for all of Canada?

✓ *Consider Perspective* – Would all Canadians be interested in (or affected by) this issue? Who (which province) would be most interested in this issue? Why? How might other Canadian's feel about this?

By the completion of this section students should understand that Canada is a country comprising of provinces and territories which has a federal (central) government.

Sample Performance Indicator(s)

- Given an outline map of Canada and a word list, correctly label the provinces and territories, and their capitals. *(Note: By the end of the year students could have this committed to memory.)*

- Which do you believe are the three most important areas of federal government responsibility? Explain the criteria that you used to make your assessment.

- What is the biggest difference between a Member of Parliament and the Prime Minister? Explain.

Sample Teaching & Assessment Strategies

Students may:

- Determine the name of their federal riding. Invite their Member of Parliament to visit their classroom and discuss how the federal government is organized. (Note: Various communication technologies can be used here to facilitate this discussion, such as email, teleconference, Skype, etc.)
- Given an outline map of Canada and a word list, correctly label the provinces and territories, and their capitals.
- Create a "Wanted" poster for a Prime Minister. They should include a list of qualifications for the job and identify some of the responsibilities this person will have.
- Research to determine why Ottawa was chosen as the capital of Canada.
- Create a graphic organizer that shows at least three areas of responsibility of the Federal government. For each area, write a sentence that explains what it does.

Federal Department	**Responsibilities**
Which of these departments is most important? Why?	

- Create a list of the areas of responsibility of the Federal government. Using a think-pair-share strategy, rank the order of the listing to identify the top five areas that you believe are most important. Be sure to use criteria to make your judgement. Then, join with another set of partners and share your ranking. Develop a top five list as a group of four. Share your ranking as part of a class discussion. How are various groups' ranking similar / different? If another group had a very different ranking, determine their perspective and the criteria they used.

Teacher Notes

Suggested Time: 5 hours

Student Resource: pp. 140-151

Parliament of Canada
http://www2.parl.gc.ca/Sites/LOP/AboutParliament/Forsey/index-e.asp

SCO 10.0

The student will be expected to demonstrate an understanding of the political landscape of Canada

10.1 Describe how the federal government is organized

► ***10.2 Explain how the federal government operates***

Elaboration

The second part of this outcome asks students to examine the process by which the federal government operates. Note that the sequence suggested here is one possible order, and can be modified to best meet the needs of students in differing situations.

Students should deepen their understanding of the notion of perspective. By this time in the course all students should have an appreciation that for most issues there are differing viewpoints. This is an effective way to introduce the concept of political parties. Students should discuss how various candidates compete to earn the support of voters in an election – where the candidate with the greatest number of votes becomes the Member of Parliament for the area. (See Teacher Notes for clarification on representation and democracy.) Therefore, students will need to develop a basic understanding of how the election process works in Canada.

Next students should discuss how Parliament operates – noting in particular that:

- The political party with the majority of seats (50% + 1) forms the government
- The leader of the governing party becomes Prime Minister and appoints a Cabinet
- The Prime Minister works with the Cabinet to operate government departments to meet the needs of Canadians
- The government, when necessary, introduces bills to the House of Commons for debate, and usually passes these bills into law
- These laws govern all Canadians, and provide for the smooth and peaceful operation of our country

Therefore, it will also be important for students to understand the general process (i.e., steps) by which a bill becomes law.

The core skill(s) used in this section should include:

- ✓ *Identify Continuity and Change* – What are some old laws that may not be needed anymore? What are some new laws that may be needed? What are some laws that have remained the same over time?
- ✓ *Consider Perspective* – Can you think of something today for which we need a law (for which a law does not exist)? If so what, and should the Federal government be the one who makes this law?

By the completion of this section students should understand that the Federal government makes decisions and laws for the entire country in areas for which it has responsibility.

Sample Performance Indicator(s)

- Write a proposal to make a new law to address an issue that you believe is important. What process must your proposal go through before it can become a law? Construct a flow chart to help explain your answer.

- You have decided to run as a candidate in the next federal election. Name three areas of concern for the constituents in you riding. What changes do you hope to make as their representative?

Sample Teaching & Assessment Strategies

Students may:

- Lobby for a bill that you would like the Federal government to pass because it will benefit all Canadians. Create a placard which summarizes your proposal, and includes an outline map of Canada, identifying the provinces and territories and naming their capitals. Include the capital of Canada. Also, be able to answer the question, "Which department of the Federal government has responsibility for this issue?"

- Consider an issue that faces Canadians and draft a bill. Then, organize a group / classroom debate to explore the issue. At the end of the debate, vote to decide if the bill should become law.

  (Note: The intent of this activity is to use the debate as a means to explore the issue at hand; it is perfectly acceptable for the draft bill to be defeated. What is most important is that students are encouraged to genuinely consider the consequences of the bill, and to practice effective habits of mind.)

- Hold a mock election.

- Appoint students to various roles within government (House of Commons). Have the class generate a list of five important issues to address. Conduct a mock sitting of Parliament to resolve the issues.

- List two important points in the platform of any two of Canada's main political parties. Put their information on a class chart.

- Write a paragraph defending their opinion on the importance of voting in a federal election.

Teacher Notes

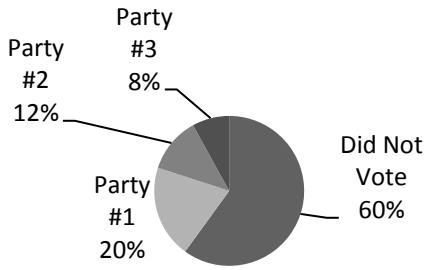
Suggested Time: 5 hours

Student Resource: pp. 152-157

Parliament of Canada
http://www2.parl.gc.ca/Sites/LOP/AboutParliament/Forsey/index-e.asp

Elections Canada
http://www.elections.ca/content_youth.asp?section=yth&document=index&lang=e

Representation and Democracy
Without getting into too much detail, it will be important to point out to students that individuals frequently become elected as MPs with less than 50% of votes from a riding. For example, while there may be 70 000 voters in a riding, less than half may actually vote in any given election. The candidate with the greatest number of votes becomes the MP for the riding. (See graph below.) Thus, some critics have observed that one of the weaknesses of the Canadian Parliamentary system is that a party can govern with much less than 50% of the support of Canadians. Teachers are reminded of this fact as a cautionary note when using the term democracy. Canada is a *representative* democracy, not a *pure* democracy.



Additional Performance Indicator(s)

The following indicator(s) may be useful for assessing student achievement in relation to the SCO as a whole:

What is the most important responsibility of the federal government? Explain. Give an example to help support your answer.

SCO 11.0

The student will be expected to demonstrate an understanding of symbols associated with Canada's landscapes

► ***11.1 Explain the significance of the official and unofficial symbols of Canada***

► ***11.2 Provide a rationale for other symbols that could represent Canada***

Note: *This spread deals with both delineations.*

Elaboration

This unit concludes by having students examine symbols which are representative of Canada. The intent is that students begin to see the interconnectedness of the physical, human, and political landscapes of our country.

To begin, students should be able to identify examples of official and unofficial symbols in Canada and explain why / how each has become a symbol – in other words, why each symbol is significant? Official symbols include the beaver and maple leaf; unofficial symbols include hockey and the moose.

Students should be given opportunity to reflect on their study of Canada as a whole and suggest a rationale for other symbols that could represent aspects of Canada. These suggestions may be unique as they will reflect the consolidation of learning for each individual student.

It may be desirable to ask students to initially focus on each of the three landscapes (physical, human, and political) of Canada – asking that they experiment with ideas that may serve as symbols for each landscape. Next, challenge students to identify a symbol that is representative of all three dimensions (physical, human, and political).

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 Canadian's sense of identity / belonging.

The core skill(s) used in this section should include:
- ✓ *Establish Significance* – Why are symbols important? What do the symbols of Canada tell us about our country?
- ✓ *Use Evidence* – Where do you find symbols of Canada?
- ✓ *Identify Continuity and Change* – How have symbols of Canada changed over time?

By the completion of this section students should understand that there are many different symbols that represent significant aspects of Canada.

Sample Performance Indicator(s)

- Select a symbol of Canada that you think best represents each of the political, human, and physical landscapes of Canada. For each symbol explain the criteria you used in making your judgement.

- Using what you have learned about symbols, create a new coin (or stamp) that you think will be a good symbol to represent Canada. Try and represent the physical, political, and human landscapes of our country. In a few sentences describe the symbol and why you created / chose it.

Note: The indicators above address student achievement in relation to the outcome as a whole.

Sample Teaching & Assessment Strategies

Students may:

- In a class discussion, determine the difference between a sign and a symbol. Verify your conclusion by consulting your class dictionary. Next, identify ten symbols seen every day and explain why symbols are important.

- As a class, research to find the nine official symbols of Canada. Write a sentence or two describing how each one represents our country. Organize your work using a chart. *(Variation: Create a scrapbook, poster and/or set of stamps to illustrate these symbols.)*

- Identify as many Canadian symbols as you can. Determine which landscape(s) each symbol represents. Use a chart to help with your inquiry. Note, some symbols may fit into more than one category. When you have completed your chart, partner with another student to see if your chart is the same or different. Revise your chart if you think it is necessary.

Symbol	Landscape Represented		
	Physical	Political	Human

- Research to find out what the flag of Canada was prior to 1964. What other flag designs were considered for the Canadian flag in 1964 besides the chosen design?

- Design another Canadian flag that represents Canada in the 21st Century. Explain why they have chosen the symbols and colours for their flag.

Teacher Notes

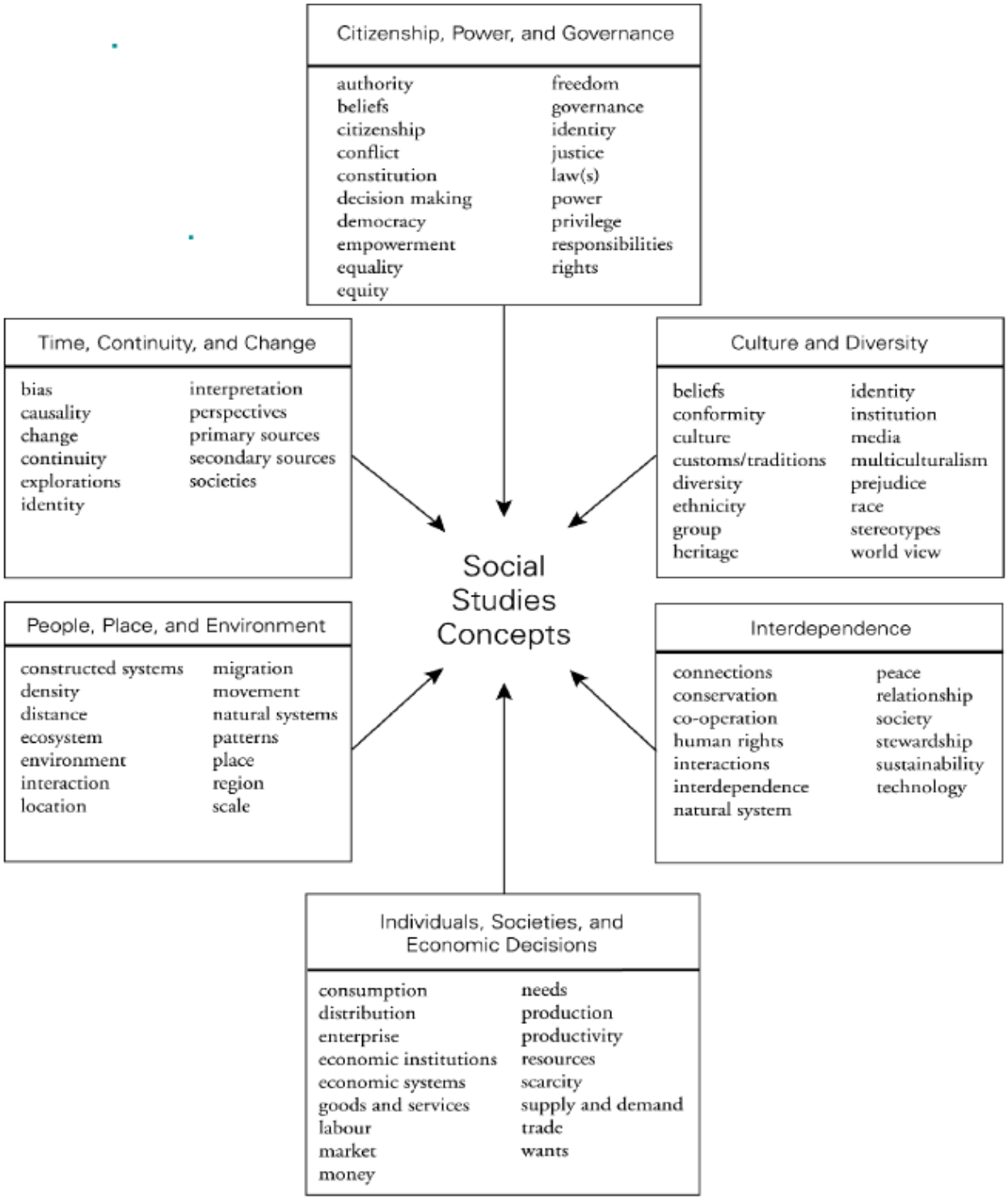
Suggested Time: 4 hours

Student Resource: pp. 158-168

Official symbols of Canada
http://www.pch.gc.ca/pgm/ceem-cced/symbl/101/103-eng.cfm

Appendices

Appendix A: Concepts in Kindergarten – Grade 9 Social Studies



Appendix B: Process-Skills Matrix

Social studies curricula 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, analyse 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 Teaching 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 Across Other Curriculum Areas
Read critically	• detect bias in historical accounts • 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 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 Across Other Curriculum Areas
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 inter-personal 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 Across Other Curriculum Areas
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 opinion based on critical examination of relevant information • state hypotheses for further study
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

Process: Inquiry (Continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities Across Other Curriculum Areas
Recognize significant issues and perspectives in an area of inquiry	• research to determine multiple perspectives on an issue	• review an interpretation from various perspectives • examine critically relationships among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	• identify an inclusive range of sources	• identify and evaluate sources of print • use library catalogue to locate sources • use Internet search engine • 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
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
Analyse 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

Process: Inquiry (Continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities Across Other Curriculum Areas
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 analyse 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 Across Other Curriculum Areas
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
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 • 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	• identify situations in which social action is required • 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	
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 • promote sustainable practice in families, schools, and communities

Appendix C: 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* in this document). 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.

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 "Impact of Humans on the Environment"

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.

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, videotapes, 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 videotaping 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 modeled for them if necessary.

In-class synthesis

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

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)

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 D: Terminology and Teaching Structures

Mapping

Aerial View: a photograph image of the ground taken from an airborne craft such as an airplane.

Choropleth Map: a 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: a 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.

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.

Story maps: graphic organizers that help the student identify the elements of a story. There are many types of story maps and they might examine different elements of the story, for example, setting, characters, problem, solution, or a chain of events in chronological order.

Cooperative Learning Structures

Carousel Model: 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: 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: 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: 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 conversation 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 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: students turn to a partner and discuss, talk over, or come up with an idea.

Value Line: 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.

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.

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

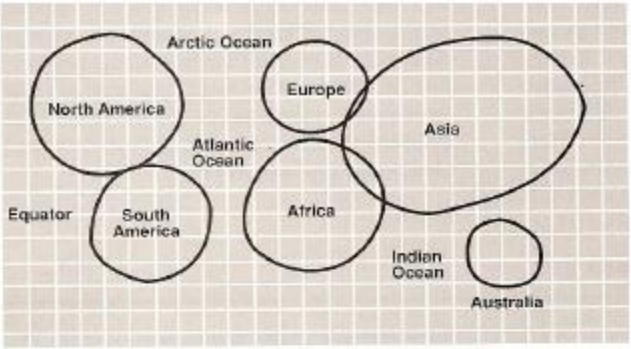
Anchored Instruction Approach: learning and teaching activities designed around an 'anchor' which is often a story, photograph, adventure, or situation that includes a problem or issue to be dealt with that is of interest to the students.

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.

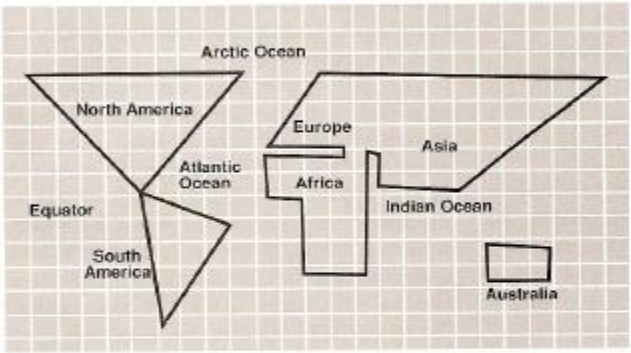
Time Line: a visual used to show how related events are arranged in chronological order and to show the relative amount of time that separates them.

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.

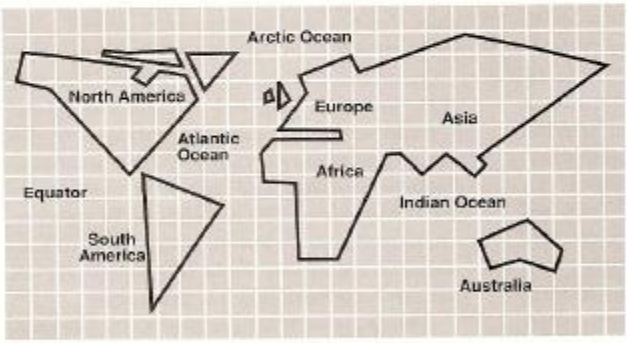
Appendix E:
How to Draw the World in 30 Seconds



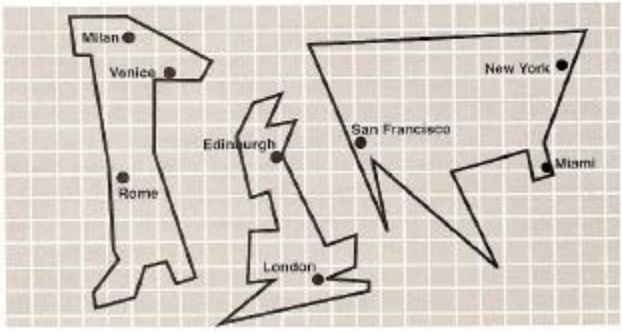
Six quickly sketched circles, roughly in the right places, and in roughly proportionate sizes, make a working map of the continents. Asia is the biggest, Australia the smallest.



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: Selection of Explorers Representing Gender, Cultural Balance, Historical and Modern Quests

Land

- Ibn Battutata – Islamic
- Change Ch'ien – China
- Marco Polo – Genoa
- Alexander MacKenzie – Scotland
- Samuel de Champlain – France
- Matthew Hensen – United States
- Mary Kingsley – British African Explorer
- Spilkvikk and Tukkalerktuk – Inuit Explorers
- First Nations

Ocean

- Magellan – Portuguese
- Cook – England
- Cabot – Italian
- Ching Ho – Chinese
- Piccard – France
- Cousteau – France
- Dr. Ballard – American
- Leif Ericsson – Denmark
- Columbus – Spain
- Polynesians – Kon Tiki Expedition

Space

- Mark Goddard – United States
- Y. Gagarian – Russia
- N. Armstrong – United States
- R. Bondar – Canada
- M. Garneau – Canada
- C. Hadfield – Canada
- Galileo – Genoa
- Sally Ride – United States
- Newton – England
- Wright Brothers – United States
- Emelia Earhardt – United States
- Julie Payette – Canada

Appendix G:
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 the classroom where students are studying exploration. For a current issue, 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 analysed 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 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 analyse 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., the student resource, other print material, visual, song, video, and so on), a 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 3.

Student Response Journals		
Possible Type of Entry	**Cue Question for the Journal Response**	**Sample Key Lead-ins**
Speculative	What might happen because of this?	I predict that . . . It is likely that . . . As a result, . . .
Dialectical	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 . . .
Metacognitive	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	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 . . .

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 "artifacts" 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.

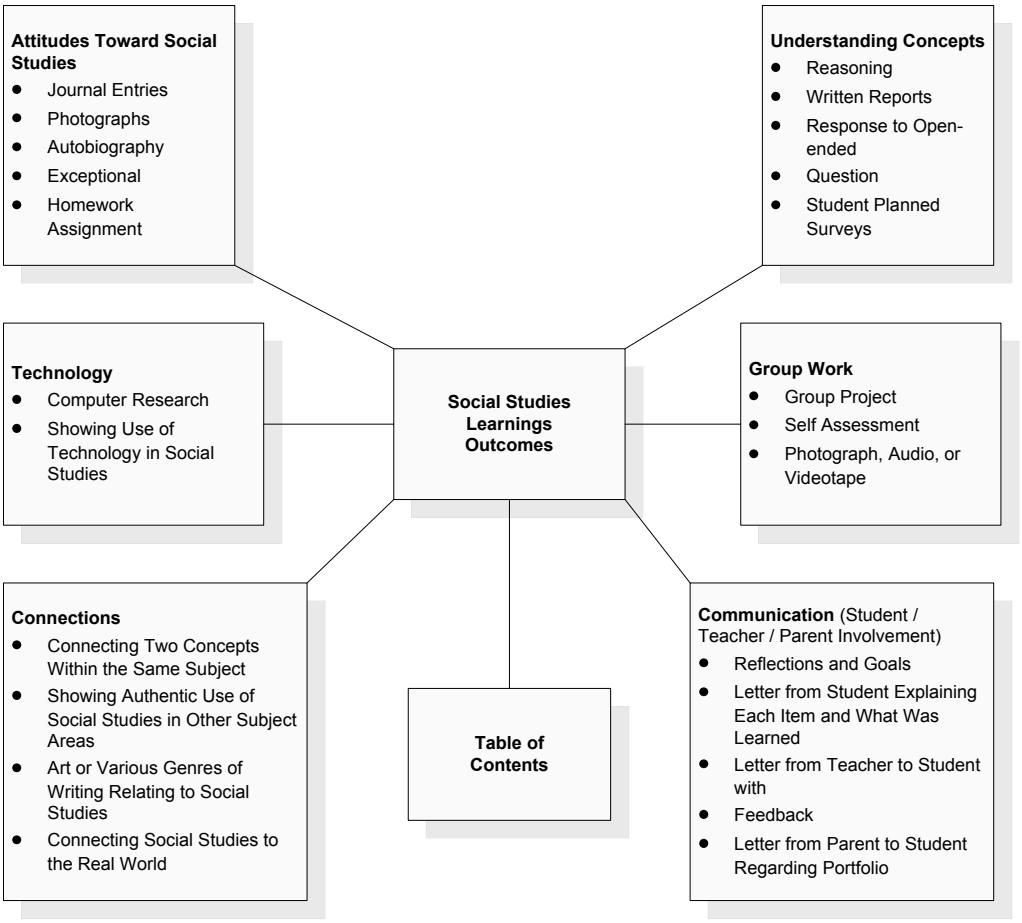


Chart developed by Shirley-Dale Easley and Kay Mitchell, *Portfolios Matter* (Pembroke Publishers) 2003

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 artifacts 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 artifacts that reflect his or her best effort and are tied to the course outcomes.
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.

Guidelines for the Student	Commentary for the Teacher
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.

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.

To build a rubric requires a framework to relate levels of achievement to criteria for achievement for the traits the teacher deems important. Levels of achievement 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 co-operative learning group, but it may be re-written in student language for use as a self-assessment tool. Where appropriate, selected "Suggestions for Learning and Assessment" indicate that the following rubric may be used.

Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to contribute 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 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 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 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 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: Rubrics for Writing, Reading / Viewing, Listening, Speaking, and Group Participation

Some Atlantic provinces have developed a set of holistic scoring rubrics to assess student achievement in writing, reading/viewing, listening, and speaking. These instruments are critical to assessing these competencies in the content areas such as social studies.

1. Holistic Writing Rubric	
Proficiency Level	Traits
5 Outstanding	• Outstanding content that is clear and strongly focused • Compelling and seamless organization • Easy flow and rhythm with complex and varied sentence construction • Expressive, sincere, engaging voice that always brings the subject to life • Consistent use of words and expressions that are powerful, vivid, and precise • Outstanding grasp of standard writing conventions
4 Strong	• Strong content that is clear and focused • Purposeful and coherent organization • Consistent flow and rhythm with varied sentence construction • Expressive, sincere, engaging voice that often brings the subject to life • Frequent use of words and expressions that are vivid and precise • Strong grasp of standard writing conventions
3 Adequate	• Adequate content that is generally clear and focused • Predictable organization that is generally coherent and purposeful • Some flow, rhythm, and variation in sentence construction − but that tends to be mechanical • Sincere voice that occasionally brings the subject to life • Predominant use of words and expressions that are general and functional • Good grasp of standard writing conventions, with so few errors that they do not affect readability
2 Limited	• Limited content that is somewhat unclear, but does have a discernible focus • Weak and inconsistent organization • Little flow, rhythm, and variation in sentence construction • Limited ability to use an expressive voice that brings the subject to life • Use of words that are rarely clear and precise with frequent errors • Poor grasp of standard writing conventions beginning to affect readability
1 Very Limited	• Very limited content that lacks clarity and focus • Awkward and disjointed organization • Lack of flow and rhythm with awkward, incomplete sentences which make the writing difficult to follow • Lack of an apparent voice to bring the subject to life • Lack of clarity; words and expressions are ineffective • Very limited grasp of standard writing conventions, with errors seriously affecting readability

2. Holistic Reading/Viewing Rubric	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to understand text critically; comments insightful and always supported from the text • Outstanding ability to analyse and evaluate text • Outstanding ability to connect personally with and among texts (with responses that extend on text) • Outstanding ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification) • Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Outstanding ability to read orally (e.g., with phrasing, fluency, and expression)
4 Strong	• Strong ability to understand text critically; comments often insightful and usually supported from the text • Strong ability to analyse and evaluate text • Strong ability to connect personally with and among texts (with responses that extend on text) • Strong ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Strong ability to interpret figurative language (e.g., similes, metaphors, personification) • Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Strong ability to read orally (e.g., with phrasing, fluency, and expression); miscues do not affect meaning
3 Adequate	• Good ability to analyse and evaluate text • Adequate ability to connect personally with and among texts (with responses that sometimes extend on text) • Fair ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Adequate ability to interpret figurative language (e.g., similes, metaphors, personification) • Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Good ability to read orally (e.g., with phrasing, fluency, and expression); miscues occasionally affect meaning

2. Holistic Reading/Viewing Rubric (continued)	
Proficiency Level	Traits
2 Limited	• Insufficient ability to understand text critically; comments rarely supported from the text • Limited ability to analyse and evaluate text • Insufficient ability to connect personally with and among texts (with responses that rarely extend on text) • Limited ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Limited ability to read orally (with minimal phrasing, fluency, and expression); miscues frequently affect meaning.
1 Very Limited	• No demonstrated ability to understand text critically; comments not supported from text • Very limited ability to analyse and evaluate text • No demonstrated ability to connect personally with and among texts (with responses that do not extend on text) • Very limited ability to recognize purpose and point of view (e.g., bias, prejudice, stereotyping, propaganda) • Very limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Very limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Very limited ability to read orally (e.g., phrasing, fluency, and expression not evident); miscues significantly affect meaning

3. Holistic Listening Rubric	
Proficiency Level	Traits
5 Outstanding	• Complex understanding of orally presented text; comments and other representations insightful and always supported from the text • Outstanding ability to connect personally with and extend on orally presented text (with responses that consistently extend beyond the literal) • Outstanding ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) • Outstanding ability to listen attentively and courteously
4 Strong	• Strong understanding of orally presented text; comments and other representations often insightful and usually supported from the text • Strong ability to connect personally with and extend on orally presented text (with responses that often extend beyond the literal) • Strong ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) • Strong ability to listen attentively and courteously
3 Adequate	• Good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text • Adequate ability to connect personally with and extend on orally presented text (with responses that sometimes extend beyond the literal) • Fair ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) • Fair ability to listen attentively and courteously
2 Limited	• Insufficient understanding of orally presented text; comments and other representations rarely supported from the text • Insufficient ability to connect personally with and extend on orally presented text (with responses that are always literal) • Limited ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) • Limited ability to listen attentively and courteously
1 Very Limited	• No demonstrated understanding of orally presented text; comments and other representations not supported from text • No demonstrated ability to connect personally with and extend on orally presented text (with responses that are disjointed or irrelevant) • Very limited ability to recognize point of view (e.g., bias, prejudice, stereotyping, propaganda) • Very limited ability to listen attentively and courteously

4. Holistic Speaking Rubric	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Outstanding ability to connect ideas (e.g., with clarity and supporting details) • Outstanding use of language appropriate to the task (e.g., word choice) • Outstanding use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
4 Strong	• Strong ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Strong ability to connect ideas (e.g., with clarity and supporting details) • Consistent use of language appropriate to the task (e.g., word choice) • Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
3 Adequate	• Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Sufficient ability to connect ideas (e.g., with clarity and supporting details) • Frequent use of language appropriate to the task (e.g., word choice) • Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
2 Limited	• Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information) • Limited ability to connect ideas (e.g., with clarity and supporting details) • Limited use of language appropriate to the task (e.g., word choice) • Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
1 Very Limited	• No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (e.g., communicating information) • Very limited ability to connect ideas (e.g., with clarity and supporting details) • Language not appropriate to the task (e.g., word choice) • Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)