Social Studies

Grade 3

Interim Edition

Newfoundland
Labrador

Curriculum Guide
2011

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Acknowledgements

Introduction

Background

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

Aims of Social Studies

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

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

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

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

Purpose of Curriculum Guide

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

More specifically, this curriculum guide:
- provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning; experiences, instructional techniques, and assessment strategies in the grade 3 social studies program;
- informs both educators and members of the general public about the philosophy and scope of social studies education for grade three;

Guiding Principles

- promotes the effective learning and teaching of social studies for students enrolled in grade 3 classrooms.

All kindergarten to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the Foundation for the Atlantic Canada Social Studies Curriculum (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; and
- promoting the use of diverse learning and assessment strategies.

Program Design

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.

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                        │   Graduation     │
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│    Processes    │     │     General      │     │    Attitudes     │
│ • communication │─────│    Curriculum    │─────│   Perspectives   │
│ • inquiry       │     │    Outcomes      │     │     Values       │
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| Citizenship, Power, and Governance | Culture and Diversity | Individuals, Societies, and Economic Decisions | Interdependence | People, Place, and Environment | Time, Continuity, and Change |

Key Stage Curriculum Outcomes

Specific Curriculum Outcomes

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.

Aesthetic Expression

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

By the end of grade 3, students will be expected to:
- *give examples of contributions made to Canada by various individuals, groups, and cultures*

Citizenship

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

By the end of grade 3, students will be expected to:
- *identify examples of their rights and responsibilities as citizens*

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 3, students will be expected to:
- *use location, distance, scale, direction, and size to describe place*

Personal Development

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

By the end of grade 3, students will be expected to:
- *communicate ideas about their vision for 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 3, students will be expected to:
- *demonstrate an understanding of cause and effect and change over time*

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 3, students will be expected to:
• *identify and describe examples of 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 3, students will be expected to:
• *describe the ways people express their culture*

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 3 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 3, students will be expected to:
- *recognize power and authority in their lives*
- *recognize that laws influence their personal lives*

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 3, students will be expected to:
- *give examples of how culture is transmitted*
- *give examples of stereotypes, discrimination, and pressure to conform and how they affect an individual*

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 3, students will be expected to:
- *give examples of goods and services provided by governments*
- *give examples of economic decisions made by individuals and families*

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 3, students will be expected to:
- *demonstrate an understanding of the concept of sustainability*

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 3, students will be expected to:
- *use maps, globes, and pictures to describe location and place*
- *describe the movement of goods, people, and ideas within their community*

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 3, students will be expected to:
- *identify and use primary and secondary sources to learn and communicate about the past*
- *use basic concepts and vocabulary associated with time, continuity, and change.*

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 Learning and Assessment" found in social studies curriculum guides. These processes incorporate many skills—some of which are responsibilities shared across curriculum areas, whereas others are critical to social studies.

Communication

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

Inquiry

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

Participation

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

Attitudes, Values, and Perspectives

Listed below are major attitudes, values, and perspectives in Grade 3 social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

By Conceptual Strand

Citizenship, Power, and Governance
- develop attitudes that balance rights with responsibilities
- value the benefits of active, participatory citizenship

Culture and Diversity
- value the positive interaction between individuals and groups
- appreciate and value the traditions of cultures

Individuals, Societies, and Economic Decisions
- appreciate the wide range of economic decisions that they make and their effects
- recognize the varying impact of economic decisions on individuals and groups

Interdependence
- appreciate the complexity of the interactions between human and natural systems
- value the need for individual as well as collective action to support peace and sustainability

People, Place, and the Environment
- value maps, globes, and other geographic representations as valuable sources of information and learning
- recognize the complexity of global interdependence

Time, Continuity, and Change
- value their society's heritage
- recognize that the collective history influences the present

By Process

Communication
- respectfully listen to others; respect other points of view
- value the importance of communication skills

Inquiry
- appreciate that there is a variety of strategies to solve problems and make decisions
- analyze problems from a variety of different perspectives

Participation
- value both independent and group work; take increasing responsibility for their own and the group's work
- learn to recognize, analyze, and respond appropriately to discriminatory practices and behaviours

Contexts for Learning and Teaching

The Learner

The primary grades (primary–grade three) are the foundational years during which the basic curriculum concepts, values, and skills are developed. Students are introduced to formal education that provides a necessary complement to the child's experiences at home and in the community. The primary years, the critical years for learning, may be the key to success in all other years. It is during these years that there is a shared responsibility for literacy and numeracy skills to support learning across the curriculum. Teaching strategies must be varied and always aimed at meeting individual needs and bringing students to the highest level of achievement possible.

To create a seamless, integrated approach to learning during these years, it is necessary to incorporate concepts, values, and skills across all subject areas. A primary student's approach to learning is very much a hands-on, minds-on approach; therefore, experiences that provide for this are critical to achievement. The primary child is very interested in the immediate environment; therefore, the school environment must be stimulating and appropriately challenging.

Each student is a unique individual. Within any group of students, differences in rates and ways of learning, in experiences and in interests, are expected and respected. Individual differences are celebrated and built upon. A viable goal for the individual is to achieve a personal best as he/she works towards excellence. Improving performance and realizing potential are more important than competition and comparisons to others.

Primary students have many ways of understanding the world. A basic need for all learners is to make sense of their experiences. A vision of the student as an active learner, building a personal knowledge of the world through interactions with people, materials, and ideas, should guide all educational planning.

Understanding the nature of the primary learner is essential in providing a balanced education. Education should enhance the development of the whole child. The development of children in this age group is discussed in the context of the following five dimensions.

Physical

The child has a physical dimension. Physical well-being is essential to living and learning. Opportunities for movement and the development of a variety of motor skills are provided, and development of respect for the body and the desire to care for it are promoted. The curriculum fosters knowledge of and positive attitudes towards nutrition, physical fitness, and safety. Sensitive inclusion of those with unique physical challenges is modelled and promoted.

The special role of physical activity as leisure is considered. Leadership, good sportsmanship, and consideration for others are encouraged. Children learn that physical activity as a special form of human endeavour can lead to high levels of performance. They also learn that enjoying physical activity and benefiting from it in terms of enhanced health and well-being are equally important.

Social

Each child has a social dimension. Learning to interact co-operatively with other people is an essential life skill that can be taught and practised in schools. The classroom is a community of learners. Taking turns, sharing materials, collaborating to solve problems, and working in co-operative groups for a variety of real purposes provide opportunities for children to learn social skills essential to living in any community.

Intellectual

The child has an intellectual dimension. Intellectual development is the process of deriving meaning from experience through acquiring and constructing knowledge. The ultimate goal is that children develop strategies that will help them solve complex problems. They learn to reason and communicate effectively and take responsibility for their own learning. They ask questions and question the answers. They develop an understanding of how human beings know and comprehend. They become thoughtful and reflective learners.

Primary children are generally functioning at a more concrete level intellectually, and the general progression from concrete experiences to semi-concrete to abstract is the most effective way of meeting the learning needs of young children. Primary children are usually very literal in their interpretations, and adults working with them must be aware of this characteristic. Sensitive inclusion of those with unique intellectual challenges is modelled and promoted.

Aesthetic

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

Emotional

Each child has an emotional dimension. Children learn best in a safe, supportive environment. Positive feelings towards self, others, and learning are continuously promoted by the school. As children move from kindergarten to grade 3, they are encouraged to become independent and more responsible for their own learning. There is a relationship between success and self-esteem. Learning is structured so that every child experiences success. Children are encouraged to become more reflective and introspective. They are given opportunities to consider ideas that are both of general and personal significance.

Equity and Diversity

The 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 Newfoundland and Labrador, like all provinces 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 promote 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 to prepare students as lifelong learners.

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 affirms the positive aspects of this diversity. It fosters 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.

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 3 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.

Instructional Approaches

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 three 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.

In this regard, planning for instruction should be informed by a constructivist approach to learning, where students use prior knowledge as they construct new understanding. Teachers will lead students so that students can question and then search for answers as they move through the curriculum.

The grade three social studies curriculum challenges students to think critically. The course is structured so that students can begin to inquire into why events, ideas, people or places are significant, what has changed over time, and why change occurred. These opportunities for inquiry should be enhanced by a hands-on approach to teaching, learning, and assessment where students use both traditional and non-traditional methods to show their understanding of the concepts.

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

Inquiry and Analysis

This curriculum guide will provide teachers with questions designed to encourage authentic inquiry and to promote in students the development of higher order and analytic thinking abilities.

Inquiry

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

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

The following dimensions capture the range of inquiry-related competencies within the social sciences:
1. Ask questions for various purposes
2. Locate and select appropriate sources
3. Access ideas from oral, written, visual, and statistical sources
4. Uncover and interpret the ideas of others
5. Assess options and formulate reasoned opinions
6. Present ideas to others
7. Act cooperatively with others to promote mutual interests

Critical inquiry is embedded into these areas of competence at all grade levels. From kindergarten, students are explicitly taught and then expected to make reasoned decisions, develop interpretations and make plausible inferences based on evidence. See Appendix C.

Analysis

Recent scholarship in relation to effective teaching and learning in the social sciences confirms the view that there is a positive correlation between student engaged with authentic tasks and achievement. The research of Peter Seixas, Roland Case and Mike Denos, Kamilla Bahbahnani and Miem Tu Huynh, and others, suggests that the application of second order concepts to an area of inquiry allows for effective and powerful leaning. Extending from this body of knowledge, this curriculum articulates a set of six concepts related to analysis which is intended enable students to "think deeply" about the ideas they will encounter in this course:

1. Use Information
2. Make Comparisons
3. Identify Cause and Consequence
4. Consider Perspective
5. Determine Significance
6. Make Value Judgements

These competencies are embedded in the social studies curriculum at all grade levels. Students are explicitly taught how to apply these concepts as part of the inquiry process. See Appendix C.

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

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
• communication technology – Internet connections, bulletin boards, e-mail

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

- The Internet increases 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 available on the Internet.
- 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 analyze 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.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analyzing patterns in the data, forming judgments 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	interviews
work samples	rubrics
anecdotal records	simulations
conferences	checklists
teacher-made and other tests	questionnaires
portfolios	oral presentations
learning journals	role play
questioning	debates
essay writing	rating scales
performance assessments	case studies
peer and self-assessments	panel discussions
multimedia presentations	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 analyze 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.

The *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.

* The Principles for Fair Student Assessment Practices for Education in Canada was developed by a Working Group guided by a Joint Advisory Committee representing national educational organizations including (but not limited to): Canadian Teachers' Federation, Canadian Council for Exceptional Children, Provincial and Territorial Ministers, and Departments of Education. While there has not been a revision of the Principles since the original date of publication, the Principles are considered current by educational stakeholders and have been published in assessment documents with copyright dates of 2009. These Principles are informing best practice in the 21st century, e.g., the Principles are the foundation of the Student Evaluation Standards published in the United States by Corwin Press in 2003 and are referenced in the Alberta government's student assessment study (2009) to name but two examples. The Principles continue to be cited as their accompanying guidelines are timely and sound.

Curriculum Overview

Kindergarten to Grade Nine Social Studies

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

Kindergarten
Connections

Grade 9
Canadian Identity

Grade 1
Interactions

Grade 8
Newfoundland and
Labrador History

Grade 2
Change

Grade 7
Empowerment

Grade 3
Provincial Identity

Grade 6
World Cultures

Grade 4
Explorations
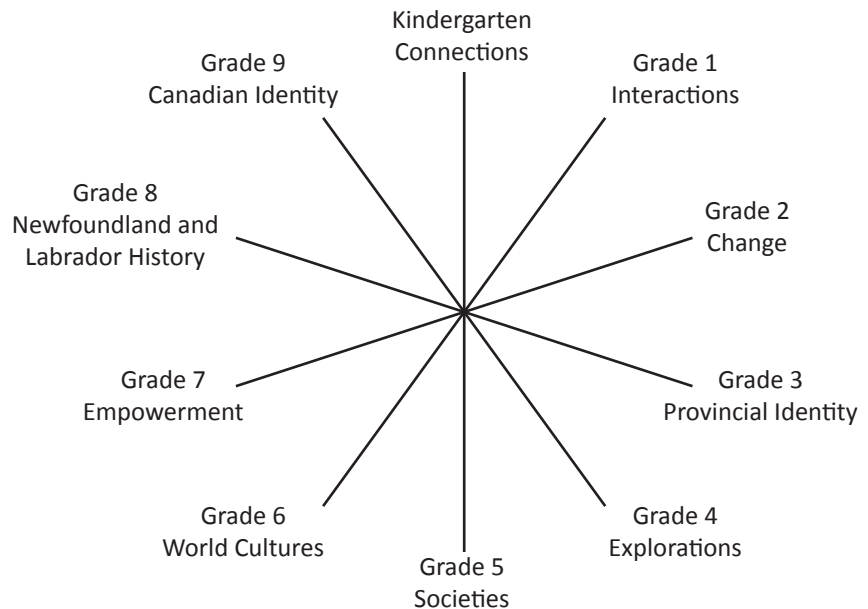
Grade 5
Societies

Grade Three Conceptual Framework

Grade 3 social studies is organized around the following units:

Place

Provincial
Identity

Peoples

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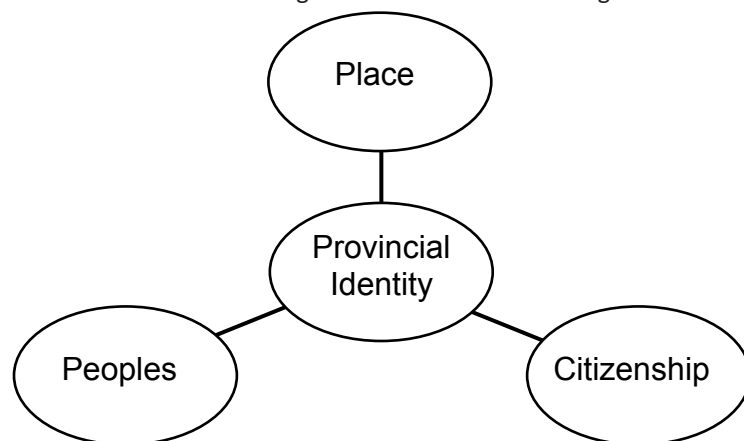
The conceptual framework for each unit in the grade 3 social studies program is expressed in the form of specific curriculum outcomes. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Course Outcomes
and Delineations

Introduction

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*

Unit One:
Place

SCO 1.0 - The student will be expected to demonstrate an understanding of the geographic location of Newfoundland and Labrador

> 1.1 *use the concept of location*
>
> 1.2 *describe the location of Newfoundland and Labrador*

SCO 2.0 - The student will be expected to demonstrate an understanding of the geographic features of Newfoundland and Labrador

> 2.1 *locate and describe major landforms and bodies of water*
>
> 2.2 *describe climate and vegetation*

SCO 3.0 - The student will be expected to demonstrate an understanding of the population distribution of Newfoundland and Labrador

> 3.1 *identify and describe rural and urban communities*
>
> 3.2 *explain the factors that affect where people live*

Unit Two:
Peoples

SCO 4.0 - The student will be expected to demonstrate an understanding of the cultural diversity of Newfoundland and Labrador

> 4.1 *identify the various peoples of our province*
>
> 4.2 *explain why people migrate to a particular area*
>
> 4.3 *explain how the diversity of the population has changed over time*

SCO 5.0 - The student will be expected to demonstrate an understanding of the diversity of cultural within Newfoundland and Labrador

    5.1   *describe the ways people express their culture*

    5.2   *explain how and why culture changes over time*

SCO 6.0 - The student will be expected to demonstrate an understanding of the importance of promoting positive interactions among people

    6.1   *explain the importance of positive interactions among people*

    6.2   *explain how stereotyping affects interactions among people*

    6.3   *plan and carry out an action that promotes positive interactions among people*

Unit Three: Citizenship

SCO 7.0 - The student will be expected to demonstrate an understanding of the importance of government

    7.1   *explain the purpose of laws*

    7.2   *explain why we have different levels of government in our province*

    7.3   *explain the purpose of the provincial government and how it functions*

SCO 8.0 - The student will be expected to demonstrate an understanding of citizenship

    8.1   *explain what it means to be an active citizen*

    8.2   *explain the rights and responsibilities of being a Canadian citizen*

SCO 9.0 - The student will be expected to demonstrate an understanding of how citizens can participate in public decision making

    9.1   *describe different methods of decision making*

    9.2   *explain how individuals and groups can influence public decision making*

This page is left blank intentionally.

Pacing Guidelines

When planning for instruction it is critical for evaluation to be aligned with outcomes and instruction. Thus, the relative emphasis on units of instruction must be reflected in the assessment of students' work.

The following table of specifications is provided to help with instructional planning - for pacing and evaluation purposes.

Unit	Percentage of Instructional Time	Completion Date
Integrated Concepts and Processes	*integrated*	*n/a*
Unit One: Peoples	**35**	
Unit Two: Place	**35**	
Unit Three: Citizenship	**30**	
Total	**100**	

How to Use the Four Column Curriculum Layout

Outcomes and Delineations

Each column contains one specific curriculum outcome and an accompanying set of delineations. The delineations provide specificity in relation to key ideas. Each delineation is given an entire two-page spread, which is offset by the ▶ symbol and is **bolded and italicized**.

Elaboration

The purpose of this feature is to assist teachers with instructional planning. The intent of this feature is to provide clarity in terms of scope and depth of treatment of ideas.

Enduring Understanding

The intent of this feature is to summarize in one or two sentences the salient idea of the delineation.

Sample Performance Indicator(s)

The intent of this feature is to provide a summative, higher order question, where the answer provided by the student would serve as a data source to help teachers assess the degree to which the student has achieved the outcome in relation the delineation.

Performance indicators are typically presented as a question, which may include an introduction to establish a context. To answer the question students are required to use both first order (knowledge) and second order concepts (analysis). Performance indicators would be assigned at the end of the teaching period allocated for the delineation.

Unit Two – Peoples

Suggestions for Teaching and Assessment

- Create a class web about culture. After a brief discussion that culture is a way of life, give each student a sticky note and ask them to write one word that they think represents a way that people express their culture. Add these to the class web.

- Choose a cultural group who has moved to your province and choose a way to represent some parts of their culture. Sample representations may include a poster, display, graphic organizer, paper bag activity, etc. You may wish to include different aspects of the culture such as dance, food, language, music, poems, stories, and visual arts.

- Share a folk tale, story, poem, song, or dance from a cultural group living in your province. Discuss what it tells us about that culture.

- Examine visuals or a piece of art from another culture. In a sentence or two tell what this piece says about the culture.

- Create a piece of art that shows cultural diversity in your province. Examples might include soap carvings, model of a bonfire night, a mummer doll, a painting, etc. These could be placed on display in a culture gallery. Students may include an explanation of their representation on an index card.

- Ask students to talk to their family and friends to find three words or phrases that are unique to their culture (e.g., "Yes, bye" / "Yes,b'y." or "yarn".)

Word or Phrase	Meaning
1.	
2.	
3.	

Students should share their list with the class by reading their words and asking the class to guess it 's meaning before they reveal it. These words may be used to make a class dictionary of unique words and expressions.

- Interview a family member or friend about a part of culture that has changed. Prepare an oral report to present to the class and include pictures or objects. Topics might include: bonfire night, mummering, fishing on the May 24ᵗʰ weekend, cooked dinner, berry picking, games, poetry or other recitations, crafts (e.g., knitting, rug/quilt making), dances such as "The Lancers" or "Running the Goat", etc.

- Invite a recent immigrant to talk to the class about her/his culture. Encourage the speaker to discuss reason why they moved here and how they express / celebrate their own culture. Then ask how their way of life (culture) has been influences by living in Newfoundland and Labrador. (Note: This could also be used for delineation 5.2.)

Notes

Teachers may wish to combine SCOs 4.0 and 5.0 rather than addressing them separately (i.e., to simultaneously examine the origins and cultural expressions of diverse peoples).

Suggested Time: 2 weeks

Authorized Resources
My Province
- pp. 52-61

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

Literature Link
- *Moocher in the Lun* by Tom Dawe
- *What If Your Mom Made Raison Buns* by Catherine Hogan Safer
- *Brave Jack and the Unicorn* by Janet McNaughton

Useful Reference
- *East Coast Rug-Hooking Designs* by Deanne Fitzpatrick (This resource provides visual representations of hooked rugs.)

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Notes

This feature references supplementary information and possible resources for use by teachers.

Sample Teaching and Assessment Strategies

The purpose of this feature is to provide teachers with ideas for instruction and assessment. In this way instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

The ideas for this feature support a constructivist approach to learning, frequently integrating the arts and the social sciences. When appropriate, art and social studies activities are also presented separately.

Course Summary

Provincial Identity is the central theme of the grade 3 social studies curriculum. The program builds upon concepts to which students have been introduced in previous years, this time focusing on their own province. Earlier social studies concepts such as Connections, Interactions, and Change established a foundation for understanding the larger world around them. Applying these concepts in a provincial context will help students expand their views and become more aware of the diversity, cultural richness, and uniqueness of their own province.

The curriculum is organized into three units based upon the essential elements to build provincial identity over time: Place, Peoples, and Citizenship. Using these themes as a basis, students will explore the individuality of their province while seeing it as part of a bigger picture within the region, country, and the world.

The first unit, Place, enables students to explore the geographical features of their own province, its location in the Atlantic region, Canada and the world. The second unit, Peoples, explores culture and community to examine shared values and to promote an understanding of the diverse cultures and traditions that form a provincial culture. The third unit, Citizenship, examines the concepts of power, authority, and decision making, in the context of how people are governed within their province and the meaning of active citizenship.

Integrated Concepts and Processes

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 disciplines are concepts and processes which are used in the social sciences as a whole. While these concepts and processes 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 and processes within grade 3 social studies and to develop the ability to transfer these understandings and abilities to other settings – in particular, real life situations.

The specific curriculum outcome that is associated with this set of ideas is labeled as "i" because these concepts and processes are to be integrated throughout the curriculum as a whole. In the two-page spreads that follow, columns two and three provide clarification and examples of how this can be achieved.

To be clear, this outcome is <u>not</u> to be taught in isolation, but rather it is designed to be incorporated during the teaching of each specific curriculum outcome.

Please reference:
- ***Contexts for Teaching and Learning: Inquiry and Analysis* (pp. 18 - 19), and**
- ***Appendix C* (pp. 95-101)**

for further information.

Outcomes

SCO i.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes 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

Introduction

Curriculum Outcome

SCO i.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes 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. The central idea of this course is to provide students with the opportunity to explore and develop an understanding of Newfoundland and Labrador in terms of people, place and citizenship. Students are asked to develop these understandings through the use of an inquiry process.

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. See Appendix C for a detailed discussion of this model, including explanations and examples.

1. Ask questions for various purposes
2. Locate and select appropriate sources
3. Access ideas from oral, written, visual and statistical sources
4. Uncover and interpret the ideas of others
5. Assess options and formulate reasoned opinions
6. Present ideas to others
7. Act cooperatively with others to promote mutual interests

Enduring Understanding

The construction of knowledge results from asking questions. Inquiry is one of our most important intellectual tools

Sample Performance Indicator(s)
- What causes peoples' expressions of culture to change?
- When culture changes, is it a good or bad? Explain.
- Choose one part of culture that has changed over time. Complete a chart to show *before*, *after* and the *reason* for the change.

Introduction

Suggestions for Teaching and Assessment

Note: The following are provided as examples of tasks related to the inquiry process. These types of tasks are found throughout columns two and three of the curriculum guide.

- Using photos, work in groups to sort photographs into two groups. Students may then explain why they sorted the images as they did. Teachers might ask:
  - ✓ Which images are most similar to your community?
  - ✓ What kinds of things stand out in this group?
  - ✓ How would you label each group?

  Then, introduce the terms "rural" and "urban" and generate charts that summarize the characteristics of each." Students can then formulate a possible definition for urban and rural.

- Ask students to talk to their family and friends to find three words or phrases that are unique to their culture (e.g., "Yes, bye" / "Yes,b'y." or "yarn".)

Word or Phrase	Meaning
1.	
2.	
3.	

  Students should share their list with the class by reading their words and asking the class to guess it 's meaning before they reveal it. These words may be used to make a class dictionary of unique words and expressions.

- Interview a family member or friend about a part of culture that has changed. Prepare an oral report to present to the class and include pictures or objects. Topics might include: bonfire night, mummering, fishing on the May 24th weekend, cooked dinner, berry picking, games, poetry or other recitations, crafts (e.g., knitting, rug/quilt making), dances such as "The Lancers" or "Running the Goat", etc.

- Invite a recent immigrant to talk to the class about her/his culture. Encourage the speaker to discuss reason why they moved here and how they express / celebrate their own culture. Then ask how their way of life (culture) has been influences by living in Newfoundland and Labrador. (*Note: This could also be used for delineation 5.2.*)

Notes

Suggested Time: integrated throughout course, however it may be appropriate to explicitly engage students with learning occasions in relation to the inquiry process.

Authorized Resources
My Province
- pp. 4-5 (map reading)
- p. 22 (map legends)
- **pp. 40-41 (research questions)**
- **pp. 54-55 (gathering information)**
- **pp. 70-71 (presenting information)**

Appendix C

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

Introduction

Curriculum Outcome

SCO i.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes 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 articulates what may be thought of as a generic set of intellectual tools used by social scientists (e.g., economists, geographers, historians and political scientists) as they examine various questions and issues.

Throughout the K-12 social studies curriculum it is expected that students will be able to use the following forms of analysis as they explore the concepts and ideas of the curriculum. Appendix C provides a detailed explanation of each form or analysis.

- Use Information
- Make Comparisons
- Identify Cause and Consequence
- Consider Perspective
- Determine Significance
- Make Value Judgements

It should be noted that these forms of analysis are interrelated. For example, establishing the significance of an event is frequently a matter of perspective. In this regard, teachers should encourage habits of mind that support effective inquiry, such as:

- open-mindedness,
- fair-mindedness,
- a tolerance for ambiguity,
- suspension of judgement, and
- the application of past knowledge to new situations.

Finally, it will be important for teachers to pose inquiries that challenge students to integrate the themes of multiple SCOs, thus enabling students to see the "big picture" of Newfoundland and Labrador in terms of people, place and citizenship. In this way, students' learning should emerge into an integrated whole, as opposed disconnected pieces of information. In the context of this course, sample integrative question may include:

- How are peoples' way of life influenced by where they live?
- What are three important values that should guide how we live and how we use our natural resources? Explain.
- What makes Newfoundland and Labrador a special place to live?

Enduring Understanding

The application of different forms of analysis and habits of mind when examining significant questions improves the quality of possible solutions.

Sample Performance Indicator(s)

- Why is it important for citizens to be involved in public decision making?

Introduction

Suggestions for Teaching and Assessment

Note: The following are provided as examples of sample tasks that embody ideas related to analysis. These types of tasks are found throughout columns two and three of the curriculum guide.

Use Information
- *Identify examples of __(name geographic feature)__ on the map provided. What physical features are found close to where you live?*
- *How could you explain to someone where Newfoundland and Labrador is located?*

Make Comparisons
- *View photographs of the past and present. Identify the ways in which people's way of life (culture) has changed. Consider foods, hairstyles & fashion, tools & technologies, transportation, etc.*
- *Use the following Venn diagram to identify what is the same and what is different about living in an urban vs. a rural community.*

Rural   **Urban**
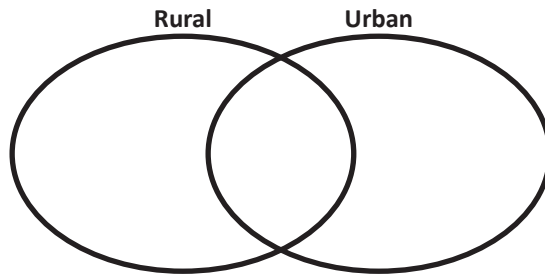
Identify Cause and Consequence
- *How does climate affect the vegetation in the area in which you live?*
- *What would happen if people didn't pay their taxes?*

Consider Perspective
- *Why might a person want to live in a rural or urban community?*
- *Why is __(name celebration)__ important to __(name people)__?*

Determine Significance
- *What types of vegetation grown in your province are most important to you? Why?*
- *Which laws are most important? Why?*

Make Value Judgements
- *Was this a good decision to make? Explain?*
- *Are all laws and rules fair?*

Notes

Suggested Time: integrated throughout course, however it may be appropriate to explicitly engage students with learning occasions in relation to the inquiry process.

Authorized Resources
My Province
- pp. 34-35 (making comparisons)
- p. 62 (cause and consequence)
- pp. 80-81 (identifying pros and cons)
- pp. 96-97 (identifying cause and consequence)

Appendix C

Introduction

Curriculum Outcome

SCO i.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes 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 various forms of analysis 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?

Enduring Understanding

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)

•   Which of the changes in Canadian society do you feel was the most significant in the early 20th century? Why?

•   Canada at the turn of the 20th century was a place of change. Which of the changes discussed in this section was the most significant?

# Introduction

Suggestions for Teaching and Assessment

Note: The following are provided as examples of sample tasks that embody ideas related to critical thinking. These types of tasks are found throughout columns two and three of the curriculum guide.

- Use a chart to list what they consider to be the advantages and disadvantages of living in a rural and an urban area. A PMI Chart could be used to analyse each types of community.

Plus	Minus	Interesting

- Explain and how and why culture changes. Select one or two examples from the list provided. Use the chart to present your ideas.

  ✓ entertainment   ✓ food   ✓ traditions
  ✓ fashion   ✓ tools   ✓ transportation

Cultural Expression	How it Changed	Why it Changed
1.		
2.		

- Think of a time when you had a positive interaction with someone. What benefits did you enjoy? What benefits did the other person enjoy? Use the chart below to help organize your answer.

Interaction	Benefits for Me	Benefits for Others
	1.	1.
	2.	2.
	3.	3.

- Create a set of rules for your classroom and/or school that all students should have to follow. Try and have the fewest number of rules possible. For each rule state why it is needed. Rank your rules in order of importance.

Rule	Purpose	Rank

Notes

Suggested Time: integrated throughout course, however it may be appropriate to explicitly engage students with learning occasions in relation to the inquiry process.

Authorized Resources
My Province
- pp. 110-111 (persuading others)

The Foundation for Critical Thinking
www.criticalthinking.org

The Critical Thinking Consortium
www.tc2.ca

Unit 1: Place

Unit Overview

The unit entitled *Place* focuses on physical and human geography. Students will be expected to identify and locate their own province within the Atlantic region, Canada, and the world. Through the lens of their own province, students will further develop knowledge of maps and mapping skills by identifying and locating familiar places and landmarks on a simple map. They will use map signs, symbols and legends to describe the location of their community and province. Students will identify and describe major physical features, climates, vegetation and the population distribution of Newfoundland and Labrador.

Unit Outcomes

Students will be expected to:

1.0 demonstrate an understanding of the geographic location of Newfoundland and Labrador
2.0 demonstrate an understanding of the diversity of geographic features of Newfoundland and Labrador
3.0 demonstrate an understanding of the population distribution of Newfoundland and Labrador

Processes and Skills

Communication
• organize data with visual representation; draw and interpret maps; role play; describe location; use information and communication technology; describe physical and human characteristics of the province

Inquiry
• form questions regarding geography, climate, and vegetation; compare and contrast; make decisions; develop strategies to gather information; make predictions; gather geographic information using maps

Participation
• explore, create, and construct maps; locate points, places, and land forms on maps; contribute to discussions about community and province; predict change; participate in exploratory field trips; work collaboratively in groups to investigate

Unit One – Place

Curriculum Outcome

SCO 1.0 - The student will be expected to demonstrate an understanding of the geographic location of Newfoundland and Labrador

▶ *1.1 use the concept of location*

1.2 describe the location of Newfoundland and Labrador

Elaboration

Given that the focus of this course is provincial identity, the intent of this outcome is to provide students with a geographic context for their inquiry. Although students will have been exposed to, and have used, geographic concepts and terminology in earlier grades, this outcome marks the beginning of students' formal study of geography. This delineation asks that students begin to explore two fundamental concepts: location and representation.

Every place on Earth has its own location. *Location* refers to a particular place in physical space. Location can be described in either absolute or relative terms. At this grade level students do *not* need to use the terms explicitly. However, it is expected that they can describe a location using these concepts. With absolute location students should be able to use a fixed location marker, such as a street address or community name to identify a location (e.g., "I live at 10 Oxford Street." or "I live in the community of Black Tickle."). When using relative location, it is expected that students use the cardinal directions (north, south, east, west) to describe a location (e.g., "The playground is on the north side of the school." or "Grand Falls - Windsor is west of Gander.")

To help illustrate the idea of place, cartographers produce maps - which are smaller representations of an area. Students should engage with a variety of maps as they develop proficiently in describing location. Specifically, students should learn how to use the compass rose, legend and scale of a map. In relation to mapping skills, students should be able to:
✓ use symbols on a map to identify an absolute location (e.g., "The ▲ shows the location of a camping ground.");
✓ use a simple coordinate system to identify an absolute location (e.g., "The post office is found at coordinate B6.");
✓ describe the location in relative terms (e.g., "Sue's house is on the south side of the community."); and
✓ calculate the distance between two points, using a simple scale (i.e., 1 cm = 1 km) (e.g., "What is the distance between the airport and the school?")

Inquiry and analysis should include:
• *Use Information* — How can you describe the location __*(place)*__?

Enduring Understanding

By the completion of this section students should understand maps are representations of places.

Sample performance indicator(s)

• From the map provided, describe how to get from Bill's house to Cathy's house. Name the streets and cardinal directions.
• From a map of their school, describe the location of three places. (gym, music room, etc.)
• From a map with a simple grid, choose three places and write a sentence to describe the location of each.
• Given a map with a grid and various locations highlighted, have students identify location by letter.

Unit One – Place

Suggestions for Teaching and Assessment

- Use the grids on the maps of the world, North America, Canada, and the province to locate places.

- Work in pairs to create games based on a grid system.

- Practise using cardinal directions by locating places on a map/globe using the cardinal directions. e.g., Name a province west of Quebec.

- Work in pairs to use a map of their province to select possible places to visit, such as a ski resort, museum, park, swimming area, an archeological dig site, shopping mall, etc. They can challenge another team to locate the city or town by using cardinal directions. The students will use their home towns as a starting point. When they have found the selected place, students will use the scale on the map to determine the distance between the two places by road.

- Post the cardinal points on each wall of the classroom to represent North, South, East and West. Students can follow oral directions for moving around the room (take2 steps north, turn to face the East, etc.)

- Create and use mnemonic verses to remember cardinal points (Never Eat Soggy Worms).

- Create instructions using cardinal points for class treasure hunts.

- Follow cardinal points for barrier games using a grid system (e.g, Battleship).

- Draw a map of a town on a sheet of paper which already has a grid. Add roads and buildings. Add a legend to the bottom corner to explain any symbols you have used. Write a sentence to describe the location of 3 different places on your map.

- With a partner create a map and four statements – three true and one false. Invite others in the class to figure out which statement is false.

Notes

Suggested Time: 2 weeks

Authorized Resources
My Province
- pp. 1-9
- pp. 122-end sheet (maps)

Map Scale

For all map activities with students at this level, teachers will need to ensure that maps have an appropriate scale. The suggested scale for this level is 1 cm = 1 km.

Unit One – Place

Curriculum Outcome

SCO 1.0 - The student will be expected to demonstrate an understanding of the geographic location of Newfoundland and Labrador

1.1   use the concept of location

▶ *1.2   describe the location of Newfoundland and Labrador*

Elaboration

This delineation will have students locate their province within increasingly broader contexts – the Atlantic region, Canada, North America and the world. Students will continue to develop the concept of location and to apply the mapping skills introduced in delineation 1.1

Students should examine various maps and globes as they describe where Newfoundland and Labrador is located in both relative and absolute terms. For example:
✓   "Our province is on the east coast of Canada." (relative)
✓   "Newfoundland and Labrador is west of Europe." (relative)
✓   "Our province is part of Canada." (absolute)
✓   "I live in North America." (absolute)

Note: Grade Three students are not expected to describe location in terms of longitude and latitude coordinates. Also, students are not expected to use terms such as 'relative' or 'absolute' when describing location. It may be useful to introduce student to the idea that the largest areas of land on Earth are called continents. However, students are not expected to list / remember the names of the continents; this is an outcome in the Grade Four Social Studies curriculum.

If opportunity allows, it may be useful for students to develop an awareness of relative size by comparing Newfoundland and Labrador to other provinces or the country as a whole. For example, students might make statements such as "Newfoundland and Labrador is larger than Prince Edward Island but smaller than Quebec." This type of inquiry helps to further develop a sense of place as well as the notion that maps are representations of larger spaces.

Inquiry and analysis should include:
•   *Use Information* — How could you explain to someone where Newfoundland and Labrador is located?
•   *Make Comparisons* — Which provinces are bigger than Newfoundland and Labrador? Which are smaller? Is Gander closer to St. John's or to Corner Brook?

Enduring Understanding

By the completion of this section students should understand that the location of Newfoundland and Labrador can be described in relation to other places.

Sample Performance Indicator(s)

•   Write three sentences that describe where Newfoundland and Labrador is located in the world.
•   Perform a rap or song that includes three sentences telling where Newfoundland and Labrador is located in the world.

Unit One – Place

Suggestions for Teaching and Assessment

- Using a map of Canada, complete the following statements:
  - ✓ My province is just west of the province of …
  - ✓ My province is just east of the province of …
  - ✓ I would have to travel _____ to go to Alberta.
  - ✓ My province is closest to the _____ Ocean.

- Using a world map, complete the following statements:
  - ✓ The territory closest to my province is …
  - ✓ The capital of Canada is Ottawa. If I wanted to visit it, I would need to travel in a _____ direction.
  - ✓ My province is closer to Japan than _____.
  - ✓ My province is farther from _____ than from Florida.
  - ✓ My province is closer to Iqualuit, Nunavut than to …
  - ✓ My province is farther from England than from …

- Develop a trivia game. The class can divide into 2 teams. Each team will develop questions based on the location of their province in relation to other Atlantic Provinces, other provinces and territories of Canada, North America, and the world.

- Use a quiz - quiz - trade cooperative strategy Create a game using questions based on the location of Newfoundland and Labrador in relation to other places in Canada. Example:

Front of Card	**Back of Card**
Newfoundland and Labrador is located _?_of Ontario.	East

- Make a paper cube for each group of 4 students. Label the faces of the cube with the following words: north, south, east, west , free, free (the free indicates free choice). Each group of 4 divides into 2 teams of 2. Teams take turns rolling the dice and describing the location of NF & Lab using the word they roll. Sentences may not be used twice. Score 1 pint for each correct sentence. Have maps and globes available for the students to use during this game.

- Use The Important Book by Margaret Wise Brown as a model to describe the location of Newfoundland and Labrador. Sample:
  The most important thing about the location of Newfoundland and Labrador is that it is the most easterly province of Canada. It is true that it is north of the United States and south of Greenland. You would have to travel east to get to England and west to get to British Columbia. But the most important thing about the location of Newfoundland and Labrador is that it is the most easterly province of Canada.

- Draw a vertical diagram to explain to an alien how to get to your school. Focus on the idea of narrowing in on location: Earth, North America, Canada, Newfoundland and Labrador, *<your community>*, *<your school>*. (*Note: Google Earth is a useful tool for this activity.*)

Notes

Suggested Time: 1 week

Authorized Resources
My Province
- p. 3
- p. 5
- pp. 10-11
- pp. 122-end sheet (maps)

Literature Link
- *Looking Down*
  by Steve Jenkins

Quiz - Quiz - Trade
Directions: Write questions on index cards with the correct answer on the back. Distribute cards (one per student). The game begins by asking students to stand with their card in their hand. Next, ask students to raise their hands and to find a partner. With your partner quiz each other on the questions you have and then trade cards. Then, raise your hand again and look for another partner.

Unit One – Place

Curriculum Outcome

SCO 2.0 - The student will be expected to demonstrate an understanding of the geographic features of Newfoundland and Labrador

2.1   locate and describe major landforms and bodies of water

▶ 2.2   describe climate and vegetation

Elaboration

In the previous outcome, students described the location of Newfoundland and Labrador. This delineation asks students to explore the main geographic features of their province.

Students should continue to develop the map skills introduced in the previous outcome as they identify, locate and describe the following geographic features in Newfoundland and Labrador:

✓ *Bodies of Water* — using photographs and maps, students should identify common water forms found throughout the province (i.e., lakes, rivers, ponds,and wetlands/bogs; oceans, bays and straits). Additionally, students should be able to identify the more significant examples of these features found in their local area and in the province as a whole (e.g., the Exploits River; Lake Melville).

✓ *Landforms* — using photographs and maps, students should identify common land forms found throughout the province (i.e., mountains, valleys, plains, islands, beaches, shores, and fiords. Additionally, students should identify more significant examples of these features found in their local area and in the province as a whole (eg., the Long Range Mountains).

Extensive use of visuals is recommended as students engage with examples of geographic features. The use of age appropriate atlases, picture books and maps of various scales will help provide students with a rich experience as they construct an understanding of the geographic aspects of place. Where ever possible, it will be useful for students to engage in field work, for example visits to local landscapes that contain these features.

It will be important to discuss with students that the geographic features identified in this section are also found throughout Earth. A brief examination of specific examples is recommended using photographs and maps.

Inquiry and analysis should include:

• *Use Information* — Identify examples of __(name geographic feature)__ on the map provided. What physical features are found close to where you live?

• *Make Comparisons* — In what ways are __(name first geographic feature)__ and __(name second geographic feature)__ the same? How are they different?

• *Determine Importance* — What bodies of water in your province are most important to you? Why? Which features are the most important to you?

Enduring Understanding

By the completion of this section students should understand that Newfoundland and Labrador contains a wide range of geographic features. These features are part of what makes our province a special place.

Sample Performance Indicator(s)

• On the outline map provided, use symbols to identify two landforms and two bodies of water. Create a legend to explain your symbols.

• Use the chart below to explain your understanding of a landform and/ or a bodies of water. (Provide a Frayer model/diagram for student use.)

Unit One – Place

Suggestions for Teaching and Assessment

- Use a provincial map to locate examples of major of local geographic features: bays, islands, mountains, and rivers.

- Create a rap, song, poem, riddle or action (join hands above their heads to represent a mountain) to locate and describe a landform or body of water. Example:

  > *South of Gander*
  > *Is Gander lake*
  > *We like to go there*
  > *To take a break*
  > *It's so beautiful*
  > *Blue and cool*
  > *Like a giant*
  > *Swimming pool!*

- Collect and discuss how images of landforms and bodies of water are used in local postcards, commercials and/or tourist brochures to represent place (e.g., Exploits River for Central Newfoundland). As an extension, create an advertisement encouraging people to visit our province

- Complete the following chart. (*Note: A similar chart may be used for bodies of water.*)

Landform	Definition	Sketch	Example
Beach			
Island			
Mountain			
Valley			

- Sketch, paint and label various landforms and bodies of water in the province. Create a bulletin board display with a map in the center and the students' sketches around the map. Connect each sketch to its location on the map with a piece of string.

- You be the expert. Arrange students in groups of four. Give each student an index card and have them choose two landforms and two bodies of water. Have them take turns 'being the expert' as they use a map to point out their landforms and bodies of water and describe them to their group.

- In pairs, have each student sketch and label what they know about landforms, bodies of water and vegetation in the province on a larger sheet of paper. Students may share ideas with the person they are working with. Then, have students find a new partner to share with. They may add new ideas to their paper as they share.

- Design a postage stamp for our province. On the stamp, draw a landform or body of water that represents our province.

Notes

Suggested Time: 3 weeks

Authorized Resources
My Province
- pp. 12-17
- pp. 122-end sheet (maps)

Google Earth

Unit One – Place

Curriculum Outcome

SCO 2.0 - The student will be expected to demonstrate an understanding of the geographic features of Newfoundland and Labrador

2.1   locate and describe major landforms and bodies of water

▶ *2.2   describe climate and vegetation*

Elaboration

By now students have begun to develop a general understanding of some of the geographic features of the landscape of Newfoundland and Labrador. This investigation of place continues by focusing in on vegetation and climate:

✓   *Vegetation* - inquiry could begin by having students examine the types of plant life that grows in their area. Then they could examine the range /and distribution of plants in the province as a whole.

✓   *Climate* - students should distinguish between weather and climate. Inquiry should include a comparison of the climate of different areas of the province, in different seasons. Two climate zones should be identified: polar and temperate.

Students should identify patterns in relation to vegetation and climate:

✓   there tends to be more vegetation in southern and eastern areas of the province, and less in northern and eastern areas;

✓   the climate tends to be warmer in southern and eastern areas of the province, and cooler in northern and eastern areas, also that temperature tends to be warmer inland and cooler along the coast;

✓   there seems to be a relationship between climate and vegetation; there tends to be more vegetation in warmer areas (southern and western) and less in cooler areas (northern and eastern).

It is preferred that this learning occur through guided inquiry as opposed to direct instruction. Students should continue to develop their geographic skills as they work with maps and other geographic data (e.g., charts, maps, photographs).

Inquiry and analysis should include:

•   *Make Comparisons* — How are __(Area A)__ and __(Area B)__ similar? How are they different? What might be the reasons that explain this?

•   *Identify Cause and Consequence* — How does climate affect the vegetation in the area in which you live?

•   *Consider Point of View* — What might it be like living in __(name area)__? *(Note: select an area that has an obviously similar or different climate / vegetation pattern than local community.)*

•   *Determine Importance* — What types of vegetation grown in your province are most important to you? Why?

Enduring Understanding

By the end of this section, students should understand that climatic influences the vegetation patterns of the area in which they live.

Sample Performance Indicator(s)

•   Imagine you are taking a trip across our province. Create two cartoons sketches of what vegetation you might see as you travel. In each caption tell where you are, the time of year, and what the weather might be like.

•   Write a letter inviting someone to visit Newfoundland and Labrador. In your letter, describe the bodies of water, landforms, vegetation and climate. Include details on what the person could see or do during this visit.

Unit One – Place

Suggestions for Teaching and Assessment

- Brainstorm about what they know about the climate of Newfoundland and Labrador.

- Create a t-chart to compare weather and climate.

- Develop a list of questions they would like answered in this unit. This could be completed as a gallery walk or a placemat activity, using the stem "I wonder…"

- Invite a meteorologist to visit their classroom to discuss the climate of Newfoundland and Labrador.

- Develop a photo essay to show how climate affects the lives of people in Newfoundland and Labrador. Consider housing, clothing, and recreation.

- Create a collage of vegetation in your region.

- Extending from the concept of "Grown Right Here in Newfoundland and Labrador" students can choose to either create a collage, poster, brochure or web illustrating the vegetation grown in their local area. Grocery store flyers or outdoor magazines could be used for this activity.

- Use the knowledge gained about land forms and climate in their province to indicate on a blank map the type of vegetation they would expect to grow in different areas of their province. As a class discuss the reasons for the choices made by classmates.

- Create a diorama depicting landforms, vegetation and/or bodies of water.

- With a partner, write an acrostic poem describing one of the major landforms or bodies of water found in Newfoundland and Labrador.

- Work in groups to create a chart describing the climate in their area for each season. Charts should include pictures and words. Post the charts on the walls and have students rotate around the classroom to view each chart and note the similarities and differences in each

- Have children create a graphic to illustrate the effect that climate has on vegetation.

- Use inside/outside circles to have students discuss what they have learned about bodies of water, landforms, vegetation and climate.

- Complete an alphabox to describe bodies of water, landforms, vegetation and climate in our province. Work alone for ten minutes to fill in as many as possible. Then, pair with a classmate and work together to share and fill in any boxes not completed. Next, join your pair with another pair to make a group of four to share your ideas and fill in more boxes. Have a whole class sharing of ideas.

Notes

Suggested Time: 3 weeks

Authorized Resources
My Province
- pp. 18-23
- pp. 122-end sheet (maps)

Appendix F
Contains the names of major mountains, river, lakes, bays, and islands for provinces of Atlantic Canada.

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

Literature Link
- *Jessie's Island* by Sheryl Mc-Farlane
- *The Colours of My Home* by Susan Pynn
- *Partridgeberry, Redberry, and Lingonberry, Too* by Ellen Bryan Obed

Atlas of Canada
atlas.nrcan.gc.ca
Contains maps illustrating various themes/statistics, such as population maps, climate maps, etc.

Unit One – Place

Curriculum Outcome

SCO 3.0 - The student will be expected to demonstrate an understanding of the population distribution of Newfoundland and Labrador

▶ **3.1 identify and describe rural and urban communities**

3.2 explain the factors that affect where people live

Elaboration

This is the first time that students will have studied the concepts of urban and rural. While there are varying measures used to define a rural area and an urban area, it is sufficient at grade three to base the discussion on two criteria - number of people and amount of space (size of area). For instructional purposes at this level it may be useful to begin to define what constitutes an urban area - places where *many* people live *close* together, such as in cities and some towns, which function as service centres, such as Happy Valley - Goose Bay, Corner Brook or Clarenville. Then contrast this with examples of rural areas, where by comparison fewer people live further apart.

Students should determine whether their own community is urban or rural. This may lead to considerable discussion, which is entirely fine. It is more useful that students understand the criteria for judgement and consider how that criteria can be applied, than to arrive at a "correct" answer. Likewise, it will be desirable for students to examine other areas and make this determination. Aerial photographs and maps are very useful for this type of activity.

For example, students could be asked to reflect on communities they have visited, in Newfoundland and Labrador or elsewhere, and decide which are urban and which are rural. When considering these examples, students can describe some of the features that typically distinguish urban communities from rural ones (e.g., the presence of movie theatres, shopping centres, and universities, etc.).

Inquiry and analysis should include:
- *Determine Importance* — Why are rural areas important? Why are urban areas important? *(Note: it would be misleading to ask students which is most important, as both areas have special significance.)*
- *Use Information* — Is this area rural or urban? How do you know?
- *Making Comparisons* — Do you live in a urban or rural community? What makes your community urban or rural? How are rural and urban areas similar? How are they different?
- *Consider Point of View* — Why might a person want to live in a rural or urban community?

Enduring Understanding

By the completion of the section students should understand that rural and urban areas have characteristics that make them each special places.

Sample Performance Indictor(s)

- If you could take a trip anywhere in Newfoundland and Labrador, and take your family and friends with you, would you travel to a rural or urban area? Why?
- Use an index card to design a postcard that you might send while visiting either a rural or urban part of our province. Draw a picture of the community on one side. Include details on the back of what you did during your visit.

Unit One – Place

Suggestions for Teaching and Assessment

- Using photos, work in groups to sort photographs into two groups. Students may then explain why they sorted the images as they did. Teachers might ask:
  - ✓ Which images are most similar to your community?
  - ✓ What kinds of things stand out in this group?
  - ✓ How would you label each group?

  Then, introduce the terms "rural" and "urban" and generate charts that summarize the characteristics of each." Students can then formulate a possible definition for urban and rural.

- Using the legend on a provincial map, identify urban areas.

- Use a chart to list what they consider to be the advantages and disadvantages of living in a rural and an urban area. A PMI Chart could be used to analyse each types of community.

Plus	Minus	Interesting

- Write a paragraph explaining why they would prefer to live in a rural or urban area of the province.

- Write a one-minute speech saying why they would prefer to live in an urban or rural area.

- Use the following Venn diagram to identify what is the same and what is different about living in an urban vs. a rural community.

Rural   **Urban**
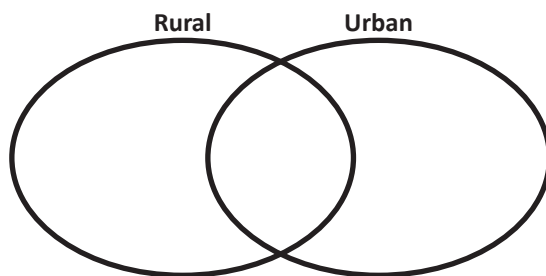
- Write riddles on index cards. Take turns reading them to the class. e.g.:
  I am an urban community.
  I am on the west coast of NF & Lab.
  I have a pulp and paper industry.
  Marble Mountain Ski Resort is close to me.
  My name starts with the letters C.B.
  Who am I?

- Engage students in a gallery tour / walk. Use charts labeled 'advantages of rural communities', 'disadvantages of rural communities', 'advantages of urban communities', disadvantages of urban communities'. Divide the class into 4 groups and give each group a different colour marker. Rotate to each list and add ideas. Key idea: each type of community has advantages and disadvantages.

Notes

Suggested Time: 2 weeks

Authorized Resources
My Province
- pp. 24-27
- pp. 122-end sheet (maps)

Atlas of Canada
atlas.nrcan.gc.ca
Contains maps illustrating various themes/statistics, such as population maps, climate maps, etc.

Flat Stanley
flatterworld.com
There are numerous ideas that can be adopted from this concept in relation to the study of population.

Literature Link
- *When I was Young in the Mountains* by Cynthia Rylant
- *There's No Place Like Home* by Necie

Unit One – Place

Curriculum Outcome

SCO 3.0 - The student will be expected to demonstrate an understanding of the population distribution of Newfoundland and Labrador

3.1   identify and describe rural and urban communities

▶ **3.2   explain the factors that affect where people live**

Elaboration

This outcome concludes with an examination of the influences that affect population distribution. Students will examine factors that influence where people live.

It is important to remember that traditionally peoples' needs have led to the development of communities near resources - frequently along rivers and coastlines. Discussion with students could begin with an analysis of why people traditionally live in the local area or community. Inquiry should then be broadened to include consideration of the following factors:
- ✓ Employment
- ✓ Natural Resources
- ✓ Services
- ✓ Transportation and Communication
- ✓ Family

It is important for students to work with photographs, maps and other geographic information sources when studying these topics.

Inquiry and analysis should include:
- *Use information* — What kinds of employment have been created as a result of the resources available in your community?
- *Making Comparisons* — What services in your community are most important for you and your family? Which service could you live without?
- *Identify Cause and Consequence* — Why do people live in your community / area?
- *Determine Importance* — Which factor do you think most influences where people might choose to live? Why?

Enduring Understanding

By the end of this study, students should understand that where people live in their province is influenced by many factors, in particular by employment and family ties.

Sample Performance Indicators(s)

- Create a poster that illustrates the factors that influence where people choose to live.
- Name three factors that influence where people choose to live. Which is most important? Why?
- Complete the following journal entry:
  _____ is a perfect community for my family because _____ .
- Create a comic strip story that illustrates why a person would choose to live in your town. Include at least three factors in your story.

Unit One – Place

Suggestions for Teaching and Assessment

- Ask students to answer the question"Why does your family live in this community?" Chart reasons as they share their answers.

- Discuss how natural resources influence where people live in your province.

- Brainstorm to make a list of the natural resources found in your province. Then match the resources to locations on a map of your province showing where these natural resources are located.

- Invite guest speakers who live in the community, but make their living in another province/community, or work from home. Ask them to share the advantages and disadvantages of living in one community but working in another.

- Prepare a poster or radio announcement to persuade people to move to your area of the province. Consider: What does your area have to offer in employment, natural resources, transportation, and opportunities for the exchange of goods and services? Make sure you identify your area as urban or rural.

- Explore how transportation helps people live in a community but work somewhere else in their province.

- Study a map of their province and identify major means of transportation within the province. How does this affect where people live?

- If applicable, visit your town hall to see how they promote your community.

Notes

Suggested Time: 2 weeks

Authorized Resources
My Province
- pp. 28-36
- pp. 122-end sheet (maps)

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

Unit 2: Peoples

Unit Overview

In the *Peoples* unit, students will identify many of the diverse cultural groups that live in their province. They will learn why people choose to live in their province and how this diversity has changed over time. They will recognize the contributions which these groups have made and continue to make in shaping the provincial cultural identity. Students will explore cultural groups within their province to develop an awareness of the cultural values expressed through stories, music, art, and literature or other expressive means. Students will be exposed to various cultural traditions and beliefs that exist within their own province, promoting a better understanding of the significance of diversity within a place. They will discover how different traditions and beliefs co-exist and serve to promote positive interactions amongst diverse cultures within a region.

Unit Outcomes

Students will be expected to:

4.0 demonstrate an understanding of the cultural diversity of Newfoundland and Labrador
5.0 demonstrate an understanding of the diversity of culture within Newfoundland and Labrador
6.0 demonstrate an understanding of the importance of promoting positive interactions among people

Processes and Skills

Communication
• organize data with visual and written representation; write in many genres; use information and communication technology; read for information; listen to and ask questions; interview; use oral communication; organize and represent information

Inquiry
• deduct ideas; synthesize facts; investigate primary sources; formulate questions, ideas for research, and inquiry; listen and respond critically; identify issues; interpret and analyze observations, data, text and graphics organizers; gather and record information

Participation
• work collaboratively; role play; construct books; learn ethnic songs and dance; compile data; develop and carry out an action plan; conduct research projects, interviews, and surveys

Unit Two – Peoples

Curriculum Outcome

SCO 4.0 - The student will be expected to demonstrate an understanding of the cultural diversity of Newfoundland and Labrador

▶ *4.1 identify the various peoples of our province*

4.2 explain why people migrate to a particular area

4.3 explain how the diversity of the population has changed over time

Elaboration

This outcome sets the context for Unit Two - People. Many new and abstract ideas are introduced in this unit. Should engage with very specific and simple examples as they work to develop understandings of the idea of culture.

Students should understand that the people who live in our province have different backgrounds - some have moved here recently while others are the descendants of people who have lived here for a much longer period of time.

As students consider the roots of our population, they can group people into one of three possible groups:
✓ *Recent Immigrants / Newcomers* - these would be people who were not born in Newfoundland or Labrador, but relocated here.
✓ *Past Immigrants* - People who moved here from another country some time since the 1500s. The majority of the population can trace their family origins to these ancestors from England, France, Ireland or Scotland. Their families have lived here a long time and have many descendants who make up our country/province today.
✓ *Aboriginal Peoples* - these would be people whose ancestors lived here before 1500. Archeological and anthropological evidence indicates that the earliest inhabitants of Newfoundland and Labrador lived here over 9000 years ago. *(Note: It may be desirable to have students look at the root of the word Aboriginal --> original --> which means first; Aboriginal people are the first people known to inhabit a place.)*

Students should be given ample time to reflect on the ideas presented here. They are now being introduced to an analysis that involves both temporal (time) and spatial (space) considerations - How long have we lived here? Where did we come from?

As students work through these ideas, and make comparisons, it is important that teachers constantly emphasize the value of diversity and the importance of inclusion.

Inquiry and analysis should include:
• *Use information* — Who lives in our province?
• *Make Comparisons* — How long has person X lived here? Where did person X come from? Is there a pattern in terms of where people live?

Enduring Understanding

By the end of this section, students should understand that the population of Newfoundland and Labrador is diverse

Sample Performance Indicator(s)

• Create a mind or concept map / time line / collage that shows who lives in our province.
• Use an exit card with the stem "The people who live in our province ..."

Unit Two – Peoples

Suggestions for Teaching and Assessment

- Create a web to answer the question "Who lives in our province?" Encourage students to identify different nationalities of peoples they have seen as they have travelled throughout the province.

- Create a class collage of photographs of people who live in the province. Use travel brochures and magazines from the province to create this collage.

- Examine the latest census data to identify the various peoples living in the province today.

- Have students research their family origins to answer the question "Where did my family come from?" They may present their findings orally in class.

- Visit a local museum or interpretation centre to view exhibits of Aboriginal peoples and early settlers.

- Organize an international food day that features dishes from the homeland of citizens of your province who have migrated here over time. (e.g, England, Ireland, Scotland, France, China, Lebanon, various countries throughout Africa, Asia, the Americas, etc.) Include maps and display cards so that students can identify the various countries represented.

Notes

Teachers may wish to combine SCOs 4.0 and 5.0 rather than addressing them separately (i.e., to simultaneously examine the origins and cultural expressions of diverse peoples).

Suggested Time: 3 weeks

Authorized Resources
My Province
- pp. 37-47

Literature Link
- *How Dog Became a Friend* by Paul O'Neill

Statics Canada
atlas.nrcan.gc.ca
Contains data on characteristics of the population of Canada as a whole and Newfoundland and Labrador in particular.

Unit Two – Peoples

Curriculum Outcome

SCO 4.0 - The student will be expected to demonstrate an understanding of the cultural diversity of Newfoundland and Labrador

4.1   identify the various peoples of our province

▶ *4.2   explain why people migrate to a particular area*

▶ *4.3   explain how the diversity of the population has changed over time*

Elaboration

These delineations build from delineation 3.2, asking that students consider the factors which caused people to move here, and the resulting change in population that occurred.

Students should examine why people may choose to move to a particular location. While there are many push-pull factors, the following should be included in discussion with students:
✓   employment,
✓   new / increased opportunities,
✓   to be near family, and
✓   freedom from conflict.

Some students will already have a personal understanding of why people move. It will be necessary to exercise sensitivity when discussing this with students. [insert heart]

Discussion should continue from the idea introduced in delineation 4.1, that the population of our province has changed over time. Here it may be useful to construct a simple timeline to illustrate the arrival of various peoples. While students will have already used temporal language (old, new, yesterday, tomorrow, last year, before, a long time ago, once upon a time, etc.) this will be the first time that students will formally use a timeline in the social studies curriculum. There is no expectation that students should be able to independently construct a timeline; rather students should see that a timeline is a means to organization information according to date / sequence / etc.

Inquiry and analysis should include:
• *Identify Cause and Consequence* — Why did Europeans move here in the past? Why do people move here today?
• *Make Comparisons* — Think about why people move to Newfoundland and Labrador today. Compare those reasons with why people moved here in the 1700s and 1800s. What is similar? What is different?

Enduring Understanding

By the completion of this section students should understand that over time the population of you our province will become more diverse.

Sample Performance Indicator(s)

• How has the population of our province changed over time?
• Complete a t-chart to identify the reasons why people migrated to our province in the past, and why they more here today.
• Use pictures and words to complete the following diagram, showing how the diversity of our population as changed over time.

1300s	1700s & 1800s	Present

Unit Two – Peoples

Suggestions for Teaching and Assessment

- Encourage classmates who have moved to this province or this area of the province to share their reasons for moving. Encourage students to speculate about other reasons why people may have moved to this province. (Be sensitive to the fact that some families move because of personal issues. **[insert heart]**)

- Explore how transportation helps people live in a community but work somewhere else in their province.

- Organize a display showing how the population of our province has changed over time. The first part of the display should show where First Nations and Inuit lived in the 1300s. The second part should use a world map to highlight the individual countries where people came from in the 1700s and 1800s. The last part of the display should use another world map to highlight the continents where people have migrated from since the 1900s. After viewing and discussing the display, students should then be asked to explain how the diversity of their province has changed over time.

  Note: A summary of this information is provided here:

1300s	1700s & 1800s	Since 1900s
Inuit (North Labrador) Innu (South labrador) Beothuk (Island of New-foundland)	England Ireland France	Africa Asia Europe North America South America

- Interview older family members or community members to see why they or their ancestors moved to your province.

- Research to see where their family name originated.

- A diptych is a painting made up of two matching parts. Divide a poster into two parts. On the first part, draw an image of why people come to live in your province today. On the other half, draw an image of why people lived here hundreds of years ago. Write a caption for your diptych which explains the similarities or differences in why people live here. Caption example: Easy access to fresh water.

- Create a class time line using a long roll of paper along the wall of the classroom. Add visuals and words that depict when and why various peoples migrated to our province.

Notes

Suggested Time: 2 weeks

Authorized Resources
My Province
- pp. 48-51

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

Literature Link
- *Thomas Doucet Hero of Plaisance* by Susan Chalker Browne
- *At Ocean's Edge* by Susan Chalker Browne
- *The Amazing Adventures of Captain Bob Bartlett* by Susan Chalker Browne

Unit Two – Peoples

Curriculum Outcome

SCO 5.0 - The student will be expected to demonstrate an understanding of the diversity of cultural within Newfoundland and Labrador

▶ *5.1* *describe the ways people express their culture*

5.2 explain how and why culture changes over time

Elaboration

Building from the preceding outcome students will examine how peoples express their culture. Teachers may wish to consider combining these two outcomes rather than addressing them separately (i.e., to simultaneously examine the origins and cultural expressions of diverse peoples).

Students should recognize that there is a vast array of expressions of culture, including:
These forms of expression are significant as they help us understand the various stories of the people who live in our province. These forms of cultural expressions should be infused throughout the unit.

- ✓ dance,
- ✓ folk tales,
- ✓ food,
- ✓ games
- ✓ language,
- ✓ music,
- ✓ poetry,
- ✓ songs,
- ✓ stories, and
- ✓ visual arts.

Students should understand that the traditions, beliefs and values of a cultural group is reflected through its cultural expressions. While there may be some expressions of culture that are unique to a particular culture (e.g., Innu Tea Dolls), most expression of culture are practised by many groups of people (e.g., playing with toys). Indeed, while the differences between peoples are often more apparent than the similarities, it is the similarities that help to unite diverse peoples. This is an important understanding in the area of social studies.

Inquiry and analysis should include:
- *Make Comparisons* — In what ways are all cultures similar? How are they different?
- *Consider Point of View* — Why is __*(name celebration)*__ important to __*(name people)*__?
- *Determine Importance* – Which expressions of culture do all peoples share? How might these be important?
- *Make a Value Judgement* — Why is it important to be respectful of other people's culture?

Enduring Understanding

By the completion of this section students should understand that culture reveals what is important to a group of people and is expressed in many ways.

Sample Performance Indicator(s)

- Name five ways that people express their culture. Which expression do you think:
  - ✓ is most important?
  - ✓ is most interesting?
  - ✓ tells the most about a culture?
- Create a word / picture web of expressions of culture. Chose the one you think is most interesting or important and tell why.

Unit Two – Peoples

Suggestions for Teaching and Assessment

- Create a class web about culture. After a brief discussion that culture is a way of life, give each student a sticky note and ask them to write one word that they think represents a way that people express their culture. Add these to the class web.

- Choose a cultural group who has moved to your province and choose a way to represent some parts of their culture. Sample representations may include a poster, display, graphic organizer, paper bag activity, etc. You may wish to include different aspects of the culture such as dance, food, language, music, poems, stories, and visual arts.

- Share a folk tale, story, poem, song, or dance from a cultural group living in your province. Discuss what it tells us about that culture.

- Examine visuals or a piece of art from another culture. In a sentence or two tell what this piece says about the culture.

- Create a piece of art that shows cultural diversity in your province. Examples might include soap carvings, model of a bonfire night, a mummer doll, a painting, etc. These could be placed on display in a culture gallery. Students may include an explanation of their representation on an index card.

- Ask students to talk to their family and friends to find three words or phrases that are unique to their culture (e.g., "Yes, bye" / "Yes,b'y." or "yarn".)

Word or Phrase	Meaning
1.	
2.	
3.	

Students should share their list with the class by reading their words and asking the class to guess it 's meaning before they reveal it. These words may be used to make a class dictionary of unique words and expressions.

- Interview a family member or friend about a part of culture that has changed. Prepare an oral report to present to the class and include pictures or objects. Topics might include: bonfire night, mummering, fishing on the May 24th weekend, cooked dinner, berry picking, games, poetry or other recitations, crafts (e.g., knitting, rug/quilt making), dances such as "The Lancers" or "Running the Goat", etc.

- Invite a recent immigrant to talk to the class about her/his culture. Encourage the speaker to discuss reason why they moved here and how they express / celebrate their own culture. Then ask how their way of life (culture) has been influences by living in Newfoundland and Labrador. (*Note: This could also be used for delineation 5.2.*)

Notes

Teachers may wish to combine SCOs 4.0 and 5.0 rather than addressing them separately (i.e., to simultaneously examine the origins and cultural expressions of diverse peoples).

Suggested Time: 2 weeks

Authorized Resources
My Province
- pp. 52-61

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

Literature Link
- *Moocher in the Lun* by Tom Dawe
- *What if Your Mom Made Raison Buns* by Catherine Hogan Safer
- *Brave Jack and the Unicorn* by Janet McNaughton

Useful Reference
- *East Coast Rug-Hooking Designs* by Deanne Fitzpatrick (This resource provides visual representations of hooked rugs.)

Unit Two – Peoples

Curriculum Outcome

SCO 5.0 - The student will be expected to demonstrate an understanding of the diversity of cultural within Newfoundland and Labrador

5.1   describe the ways people express their culture

▶ *5.2   explain how and why culture changes over time*

Elaboration

This delineation will further develop students' understanding of the concepts of (i) change over time, and (ii) cause and consequence.

Students should recognize that culture - people's way of life - is constantly changing. There are many forces that can create change within a culture. These include:

✓   Introduction of New Ideas (Innovation) — When someone comes up with a new way of doing something, and it is used by others (e.g., cod trap, cars, airplanes, radio,television).

✓   Sharing — Ideas are introduced to an area. Traditionally this would happen when someone traveled and retuned with an idea, or someone new moved to an area. Today this happens through the use of radio, televison and the internet. (e.g., Chocolate (cacao), corn, potatoes, tomato and vanilla were brought to Europe and other continents from the Americas during the 1500-1800s**.**)

✓   A Loss of Something Important — Sometimes an important part of a culture is lost, disappears or becomes obsolete. For example, communities whose primary industry closes suffer major negative change (e.g., closing of a fishery, a mine, a production facility).

Time should be taken to examine two or three case studies of innovation to help students develop a concrete understanding of (i) change over time, and (ii) cause and consequence. As these examples may be the first formal study of these concepts that students will have encountered, discussion should be kept simple. Questions such as "What was life like before/after?" or "How did people's lives change?" serve as useful conceptual organizers. Case studies could include (but are not limited to):

✓   making fire,
✓   farming,
✓   boat,
✓   running water,
✓   printing press,

✓   train,
✓   telephone,
✓   radio,
✓   refrigerator, and
✓   automobile.

Inquiry and analysis should include:

•   *Make comparisons* – Look at two photographs: What is the same? What is different? How is your life similar/different, from your ancestors?

•   *Identify cause and consequence* – How did people's way of life change as a result of the introduction of __*(name innovation)*__ ?

Enduring Understanding

By the completion of this section students should understand that although peoples' expressions of culture are rooted in the past, culture is constantly changing.

Sample Performance Indicator(s)

•   Innovation can change your way of life. Create something new. Name and sketch your innovation. How will your invention changes peoples lives?

•   What causes peoples' expressions of culture to change?

•   When culture changes, is it a good or bad? Explain.

•   Choose one part of culture that has changed over time. Complete a chart to show *before*, *after* and the *reason* for the change.

Unit Two – Peoples

Suggestions for Teaching and Assessment

- Discuss with students the influences of change. Include in this discussion innovation, sharing and the loss of something important

- Have students set up a class museum. Ask them to being in artifacts to examine and compare with modern equivalents. Artifacts to compare might include:
  - ✓ typewriter - computer
  - ✓ LP / 45 vinyl record - CD
  - ✓ hand held kitchen mixer
  - ✓ hand drill - electric drill
  Discuss how and why culture has changed.

- Organise a field trip to a museum to view exhibits of peoples' way of life (culture) in the past. Follow the visit with a journal or personal response exercise. Possible stems include:
  - ✓ "If I lived in older times my way of life would be very different because ... ."
  - ✓ "The most important change / innovation / invention from the past is the __*(name)*__ because .... ."

- View photographs of the past and present. Identify the ways in which people's way of life (culture) has changed. Consider foods, hairstyles & fashion, tools & technologies, transportation, etc.

- Read and discuss children's literature that focus on change over time or provide an exploration of a past culture.

- Explain and how and why culture changes. Select one or two examples from the list provided. Use the chart to present your ideas.
  - ✓ entertainment ✓ food ✓ traditions
  - ✓ fashion ✓ tools ✓ transportation

Cultural Expression	How it Changed	Why it Changed
1.		
2.		

- Organize a Grandparents Day. Ask grandparents and other older members of the community to bring a craft, food, or other cultural tradition for display or demonstration. Organize guests in stations and have students rotate in small groups to visit each one.

Notes

Suggested Time: 2 weeks

Authorized Resources
My Province
- pp. 62-63

Literature Link
- *Emma's Treasure* by Gerald Mercer
- *Emma's New Game* by Gerald Mercer
- *Freddy's Day at the Races* by Susan Chalker Browne
- *The Salt Box Sweater* by Janet McNaughton

Unit Two – Peoples

Curriculum Outcome

SCO 6.0 - The student will be expected to demonstrate an understanding of the importance of promoting positive interactions among people

▶ *6.1 explain the importance of positive interactions among people*

▶ *6.2 explain how stereotyping affects interactions among people*

6.3 plan and carry out an action that promotes positive inter-actions among people

Elaboration

This outcome completes the Unit Two focus on people. Having learned that Newfoundland and Labrador has a diverse population and culture, student will now examine the importance of positive interactions among people.

Students should investigate a variety of ways people can work together in a positive way. Positive interactions can be characterized as being beneficial to one or more parties, being free of conflict, having trust, mutual understanding and respect. Students should study examples where positive interactions are demonstrated (e.g. workplace, community events, cultural festivals, humanitarian works, team sports, clubs, volunteerism). As students study these examples they should identify the benefits that were produced as a result of the interaction. It will also be useful to consider simple examples, such as students playing together cooperatively.

It is expected that students will develop an understanding of stereotyping. This may be approached by looking at stereotypes related to age, gender, and culture. Students may be engaged in critical literacy activities such as discussions about how boys and girls are represented in media texts and literature. They may also explore how perceptions of boy/girl roles have changed – Who is encouraged to play with certain toys? Who is permitted to participate in certain sports? This discussion should culminate in an understanding that stereotypes make it difficult to develop truly positive interactions.

Inquiry and analysis should include:
- *Make Comparisons* — How do positive interactions differ from negative interactions?
- *Identify Cause and Consequences* — What happens when we make an effort to get along with others? What happens when we do not get along with others?
- *Consider Point of View* – How might people from a different culture respond differently to the same situation ?
- *Determine Importance* – Is it important to have positive interactions among people? Why?

Enduring Understanding

By the completion of this section students should understand that stereotyping does not foster positive interaction among people.

Sample Performance Indicator(s)

- Create a poster that identifies the benefits of positive interactions.
- Create a cartoon or comic strip that identifies the benefits of positive interactions.
- Describe a situation of stereotyping involving age or gender. What is the most significant problem with this situation?
- Ben comes to school on Monday and says that he missed hockey practise on the weekend because he had a perform in a dance recital. Some of his classmates make fun of him.
  - ✓ Is this an example of stereotyping? Explain.
  - ✓ How would you respond to this situation?

Unit Two – Peoples

Suggestions for Teaching and Assessment

- Brainstorm together various events in their communities where people come together to work for a cause, i.e. build playgrounds or ball fields, develop heritage sites, Relay for Life, Habitat for Humanity, raise funds for victims. Discuss these events and determine the benefits of these positive interactions.

- Complete a y-chart on positive interactions.
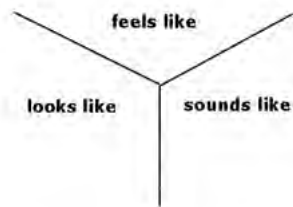
- Create a computer ad for positive interactions among students.

- Create a poster for the school newsletter that shows positive interactions among students.

- Design a logo to encourage positive interactions .

- Make a quilt square that has an image of positive interactions. Join squares together to make a class quilt. Brainstorm for an appropriate title; e.g., "Together we can make something beautiful."

- Brainstorm as a class to determine the meaning of the word "stereotyping" and develop a definition. Give examples of stereotyping that they have either experienced themselves or have seen or read about.

- In small groups discuss and record the negative impacts of stereotyping. Students can connect this to a story they have read in class or at home. Alternatively, students may choose to read aloud an excerpt from a book that shows stereotyping.

- Engage with an appropriate book as a read aloud. The selected book should address the topic of stereotyping. Engage students with a discussion of the examples of stereotyping the book provides.Read about positive and negative interactions and identify how they can change the negative into positive.

- Over the past two years _____ school has had a boy's hockey team and a girl's hockey team. This year not enough girls registered to form a team. When registration for the boy's hockey team was announced, two girls showed up to register. Neither was allowed to try out.
    - ✓ Identify the type of stereotyping in the scenario.
    - ✓ Develop a poster that promotes positive interactions to address this example of stereotyping.

Notes

Suggested Time: 4 weeks

Authorized Resources
My Province
- pp. 64-71

Literature Link
- *Amazing Grace* by Mary Hoffman
- *Jeremiah Learns to Read* by Jo Ellen Bogart
- *Martin's Big Words* by Doreen Rappaport
- *Sister Anne's Hands* by Marybeth Lorbiecki
- *The Paper Bag Princess* by Robert Munsch
- *The Sandwich Swap* by Queen Rania of Jordan
- *The Wednesday Surprise* by Eve Bunting
- *Zen Ties* by Jon J. Muth

Unit Two – Peoples

Curriculum Outcome

SCO 6.0 - The student will be expected to demonstrate an understanding of the importance of promoting positive interactions among people

6.1 explain the importance of positive interactions among people

6.2 explain how stereotyping affects interactions among people

▶ *6.3 plan and carry out an action that promotes positive interactions among people*

Elaboration

The examples of stereotyping provided in delineation 6.2 is a good segue to generating a class action plan to promote positive interactions among people. Students are expected to develop an understanding of how they can take action to promote positive interactions in their own lives.

The intent of this delineation is for students to become familiar with a planning process designed to bring about positive change. Students should be active participants in the planning process. Possible projects: helping out at a retirement home (ageism), contributing to a food bank (poverty), or creating an awareness campaign (anti-bullying). Teachers should consult with their school administration before completing this activity.

The following generic planning model (or a similar model) is suggested:
1. identify the problem
2. brainstorm possibilities
3. select a preferred option
4. identify the tasks involved and assign roles
5. carry out the plan
6. reflect on the success of the project

Inquiry and analysis should include:
• *Determine Importance* — What would be a valuable project to complete that will encourage positive interactions among people and discourage stereotyping?
• *Identify Cause and Consequence* – What might happen as a result of our project?
• *Consider Point of View* – How might those people directly affected feel about our project? How might others feel about our project?
• *Make Value Judgements* – Are positive interactions important? Why?

Enduring Understanding

By the completion of this section students should understand that taking time to build positive relationship is valuable for everyone.

Sample performance indicator(s)

• Write a personal response journal about a time when you had a positive interaction with someone. List one benefit that you enjoyed and one benefit that the other person enjoyed.
• Think of a time when you had a positive interaction with someone. What benefits did you enjoy? What benefits did the other person enjoy? Use the chart below to help organize your answer.

Interaction	Benefits for Me	Benefits for Others
	1.	1.
	2.	2.
	3.	3.

Unit Two – Peoples

Suggestions for Teaching and Assessment

- In small groups, compose a song, rap or poem about how you can make a difference in your community.

- Mrs. Jones, an 80-year old lady who has no family, has just lost her home because of a fire. The community has not offered to help. Develop an action plan for your community to help Mrs. Jones.

- Identify a need within their school community and develop an action plan to bring people together to address this need.

- Create a bulletin board display of newspaper clippings showing positive interactions and action plans that people have carried out. e.g., Shave for the Brave, Clean Up Campaigns, etc.

- As a class develop an action plan to promote positive interactions.
  1. Brainstorm ideas. (e.g., visit at a retirement home to sing or read aloud; hold an anti-bullying rally; raise funds for a local charity)
  2. Select a plan.
  3. Identify the tasks that need to be done.
  4. Assign roles.
  5. Carry out the plan.
  6. Evaluate the success of the plan.

- After completing the class action plan have students respond to the following journal prompt "I would give our plan ___ stars (colour in the number of stars the plan deserves) because ... "

- Invite in a community leader to talk about some needs / plans for their area.

Notes

Suggested Time: *recommended that this delineation be integrate with 6.1 and 6.2*

Authorized Resources
My Province
- pp. 72-74

Planning Model Notes

Step #3 - Use specific criteria to make this assessment. For example, the project must (i) be inexpensive, (ii) help someone in our community / area, (iii) be easy to complete, and (iv) be able to be completed in a reasonable amount of time.

Step #4 - Include all students in this activity, and ensure that assigned tasks are reasonable. Communication with parents should occur before or near the beginning of this activity.

Step #6 - A journal could be used for post-activity assessment.

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

Literature Link
- *Give a Goat* by Jan Schrock

Unit 3: Citizenship

Unit Overview

In this *Citizenship* unit, students will explore what it means to be an active citizen of their province. They will learn to recognize that within their own province people organize themselves into governments in order to meet their needs and wants in the fairest way possible.

Students will demonstrate an understanding of what makes an active citizen, how rights and responsibilities are a part of being a productive citizen within a democracy, and how persons of all ages can be active citizens.

Unit Outcomes

Students will be expected to:

7.0   demonstrate an understanding of the importance of government
8.0   demonstrate an understanding of citizenship
9.0   demonstrate an understanding of how citizens can participate in public decision making

Processes and Skills

Communication
- organize data with visual and written representation; write in many genres; communicate and express ideas in small groups and class discussions; use information and communication technology; read for information; role play

Inquiry
- develop strategies to gather and record information; formulate rules and ideas for research; investigate, synthesize, and classify information; deduct information from text; assume and portray another point of view; generate questions and ideas; judge information; make choices; take a stand

Participation
- develop and carry out an action plan with classmates; plan and create posters and classroom Charter of Rights and Responsibilities; role play; make decisions;

Unit Three – Citizenship

Curriculum Outcome

SCO 7.0 - The student will be expected to demonstrate an understanding of the importance of government

▶ **7.1   *explain the purpose of laws***

7.2   explain why we have different levels of government in our province

7.3   explain the purpose of the provincial government and how it functions

Elaboration

Outcome 7.0 is designed to prove a foundation for students as they begin a study of the idea of citizenship. This will be students first formal exploration of this area in the social studies program.

Students will need to be able to differentiate between rules and laws:
- Rules apply to some people at particular times / places; e.g., when playing a sport, when attending school, at home.
- Laws apply to apply people at all times; e.g., you cannot take things that belong to other people; you must follow / obey traffic signs.

Students should consider why rules and laws are important, and speculate as to the consequences of what could happen if a group did not have rules or laws to govern their behaviour.

Inquiry and analysis should include:
- *Determine Importance* — Which laws are most important? Why?
- *Make Comparisons* — What are the similarities and differences between rules and laws?
- *Make a Value Judgement* — Are all laws and rules fair?

Enduring Understanding

By the completion of this outcome, students should understand that rules and laws enable people to live together in harmony.

Sample Performance Indicator(s)

- Use a Venn diagram to compare a rule and a law. Give one example of each.
- Would it be a good idea to do away with rules and laws? Explain.
- Define the terms rule and law. Give two examples of each.

Rule	Law
Definition:	Definition:
Example #1	Example #1
Example #2	Example #2

Unit Three – Citizenship

Suggestions for Teaching and Assessment

- Discuss the need for rules and laws. Students may then complete a sorting activity. They will sort strips of paper with one rule or law written on each. Once these have been sorted, students may find a rule that they think should be made into a law. They can present that information orally to the class.

- Discuss: Why do groups make rules or laws? What are some of the consequences of not following rules or laws?

- Discuss the difference between a rule and a law. Students will give examples of rules they follow on a daily basis. They will develop definitions for rule and law and compare these to the definitions in their class dictionary.

- Invite a police officer or judge to visit your class. Discuss how rules and laws help people to live and work together in peace.

- List five laws that all people are suppose to follow. For each law tell when it is needed. Rank the laws in order of important.

Law	Purpose	Rank
1.		
2.		
3.		
4.		
5.		

- Create a set of rules for your classroom and/or school that all students should have to follow. Try and have the fewest number of rules possible. For each rule state why it is needed. Rank your rules in order of importance.

Rule	Purpose	Rank

Notes

Suggested Time: 2 weeks

Authorized Resources
My Province
- pp. 75-81

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

Unit Three – Citizenship

Curriculum Outcome

SCO 7.0 - The student will be expected to demonstrate an understanding of the importance of government

7.1   explain the purpose of laws

▶ *7.2   explain why we have different levels of government in our province*

▶ *7.3   explain the purpose of the provincial government and how it functions*

Elaboration

Students will need to understand that the purpose of government is to (i) enable people live together peacefully and in freedom, and (ii) to provide some of the needs and wants of citizens

For the purposes of discussion with students, the levels of government within our province are: provincial, First Nations and Inuit, and municipal. Each government has specific responsibilities to serve the people who elect it.

Students should understand that each government has specific areas of responsibility. The provincial government is responsible for areas such as:
- ✓   education (schools)
- ✓   justice (police)
- ✓   transportation (highways / ferries)
- ✓   safety (work place)

In relation to the purpose and function of the provincial government, attention should focus on: (i) the election of MHAs, (ii) areas or responsibility role of cabinet ministers and premier, (iii) and the importance of taxes.

Inquire and analysis should include:
- *Determine Importance* — Why is it important to have a government??
- *Identify Cause and Consequence* — What would happen if people didn't pay their taxes?

Enduring Understanding

By the completion of this outcome, students should understand that we elect governments to serve people, so that we can meet our needs and wants in safe and peaceful communities.

Sample Performance Indicator(s)

- Would it be a good idea to do away with governments? Explain.
- Give a one-minute speech. Use the following sentence for the opening of the speech "Our provincial government …"
- Make a foldable book that shows four areas that the provincial government is responsible for. Use words and pictures under each flap.

Unit Three – Citizenship

Suggestions for Teaching and Assessment

- Using the RAN strategy to record what students already know about what the various levels of government and the responsibility of each.

- Listen to a member of their municipal council and/or their provincial government and /or a band council speak to the class about his or her duties. (Students will then make any necessary changes to the class chart created in the previous bullet.).

- As a class, list as many services as you can think of that your provincial government provides. Put these services in order of importance.

- Develop a photo essay showing the responsibilities of the provincial government. Collect or make pictures from around your community which represent the various responsibilities of the provincial government. Divide the class into groups and have each group write a written description explaining the service . Make into a class book.

- Study receipts provided by the teacher to see what types of items are taxed. Put the items in categories. E.g., food, clothing, toys/games, electronics, hardware. Speculate as to why certain items are taxed and others are not.

- Invite your MHA as a guest speaker. Have them explain the function of the premier, cabinet ministers, the speaker, the opposition.

- Produce a brochure for newcomers to the province, explaining how the provincial government is structured and its responsibilities. They may include telephone numbers or web sites for people to find more information.

- Take a field trip to The House of Assembly. Contact your local MHA to help arrange this.

- Develop a tri-fold brochure explaining the role of the premier, cabinet ministers, and MHAs.

Our Provincial Government		
Premier	Cabinet Ministers	MHAs

- Work with a partner to write a script where you role play a reporter and a member of the provincial government. Ask and answer the following questions: How did you get this job? What are your duties?

Notes

Suggested Time: 3 weeks

Authorized Resources
My Province
- pp. 82-87

First Nations and Inuit Government

Teachers should be cognizant of the fact that governance in relation to First Nation and Inuit peoples is constantly evolving. Teachers are advised to follow current news / legislation.

RAN strategy
- What I think I Know
- Confirmed
- Misconceptions
- New Information
- Wonderings

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

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Unit Three – Citizenship

Curriculum Outcome

SCO 8.0 - The student will be expected to demonstrate an understanding of citizenship

▶ *8.1* *explain what it means to be an active citizen*

▶ *8.2* *explain the rights and responsibilities of being a Canadian citizen*

Elaboration

Students will begin to develop an understanding of what it means to be a citizen of Newfoundland and Labrador.

Before examining the idea of active citizenship, students will need to consider the idea of what it means to be a citizen. As a citizen you: (i) belong to a community, (ii) have rights, and (iii) have responsibilities.

Active citizens make conscious efforts to help make the community a better place in which to live. They make thoughtful choices and act in ways to improve the lives of others. The main difference being "a citizen" and being "an active citizen" is that active citizens do more than "the minimum" (e.g., paying taxes, obeying the law, etc.). Characteristics of an active citizen include:
✓ willingness to help others,
✓ community interest and involvement,
✓ ethical behaviour, and
✓ standing up for the rights of others.
Discussion may centre around well known active citizens, such as Terry Fox, Craig and Marc Kielburger, Martin Luther King, and Gandhi, as well as highlight local citizens who have made a positive impact on their communities.

Students will develop an understanding of the more significant rights and responsibilities of Canadian citizenship. This would include the main ideas from the *Canadian Charter of Rights and Freedoms* (1982), such as: association, opinion and expression, religion, and movement. Students should also discuss what are the main responsibilities of Canadian citizens: obey the law, respect other people's freedoms, respect other people's property, and pay taxes.

Inquiry and analysis should include:
• *Determine Importance* — Why is it important for citizens to fulfill their responsibilities?
• *Identify Cause and Consequence* — What differences do active citizens make in the community? The world? What would happen if everyone was an active citizen?
• *Make a Value Judgement* — Which responsibilities of citizenship are most important? Why?

Enduring Understanding

By the completion of this section students should understand that all citizens have the right and responsibility to live together in peace.

Sample Performance Indicator(s)

• Create a poem or song about being an active citizen.
• Write a journal entry about someone who has been active citizen. What difference did they make?
• Create a poster that uses pictures and symbols to illustrate the rights and responsibilities of Canadian citizens.

Unit Three – Citizenship

Suggestions for Teaching and Assessment

- Write the word "citizen" on the board. Discuss with students the meaning of the word. Add the word "active" in from of the word "citizen" and discuss how the meaning has changed.

- Write a one-minute speech that tells what it means to be an active citizen of Canada.

- Using the words "active citizen", write a poem that highlights the rights and responsibilities of an active citizen. For example, an accostic poem highlighting the characteristics of being an active citizen:

A – able to help	C – cooperative
C – caring	I – interested
T – tolerant of others	T – takes up a challenge
I – involved	I – initiates change
V – vocal	Z – zillions of ideas
E – engaged	E – eager
	N – never gives up

- Create a bulletin board display of newspaper and magazine articles showing what it means to be an active citizen.

- Write an entry in your journal that describes you being an active citizen.

- Create a visual representation (art, cartoon, video) that shows you as an active citizen.

- Break into small groups to talk about individuals in their lives who use their time and talents to make a difference in the lives of others. As a class, they will make a chart of the characteristics that are common to these people.

- As a class, make a list of well known individuals who are examples of active citizens and the characteristics that they exhibit. Students can work in pairs to research a person and add information to the class Active Citizenship Web Page.

- Complete a placemat activity on active citizenship. Each student takes a section to draw in and sketch. Their agreement goes in the middle.

- As an active citizen, develop a plan for them to contribute to their community or to a local, provincial, or national cause.

- Listen to active citizens speaking to them about their contributions to various causes and determine their motivation for doing what they do.

- Discuss the rights and responsibilities students have because they are a Canadian citizen.

Notes

Suggested Time: 4 weeks

Authorized Resources
My Province
- pp. 88-101

Cross Curricular Link
- The Grade Three Religious Education curriculum contains many stories and ideas related to active citizenship.

Unit Three – Citizenship

Curriculum Outcome

SCO 9.0 - The student will be expected to demonstrate an understanding of how citizens can participate in public decision making

▶ *9.1* *describe different methods of decision making*

▶ *9.2* *explain how individuals and groups can influence public decision making*

Elaboration

Students will have had many experiences related to decision making. Reviewing some of these examples may be an effective way to segue to the methods of decision making that are the focus of this outcome: (i) majority vote, and (ii) consensus.

Students should examine the decision-making process through the use of specific examples. It will be important to compare each method — noting the advantages and disadvantages of each method.

As part of the decision making process, it is important for people to consider the various perspectives on the issue being explored. It will be most useful if examples that students engage with are age appropriate and built on experiences that students are familiar with. For example: a community may be considering building a second ice surface or swimming pool; building a dog park in a location that children use informally for baseball and other activities.

To complete this outcome, students should examine examples of how public (government) decision making can be influenced. Possible actions include:
- ✓ letter writing,
- ✓ signing petitions,
- ✓ making posters, and
- ✓ blogging.

While it is not required in this outcome, if there is a community issued that students are interested in, it may be appropriate to engage in an actual class-based letter writing / petition exercise. However, teachers are reminded to check with their school administration before undertaking this type of activity.

Inquiry and analysis should include:
- *Determine Importance* – What might be the impact of this decision? How many people are affected by this decision?
- *Use Information* – What were the pros and cons of the decision?
- *Identify Cause and Conflict* – What might be the consequences of the decision? Were there any consequences that were not expected?
- *Consider Point of View* – Will there be any harm done if this decision is made? Is this decision fair to everyone? Why or why not?
- *Make a Value Judgement* – Was this a good decision to make? Explain.

Enduring Understanding

By the completion of this section students should understand that citizens should get involved in helping make important decisions.

Sample Performance Indicator(s)

- Imagine that your municipal council is about to make a decision on an important matter that affects you. Can you do anything to influence the decision being made? Explain.
- Why is it important for citizens to be involved in public decision making?

Unit Three – Citizenship

Suggestions for Teaching and Assessment

- Discuss with students the difference between majority vote and consensus, and when each methods of decision making should be used.

- Discuss as a class the different decisions they make every day. Sort these decisions under the following decision-making headings: majority vote or consensus.

- Think of a time in their lives when a decision reached did not reflect their opinion or needs. How did they react? What was the outcome?

- Collect newspaper articles showing examples of how groups and individuals can influence public decision making.

- Discuss the following scenario.
  A small playground in your community is causing concerns for adults. Some young people gather there at night playing loud music which disturbs people living close by. Some parents are reluctant to let their young children play there because of broken glass and old equipment. A meeting was held and the majority of people in attendance voted to have the park closed and the equipment taken away. You and your friends spend a lot of time there playing and you are upset with this decision. Develop an action plan to get this decision reversed. Remember your plan must also address the concerns of the adults.

- You and your class want to have a school mascot. In order to persuade the principal, staff, and school council to support your idea, write a letter that includes:
  - ✓ how a school mascot will help to promote pride in the school
  - ✓ suggested types of mascots and
  - ✓ what the mascot would represent

  Next, decide what method of decision making you will use. Finally, develop a plan to carry out your decision making process.

- Complete the following decision making activity:
  Conduct a four-corner activity to involve the students in decision making and trying to influence others. Pose a question that requires them to make a choice (e.g., all students should wear uniforms to school). Give each student an index card and have them write 1 of 4 choices: strongly agree, agree, disagree, strongly disagree. They should add at least one reason for their decision. Post the choices, one in each corner of your classroom. Ask students to move to the corner representing their choice. Allow students time to discuss their reasons. Call on a spokesperson for each group to present their thinking. After each group has spoken, allow opportunity for anyone to change their decision.
  This activity could also be completed using a value line cooperative strategy; see Appendix E.

- Your municipal council is holding a public meeting next month to help them make a decision about the following topic: Cats should not be allowed to roam! Create a speech to persuade people to support this statement. OR Create a speech to persuade people to oppose this statement.

Notes

Suggested Time: 3 weeks

Authorized Resources
My Province
- pp. 102-114

Literature Link
- *Should there be Zoos?* by Tony Stead

Appendices

Appendix A: Concepts in Kindergarten – 9 Social Studies

Citizenship, Power and Governance

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

People, Place and Environment

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

Culture and Diversity

beliefs	institution
conformity	media
culture	multiculturalism
customs	prejudice
diversity	race
ethnicity	stereotyping
group	tradition
heritage	world view
identity	

Social Studies Concepts

Time, Continuity and Change

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

Interdependence

connections	peace
conservation	relationship
co-operation	society
human rights	stewardship
interactions	sustainability
interdependence	technology
natural systems	

Individuals, Societies and Economic Decisions

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

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, analyze relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

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

Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read critically	• detect bias in historical 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
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
Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Present a summary report or argument	• use appropriate maps, globes, and graphics	• create an outline of a 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
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
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

Process: Inquiry (continued)

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

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	• express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit dynamics of various groups and situations • recognize human beings' mutual relationship in satisfying one another's needs • reflect upon, assess, and enrich their learning process
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	• contribute to development of a supportive climate in groups • serve as leader or follower • assist in setting goals for group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, and taking actions in group settings • participate in persuading, compromising, and negotiating to resolve conflicts/differences • use appropriate conflict-resolution and mediation skills • relate to others in peaceful, respectful, and non-discriminatory ways

Process: Participation (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Respond to class, school, community, or national public issues	• keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfill responsibilities associated with citizenship • articulate personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions	
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	• recognize economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices	• develop personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service or environmental projects in schools and communities or both • promote sustainable practice in families, schools, and communities • monitor personal contributions

Appendix C: Inquiry and Analysis Used in Social Studies

Introduction

Students' depth of learning is enhanced when they think critically. Through the use of inquiry and analysis, students are explicitly taught, then expected to, make plausible inferences, develop interpretations, and make reasoned decisions based on evidence.

The diagram presented below is intended to illustrate the application of inquiry and analysis to content - tasks that foster critical thinking.

Content

Inquiry   **Analysis**
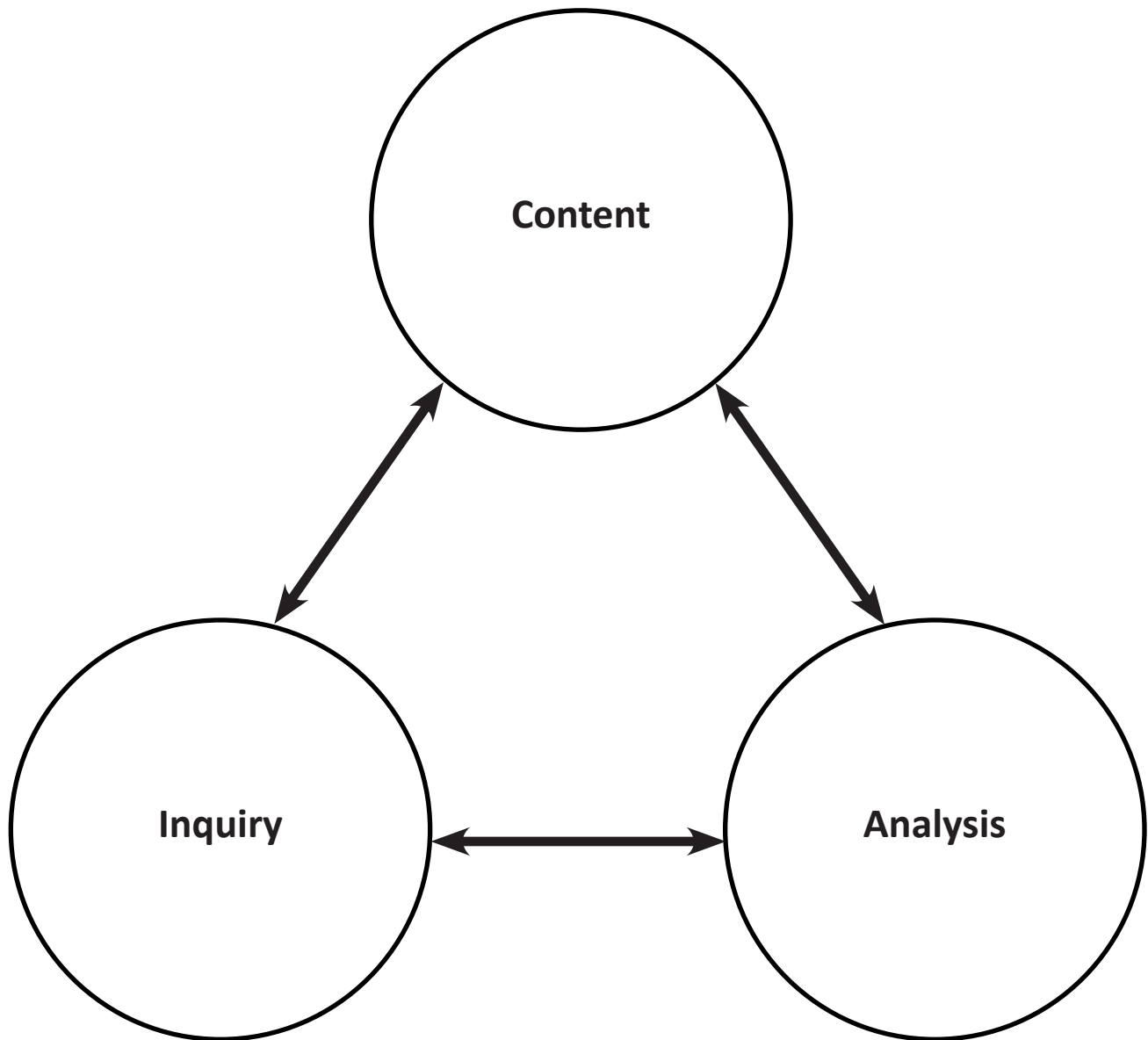
Inquiry

Strand 1: Ask questions for various purposes

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

	Ask questions for various purposes
K	From options given to them, choose simple questions on familiar topics to ask of the teacher, fellow students, or family members .
1	Generate very simple 5W questions to gain information about school-related or personal topics from class or family members.
2	Generate and ask simple versions of 5W questions to gain information and verify understanding from sources at home and school.
3	Generate and ask more complex versions of 5W questions to gain information, verify understanding, and explore alternatives from community, and school sources. Sample questions: Did this happen before or after x? Where am I most likely to find x? How do I know x happened (i.e. what evidence supports that conclusion)? What is the right thing to do?

*Criteria for powerful questions
•   give you lots of information
•   are specific to the person or situation
•   are open-ended—can't be answered by yes or no
•   may be unexpected
•   are usually not easy to answer

This list of criteria was generated by a multi-aged class of K-3 students at Charles Dickens Annex in Vancouver, British Columbia. (From Critical Challenges for Primary Students. The Critical Thinking Consortium, 1999.

Strand 2: Locate and select appropriate sources

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

	Locate and select appropriate sources
K	Choose from very simple, paired options the obvious useful visual source of information to answer a question.
1	Choose from simple, paired options the obvious useful visual or textual source of information to answer a question.
2	Choose from simple sets of options the most useful visual or textual source of information to answer a question.
3	Choose from simple sets of relevant options the most useful visual, textual, or human source of information to answer various questions (e.g., depending on the question, particular sources may be more relevant than others). Sample of simple sets of relevant options: textual - a dictionary; human resource - a deep-sea fisherman and visual - photograph in a children's magazine about whales

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

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

	Access ideas from oral, written, visual, and statistical sources
K	Identify a few obvious details in very simple visual images and oral messages
1	Use very simple visual and print reading strategies and an understanding of very simple text features to identify a few obvious details from very simple visual, oral, and written sources.
2	Use very simple visual and print reading strategies and an understanding of very simple text features to identify several obvious details from simple visual, oral, and written sources.
3	Use simple visual and print reading strategies and an understanding of very simple text features to identify a number of obvious and less obvious details in visual, oral, and written sources. Sample of visual and print reading strategies: activate prior knowledge through brainstorming, ask questions to clarify understanding, use visualization to clarify details Sample of text features: table of contents, charts and chart titles, graphs, diagrams, hyperlinks, a menu Sample of simple visual, oral, and written sources: pictures accompanied by text, short oral presentations, basic maps Sample of "obvious and less obvious details": what aspects of life in different parts of the world seem most similar or most different to mine (e.g., as portrayed in photographs of different families in their dwellings)

Strand 4: Uncover and interpret the ideas of others

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

	Uncover and interpret the ideas of others
K	Restate very simple information gathered from an observation or oral source.
1	Restate or offer an obvious interpretation of very simple information gathered from an observation or oral source.
2	Restate information or offer a very simple interpretation based on direct clues gathered from a simple observation, oral source, or visual or print text source.
3	Restate a few pieces of information or offer one or more simple interpretations based on direct clues gathered from a range of familiar print, visual, and oral sources. Sample of simple interpretation: using necessary map elements (title, scale, legend, cardinal directions, symbols) to identify purpose of a map Sample of familiar print, visual, or oral sources: cartoon, advertisement, calendar, pictures, instructions

Strand 5: Assess options and formulate reasoned opinions

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

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

Strand 6: Present ideas to others

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

	Present ideas to others
K	Select simple drawings and key words to communicate very basic ideas and information to class and family members.
1	Select or create simple drawings and use brief oral and/or written communication to share ideas and information with class and family members.
2	Construct drawings and other simple graphics, supplemented with basic written and oral communication to clearly share ideas and information with school and family members.
3	Use simple preparation and presentation strategies to plan and produce a simple oral, written, or graphic presentation on important, interesting, or relevant ideas. Sample of simple preparation strategies: edit, practice, draft versions Sample of simple presentation strategies: intonation, eye contact ⏃ (Please keep cultural sensitivities in mind), very simple visual aids (e.g., models, labelled diagrams, charts, artifacts), simple vocal effects (e.g., tone, pace, pitch, volume) Sample of simple oral presentation: role play of an interview Sample of simple written presentation: complex sentences, weather report, simple advertisement Sample of simple graphic presentation: variety of graphs, charts, diagrams, maps, and models

Strand 7: Act cooperatively with others to promote mutual interests

At the heart of social studies education is the expectation that students' understanding of the world will translate into positive and constructive action. To achieve this end, students must be taught how to engage in positive collective action.

	Act cooperatively with others to promote mutual interests
K	Cooperate with a partner by following simple instructions.
1	Cooperate with a partner by adopting simple group management strategies.
2	Cooperate in small group settings by adopting simple group management strategies.
3	Cooperate in small group settings by adopting simple group and personal management strategies. Sample simple group and personal management strategies: stay on task, follow agreed upon behavioral guidelines, paraphrase or restate other group members' contributions

Analysis

Form: *Use Information*

In social studies, inquiry is based on working with data. Students need to be able to both extract obvious information and to make inferences, when working with a variety of sources. At the elementary level students begin to use single and multiple pieces of data not only to answer questions, but also to construct explanations and make reasoned judgments. Students should also learn to assess the quality of data, and to recognize the limits of various sources in answer questions or constructing arguments.

Sources of data may include: informational text, maps, numeric data (charts and graphs), photographs, oral interviews, etc..

Sample Questions:
- *Does the information relate to the question I'm trying to answer?*
- *Which of the books is most useful in answering each of the questions?*
- *Is the source reliable?*
- *What was the author's purpose when creating this image?*
- *What does the source not address?*
- *Is there enough relevant information to draw a conclusion?*

Form: *Make Comparisons*

Investigation within social studies frequently involves make comparisons – enabling the observer to note similarities and differences. Comparisons can be made between different times, different peoples, different places or even different decisions.

Comparisons raise important questions, such as "Why did this happen?" or "Why didn't x-y-z happen?" In some cases comparisons help observers identify possible patterns or trends, which are essential understanding in making inferences and accurate predictions or generating possible solutions.

Sample Questions:
- *In what ways are meals different today than 100 years ago?*
- *How similar are North America and Europe?*
- *How have these cites changed over time? Is there a pattern? What accounts for this?*
- *Why was there little change in X for over 500 years?*

Form: *Identify Cause & Consequence*

In order to understand an event, idea, issue, place or trend it is necessary to be aware of the forces that contributed to it, as well as its results.

At the elementary level it is sufficient for student to be able to identify obvious causes and consequences. By the intermediate level students should able to distinguish between *immediate causes* and *underlying factors*, as well as *anticipated consequences* and *unanticipated consequences*, and *short-term consequences* and *long-term consequences*.

Sample Questions:
- *What causes lead to this event?*
- *What were the consequences of the decision?*
- *Were there unexpected consequences?*
- *How did people deal with the situation?*

Form: *Consider Perspective*

In order to think deeply about an event, idea, issue, place or trend it is important to suspend personal interpretations and judgements and authentically consider the matter at hand in terms of other view points.

Typically, this is understood to include consideration of stakeholders who have a vested interest in an issue. However, some analysis will require consideration of spatial and/or temporal perspectives. Students need to reflect on *how* others view an event, idea or place, as well as try to understand *why* the person may view the event, idea or place in that way.

Sample Questions:
• *Who will be affected by this decision? What are their views? Why does each group view the situation that way?*
• *How might a person living in another country view this problem? Why might they see it that way?*
• *Why did people living at the time period feel that this action was appropriate?*

Form: *Determine Significance*

When we are determining significance we are essentially asking two questions: "Is this important?" and "Why?"

An event, idea, issue, place or trend is said to be important to the degree it influences the lives of people. The deeper the influence, the more important the event. Thus, when we determine importance we are making a judgment that is relative.

In order to make this type of assessment, students must use appropriate criteria: magnitude, scope and duration. At the elementary level appropriate synonyms should be used for these terms. See sample questions for examples.

Sample Questions:
• *Is this important? Why? To whom?*
• *How serious are the influences? (magnitude)*
• *How many people are influenced?(scope)*
• *How lasting are the influences?(duration)*
• *Which resource is most important to the citizens of our province? Explain.*
• *Was the exploration of North America by Europeans significant? Why?*

Form: *Make Value Judgements*

Sometimes inquires in social studies raise questions related to ideas of right and wrong or community standards. This requires that students wrestle with the ethical and moral dilemmas associated with a particular events, ideas, issues, or trends.

While not all inquiries involve moral or ethical issues, it is important to raise – where appropriate – questions that ask students to consider what values might or should be considered in relation to the inquiry. It is this type of analysis that reaches to the heart of social studies.

Sample Questions:
• *Is this the right thing to do?*
• *Who should take responsibility for the consequences of the action?*
• *Was this a good law?*
• *Does this make the most effective use of the resource?*
• *Is everyone being treated fairly?*

Appendix D: Studying Provincial Identity

The following is a planning guide for preparing for a study of provincial identity. References to specific curriculum outcomes are made only as examples of processes and procedures.

1. Preparation

1.1 Choose your area of study.

There are many avenues for studying provincial identity. It may be examined at a broad level or in a more specific and manageable way.

Research Themes
- Geographic features
- Past and present provincial maps
- Provincial ethnic or cultural groups
- Customs and traditions
- Government, power, and decision-making
- Provincial heritage
- Stories, folk tales and legends
- Active citizenship
- Provincial issues

It is also possible to combine individual themes into a more comprehensive piece to make up a large theme in community culture and, hence, give the students' work more significance.

1.2 Tie the area of research or the theme to an analysis of a provincial issue.

Select the outcome which legitimizes and gives direction to the area of study that the student selects.

Analysis of Issues
- Identify the issue.
- Examine arguments used by one side to support its position.
- Examine arguments used by the other side to support its position.
- Suggest an informed response to the issue.

Examining Issues

1. **What is the main issue?**

   _____
   _____
   _____

2. **What arguments did one side use to support their position?**

   A. _____
   B. _____
   C. _____
   C. _____

3. **What arguments did the opposing side use to support their position?**

   A. _____
   B. _____
   C. _____
   C. _____

4. **What would you suggest as a response to the issue?**

   _____
   _____
   _____
   _____
   _____
   _____

1.3 Become familiar with the source of information.

It is important to help the student prepare for the study by becoming familiar with the local source(s) of information before the research actually begins.

Familiarization with Sources of Information
- Visit the site (in case a feature of the province is being studied).
- Visit the archive, museum, or library (in case relevant primary sources are found there).
- Interview or visit a local person(s) (to familiarize him or her with what is being studied and to assess his or her comfort with the process).
- 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.

2. Introduce the Study of Provincial Identity

2.1 Fully brief students of the purpose of a study of provincial identity.

Purpose (example)
- To determine if the geographic features of the province influence settlement patterns.

OR
- To examine the relationship of the province with Canada and the rest of the world

2.2 Assign tasks to the student.

It is advisable for more than one student to engage in the study of the same theme, but each student does not necessarily have to be engaged in the same processes. For example, different steps in the provincial identity study may be assigned to different students according to their interests and abilities.

2.3 Assign out of class activities to the student.

Ensure that students know what they have to do and that they are prepared in advance.

3. Complete Out of Class Tasks

3.1 Engage students in the assigned tasks.

Field Tasks
- Note taking
- Field sketching
- Taking photos
- Interviewing
- Researching text materials
- Recording in appropriate digital 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.

3.2 Monitor student activities.

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

4. In-class synthesis

4.1 Students prepare and present field data.

Back in the classroom, students will analyze their data according to the model for analyzing provincial identity, outlined in Section 1.2. The format of the final presentation of their findings may vary.

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

4.2 Students use methods most suited to the task.

- Students work independently to organize the information and/or materials collected during the field research.
- Teachers ask questions to (1) help students review what happened during the research phase, and (2) guide them through the process of issues-analysis in Section 1.2.
- Students learn cooperatively as they compare their findings and prepare reports, displays, or articles.

4.3 Students/teachers attribute significance to the project.

It is important to give an opportunity for the different pieces of work to be assembled collectively into a more comprehensive school-based project. For example, a school website could be an avenue to "publish" a narrative around a school project and, in it, to display examples from individual projects. Parents could be invited to view a school display in the gymnasium.

Appendix E: Terminology and Teaching Structures

Mapping

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

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.

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 practise 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.

Talking Circle: a teaching strategy that 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.

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.

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.

Timeline: 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 F: Physical Features in Newfoundland and Labrador

Mountains

Long Range Mountains	
Mountain	Elevations (metres)
Lewis Hills - highest point (48° 50' N, 58° 29' W, highest point on Island of Newfoundland)	814
Gros Morne	806

Mealy Mountains	
Mountain	Elevations (metres)
Unnamed peak (53° 37' N, 58° 33' W)	1176

Kaumajet Mountains	
Mountain	Elevations (metres)
Bishops Mitre	1113

Torngat Mountains	
Mountain	Elevations (metres)
Mount Caubvick (highest point in Newfoundland and Labrador; on Newfoundland and Labrador - Quebec boundary; known in Quebec as Mont D'Iberville, 58° 53' N, 63° 43' W)	1652
Torngarsoak Mountain	1595
Cirque Mountain	1568
Mount Erhart	1539
Jens Haven	1531
Innuit Mountain	1509
Packard Mountain	1478
Mount Cladonia	1453
Mount Silene	1448
Starshape Mountain	1417
Mount Eliot	1356
Selamiut Tower	1387
Mount Tetragona	1356
Mount Faunce	1295
Korok Mountain (on Newfoundland and Labrador - Quebec boundary)	1204

Source: Natural Resources Canada. (Retrieved April, 2010)

Islands

In addition to the largest islands noted in this table, the coast of Newfoundland and Labrador also contains an additional 7 170 minor islands.

Island				
Name	Degrees Latitude	Degrees Longitude	Area (square kilometres)	Perimeter (kilometres)
Island of Newfoundland	56° 00′	108 860	9 871	
South Aulatsivik Island	61° 30′	456	228	
New World Island	54° 40′	189	216	
Killiniq Island	64° 31′	269	196	
Paul Island	61° 25′	179	171	
Fogo Island	54° 10′	254	142	
Tunungayualok Island	61° 05′	186	137	
Random Island	53° 44′	249	119	
Kikkertavak Island	61° 35′	140	114	
Merasheen Island	54° 15′	129	109	
East Okak Island	61° 50′	140	95	
Cod Island	61° 47′	135	79	
West Okak Island	61° 52′	179	71	

Source: Natural Resources Canada (retrieved April, 2010)

Lakes

Lakes larger than 400 square kilometres			
Name	Net Area (square kilometres)	Total Area (square kilometres)	Elevation (metres)
Smallwood Reservoir	6460	6527	471
Lake Melville	3005	3069	Tidal
Ashuanipi Lake	517	596	529
Grand Lake	358	537	85
Lac Joseph	397	451	512
Atikonak Lake	358	431	518

Source: Natural Resources Canada (retrieved April, 2010)

Bays

This list of bays was compiled from a number of sources. It is not an exhaustive list, but does indicate to students that Newfoundland and Labrador has many bodies of water.

Bays by Name (sorted alphabetically)			
Bay d' Espoir	Forteau Bay	Notre Dame Bay	St. Marguerite's Bay
Bay de Vieux	Fortune Bay	Open Bay	St. Mary's Bay
Bay of Islands	Goose Bay	Partridge Bay	St. Michael's Bay
Belle Bay	Great Bay de l'Eau	Pistolet Bay	St. Paul's Bay
Biscay Bay	Green Bay	Port au Port Bay	Table Bay
Black Bay	Groswater Bay	Red Bay	Trepassey Bay
Bonavista Bay	Hare Bay	Robin Hood Bay	Trinity Bay
Bonne Bay	Hermitage Bay	Rocky Bay	Trunmore Bay
Byron Bay	Ingormachoix Bay	Saglek Bay	Valley Bay
Canada Bay	Jeannette Bay	Sandwich Bay	Voisey's Bay
Caplin Bay	La Poile Bay	Shoal Bay	White Bay
Chateau Bay	Lawn Bay	St. Barbe Bay	White Bear Bay
Conception Bay	Logy Bay	St. George's Bay	
Connaigre Bay	Muligan Bay	St. John Bay	
Corbin Bay	Mutton Bay	St. John's Bay	

Rivers

Listed are the main rivers of Newfoundland and Labrador. These rivers are fed by smaller rivers and streams.

Rivers by Name (sorted alphabetically)		
Churchill River	Grey River	Pinware River
Eagle River	Humber River	Smallwood Reservoir
Exploits River	La Poile River	Terra Nova River
Fraser River	Long Harbour River	Victoria River
Gander River	Naskaupi River	White Bear River
Grand Codroy River	Notakwanon River	
Great Rattling River	Peters River	

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Appendix G: Student Response Journals

A personal response journal requires students to record their feelings, responses, and reactions as they read text, encounter new concepts, and learn. This device encourages students to critically analyze and reflect upon what they are learning and how they are learning it. A journal is evidence of "real life" application as a student forms opinions, makes judgments and personal observations, poses questions, 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.

Student Response Journals		
Possible Type of Entry	**Cue**	**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 H: 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.
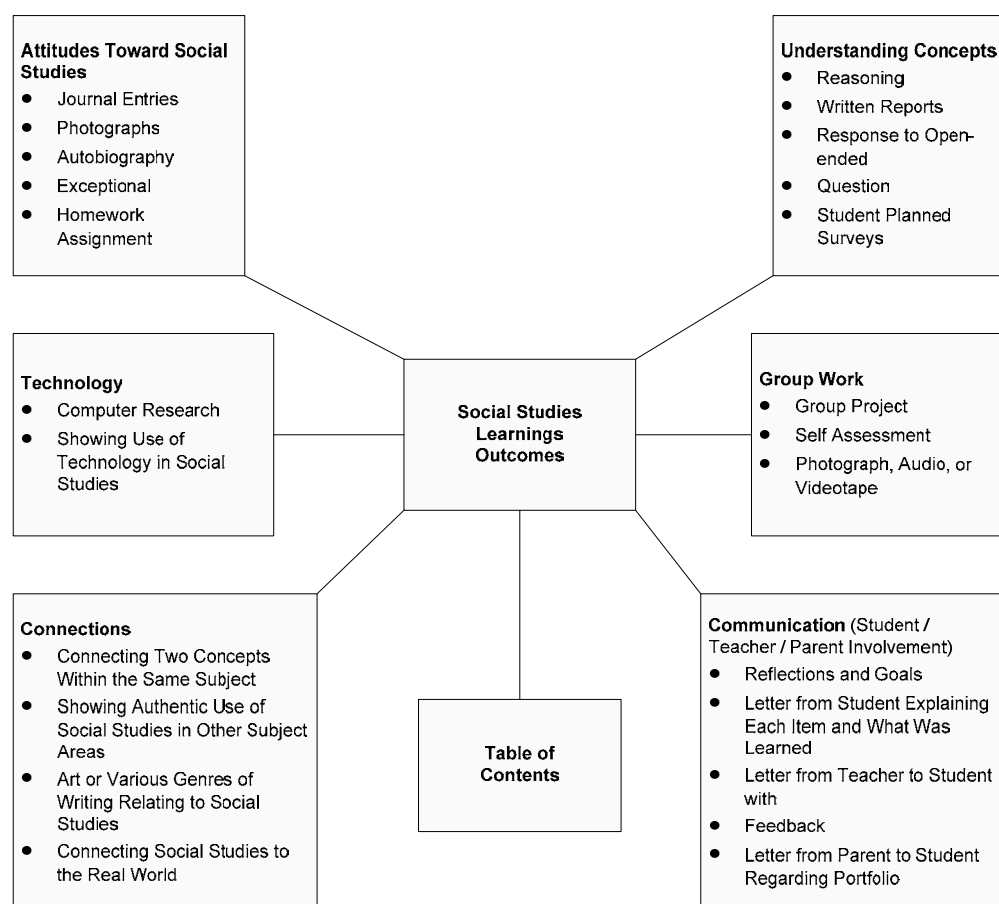
Attitudes Toward Social Studies
• Journal Entries
• Photographs
• Autobiography
• Exceptional
• Homework Assignment

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

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

Social Studies Learnings Outcomes

Group Work
• Group Project
• Self Assessment
• Photograph, Audio, or Videotape

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

Table of Contents

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

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

Holistic scoring rubrics may be used 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 analyze and evaluate text • Outstanding ability to connect personally with and among texts / responses extend on text • Outstanding ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice) • Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification) • Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, sub-headings, 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 analyze and evaluate text • Strong ability to connect personally with and among texts / responses extend on text • Strong ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice) • 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 understand text critically; comments predictable and sometimes supported from the text • Good ability to analyze and evaluate text • Adequate ability to connect personally with and among texts / responses sometimes extend on text • Fair ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice) • 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 Limited	• Insufficient ability to understand text critically; comments rarely supported from the text • Limited ability to analyze and evaluate text • Insufficient ability to connect personally with and among texts / responses rarely extend on text • Limited ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice) • 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 analyze and evaluate text • No demonstrated ability to connect personally with and among texts / responses do not extend on text • Very limited ability to recognize purpose and point of view (e.g., bias, prejudice, stereotyping) • 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, sub-headings, 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 / responses consistently extend beyond the literal • Outstanding ability to recognize point of view (e.g., bias, stereotyping, prejudice) • 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 / responses often extend beyond the literal • Strong ability to recognize point of view (e.g., bias, stereotyping, prejudice) • 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 / responses sometimes extend beyond the literal • Fair ability to recognize point of view (e.g., bias, stereotyping, prejudice) • 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 / responses are always literal • Limited ability to recognize point of view (e.g., bias, stereotyping, prejudice) • 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 / responses are disjointed or irrelevant • Very limited ability to recognize point of view (e.g., bias, prejudice, stereotyping) • 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)

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