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Education and Early Childhood Development
English Programs

Atlantic Canada Social Studies Curriculum

Social Studies

CURRICULUM

Grade 3

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Contents

Introduction

Background 1
Aims of Social Studies 1
Purpose of Curriculum Guide 2
Guiding Principles 2

Program Design and Outcomes

Overview 3
Essential Graduation Learnings (EGLs) 4
General Curriculum Outcomes (GCOs) 5
Processes 6
Attitudes, Values, and Perspectives 7

Contexts for Learning and Teaching

The Primary Years 9
The Primary Learner 9
Equity and Diversity 11
Principles Underlying the Social Studies Curriculum 12
The Social Studies Learning Environment 12
Inquiry 21
Assessment and Evaluation of Student Learning 24

Curriculum Overview

Kindergarten–9 Social Studies Program 30
Grade 2: Change 31
Grade 3: Provincial Identity 32
Grade 4: Explorations 33
How to Use the Four-Column Two-Spread Curriculum Layout .. 34

Grade 3 Curriculum

Grade 3 Year Overview 39
Teacher Notes 40
Unit 1: Place 41
Unit 2: Peoples 57
Unit 3: Citizenship 73

Appendices

Appendix A: Concepts in Kindergarten–9 Social Studies 93
Appendix B: Process-Skills Matrix 97
Appendix C: Inquiry Approach to Organizing Thinking Concepts and Skills 105
Appendix D: Studying Provincial Identity 111
Appendix E: Terminology and Teaching Structures 119
Appendix F: Physical Features in Atlantic Canada 125
Appendix G: Rubrics in Assessment 135
Appendix H: Geographic and Mapping Skills 139
Appendix I: Declaration of the Rights of the Child 149
Appendix J: Grade 2 and 3 Combined Curriculum Suggestion ... 153
Appendix K: Grade 3 and 4 Combined Curriculum Suggestion 157

Introduction

Background

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

Aims of Social Studies

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

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

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

In particular, the social studies curriculum

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

Purpose of Curriculum Guide

The curriculum guide is intended to advance social studies education and to improve social studies teaching and learning, while recognizing and validating the effective practices that already exist in many classrooms.

This curriculum guide has three purposes:

- to provide a framework on which educators and others base decisions concerning learning experiences, instructional techniques, and assessment strategies
- to inform both educators and members of the general public about the philosophy and scope of social studies education for grade 3 in the Atlantic provinces
- to promote the effective learning and teaching of social studies for students enrolled in grade 3 classrooms.

Guiding Principles

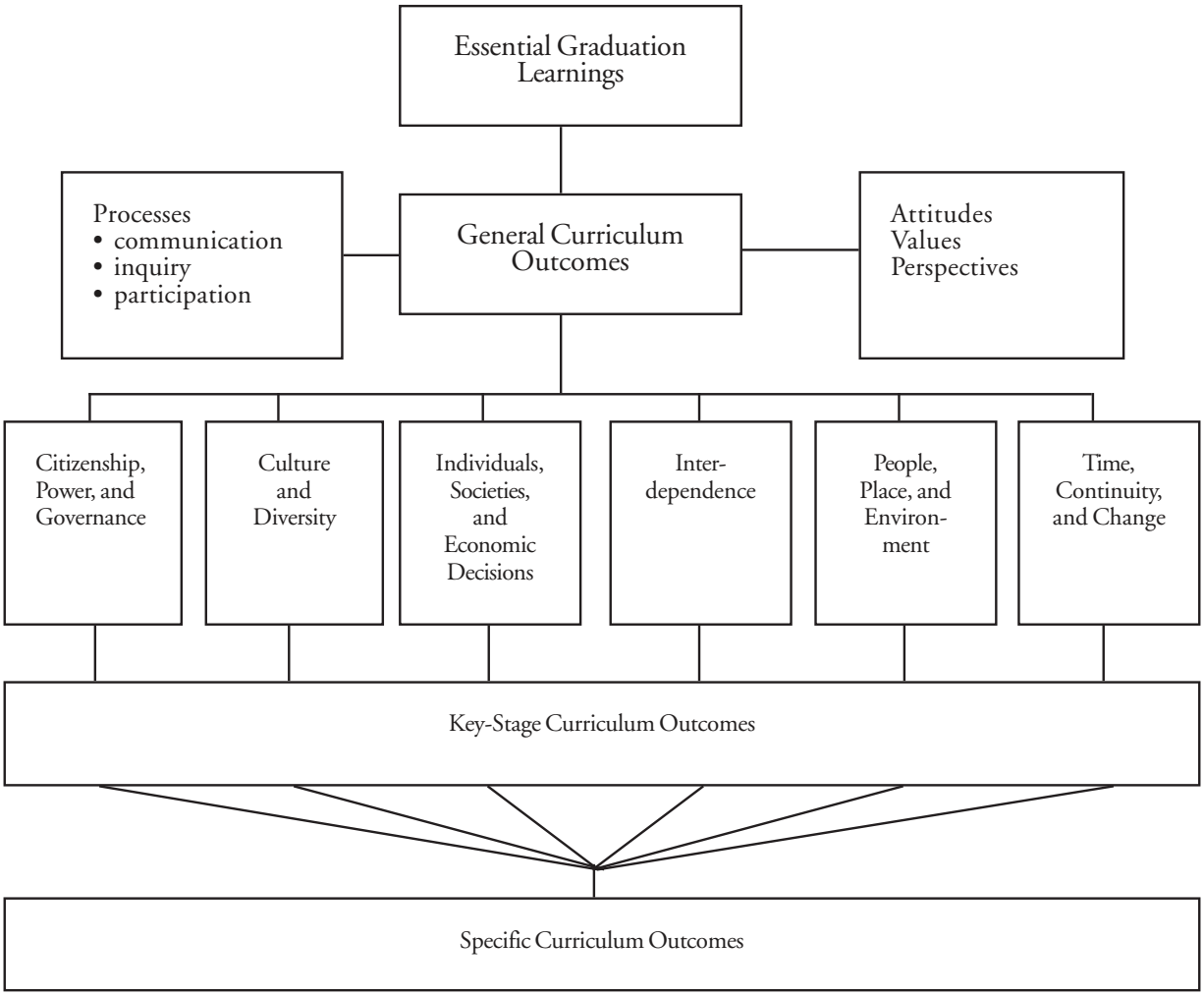
All kindergarten to grade 9 curricula and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* by

- being meaningful, significant, challenging, active, integrative, and issues based
- being consistent with current research pertaining to how children learn
- incorporating multiple perspectives
- promoting the achievement of essential graduation learnings (EGLs), general curriculum outcomes (GCOs), and key-stage curriculum outcomes (KSCOs)
- reflecting a balance of local, national, and global content
- promoting achievement in the processes of communication, inquiry, and participation
- promoting literacy through the social studies
- developing knowledge, skills, and attitudes for lifelong learning
- promoting the development of informed and active citizens
- contributing to the achievement of equity and supporting diversity
- supporting the realization of an effective learning environment
- promoting opportunities for cross-curricular connections promoting resource-based learning
- promoting the integration of technology in learning and teaching social studies
- promoting the use of diverse teaching, learning, and assessment strategies.

Program Design and Outcomes

Overview

This social studies curriculum is based on Foundation for the Atlantic Canada Social Studies Curriculum (1999). Specific curriculum outcomes (SCOs) were developed to be congruent with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.



Essential Graduation Learnings

Educators from the Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as essential graduation learnings. Some examples of key-stage outcomes in social studies that help students move towards attainment of the essential graduation learnings are given below.

Aesthetic Expression

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

By the end of grade 3, students will be expected to

- give examples of how culture is transmitted

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

- Recognize that laws influence their personal lives

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 maps, globes, and pictures to describe location and 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:

- Identify various factors that influence their decisions as consumers

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.

General Curriculum Outcomes (Conceptual Strands)

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

- identify examples of their rights and responsibilities as citizens
- demonstrate an understanding of equality, human dignity, and justice

Cultural 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:

- identify some characteristics unique to one's self, and other characteristics that all humans share
- identify groups to which they belong

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 economic decisions made by individuals and families
- distinguish between needs and wants

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

- recognize and describe the interdependent nature of relationships
- identify and explore interactions among individuals, groups, and societies

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 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.

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 kindergarten-grade 3 social studies that have been organized according to the six conceptual strands and the three processes. 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
- recognize the purpose of law
- value the benefits of active, participatory citizenship

Culture and Diversity

- appreciate the uniqueness of each individual
- 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 individuals make and their effects
- recognize the varying impacts of economic decisions on individuals and groups
- recognize the value of volunteerism to society

Interdependence

- appreciate the complexity of the interactions between human and natural systems
- recognize that their values and perspectives influence their interactions with the environment
- 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 tools for learning
- appreciate and value geographic perspective and literacy
- recognize the complexity of global interdependence

Time, Continuity, and Change

- value their society's heritage
- value their family and cultural 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 are a variety of strategies to solve problems and make decisions
- analyze problems from a variety of different perspectives
- appreciate the value of critical and creative thinking

Participation

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

Contexts for Learning and Teaching

The Primary Years

The primary grades (kindergarten–grade 3) are the foundational years during which the basic curriculum concepts, values, and skills are developed.

Children 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.

The Primary Learner

Each child is a unique. 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.

Children have many ways of understanding the world. A basic need for all learners is to make sense of their experiences. A vision of the child 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.

Aesthetic

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

Emotional

Each child has an emotional dimension. Children learn best in a safe, supportive environment. Positive feelings toward self, others, and learning are continuously promoted by the school. As children move from kindergarten through grade 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 of both general and personal significance.

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.

Physical

Each 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.

Equity and Diversity

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

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

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and,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. The educational system should promote the development of a positive self-image that includes pride in identity. 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** social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.
- **Significant** social studies is student centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- **Challenging** social studies involves teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.
- **Active** social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- **Integrative** social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate and meaningful connections to the human disciplines and to the concepts of time, space, continuity, and change.
- **Issues-based** social studies considers the ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

The Social Studies Learning Environment

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot expect facts learned in isolation to equip them for life.

Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment must support the development of these critical attributes to prepare students as lifelong learners.

Today's students come with increasingly diverse backgrounds and experiences. An effective instructional environment must incorporate principles and strategies that support this diversity, while recognizing and accommodating the varied learning styles, multiple intelligences, and abilities of individual students.

Teaching approaches and strategies must actively engage all students in the learning process, Through their involvement in a wide variety of experiences. The nature and scope of social studies provide unique opportunities to do this.

Supporting Equity and Diversity

In order to contribute to the achievement of equity and the support of diversity in education, the social studies curriculum must

- reflect and affirm the racial/ethnocultural, gender, and social identities of students
- reflect students' abilities, needs, interests, and learning styles
- provide materials and strategies that reflect accurately and fully the reality of Canada's diversity, and that foster an understanding of multiple perspectives and group and individual similarities and differences
- address ability, cultural, racial, gender, lifestyle, linguistic, and socio-economic issues in an accurate, respectful, fair, analytical, and balanced manner
- promote the concept that all people should have equal access to opportunity and outcomes
- expect that all students will be successful, regardless of gender, racial, ethnocultural or socio-economic background, lifestyle, or ability
- include assessment and evaluation tools and practices that take into account gender, ability, learning styles, and the diverse racial, cultural, and linguistic background of students.

To establish and maintain an effective social studies environment, teachers must

- recognize students as being intelligent in a number of different ways, and encourage them to explore other ways of knowing, both inside and beyond the classroom
- value the inclusive classroom and engage all learners in meaningful activities
- acknowledge and value the ways in which gender, race, ethnicity, and culture shape particular ways of viewing and knowing the world
- incorporate new approaches, methodologies, and technologies with established effective practices
- have an extensive repertoire of strategies form which to select those most appropriate to the specific learning task

- use varied and appropriate resources to help students achieve the outcomes in a particular learning situation
- provide opportunities to integrate knowledge, skills and attitudes
- provide frequent opportunities for reflection so that it becomes an integral part of the learning process.

To create a social studies environment inviting to all participants, instructional practices must

- foster a learning environment that is free from bias and unfair practices based on ability, race, ethnicity, culture, gender, or socio-economic status
- promote opportunities to develop positive self-images that will enable students to transcend stereotypes and develop as individuals
- promote communication and understanding among those who differ in attitude, knowledge, points of view, and dialect, as well as among those who are similar
- help students explore and understand why different people have different perspectives
- encourage and enable students to question their own assumptions and imagine, understand, and appreciate realities other than their own
- ensure the equitable sharing of resources, including teacher attention and support
- provide opportunities for students to work co-operatively in a variety of groupings
- enable students to examine and critique age-appropriate materials, resources, and experiences that exhibit bias and prejudice
- use the multidisciplinary lens of social studies to examine historical and current equity and bias issues
- promote opportunities in non-traditional careers and occupations for both genders
- encourage students to challenge prejudice and discrimination that result in unequal opportunities for some members of society.

An effective social studies learning environment ensures student achievement by enhancing students' understanding, knowledge, and valuing of their own heritage and cultural background.

The Atlantic provinces, through CAMET and their departments of education, are committed to using accepted equity principles and practices in approving social studies curricula and resources.

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, non-print, and human resources.

Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic in ways that allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy—accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media technologies and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

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

The range of possible resources include the following:

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

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

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

Project Based Learning

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

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

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

The Driving Question

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

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

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

Subject Matter Expert (SME)

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

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

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

Literacy through Social Studies

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

The ability to read is critical for success in school. Therefore, it is paramount that teachers are sensitive to this process in social studies instruction. Reading in the content area of social studies requires that attention be given to setting the stage and using various strategies to help students address the reading task itself. Writing in social studies is an important process. Through writing, students can discover what they know about a particular topic and can communicate their learning. In social studies there are an abundance of writing activities in which to engage students. In addition to reading, writing, and speaking, other textual modes such as audio and visual media also play a part in social studies classrooms.

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

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

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

Integration of Technology in Social Studies

Technology, including Information and Communication Technologies (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, CD-ROMs and DVD-Roms increase access to extensive and current information. Research skills are key to efficient use of these resources. As with any source of information, critical literacy questions of validity, accuracy, bias, and interpretation must be applied.
- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, wikis, blogs, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, 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) software, and analyze and present their findings by creating maps that demonstrate their learning.

Social Studies for EAL Learners

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

The *Foundation for the Atlantic Canada Social Studies Curriculum* emphasizes communication, inquiry, and participation as essential processes in the social studies curriculum. All students and EAL learners in particular, need to have opportunities and be given encouragement and support for speak, writing, reading, listening, interpreting, analyzing, and expressing ideas, and information in social studies classes. Such efforts have the potential to help EAL learners overcome barriers that will facilitate their participation as active citizens in Canadian society.

To this end:

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

Education for Sustainable Development

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

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

Inquiry

Inquiry is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. It espouses investigation, exploration, search, quest, research, pursuit, and study. Inquiry does not stand alone; it engages, interests, and challenges students to connect their world with the curriculum. (Adapted from Kuhlthau, Maniotes & Caspari, 2007, p. 2)

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

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

The Social Studies 3 curriculum challenges students to think critically. The course is structured so that students can begin to inquire about their province's identity Students discover the diversity of their province and how that diversity is rooted in our past and what has changed over time. In the geography sections, students look at the significance of place and the interaction of Islanders with their province. These opportunities to inquire are facilitated by a hands-on approach to teaching, learning, and assessment where students use both traditional and non-traditional methods to show their understanding of the concepts.

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

(**Note:** Historical and geographical thinking concepts are an important aspect of the grade 3 social studies curriculum. Teachers are encouraged to engage students with these concepts through the use of simple examples to assist with the development of understanding.)

Inquiry Approach to Organizing Thinking Concepts and Skills

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

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

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

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

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

Historical Thinking Concepts

Six historical thinking concepts called Benchmarks of Historical Thinking have been identified by Peter Seixas through his work at the University of British Columbia's Centre for the Study of Historical Consciousness. These six concepts were designed to help students think more deeply about the past and how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the SCOs. (**Note:** Historical thinking concepts are an important aspect of the grade 3 social studies curriculum. Teachers are encouraged to engage students with these concepts through the use of simple examples to assist with the development of understanding.) The concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. The six concepts include:

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

2. Evidence—looks at primary and secondary sources of information (e.g., what do various sources tell about living in a particular place at a particular time period?).

3. Continuity and change—considers what has changed with time and what has remained the same (e.g., what cultural traditions have remained the same and what traditions have been lost over time?).

4. Cause and consequence—examines events that have created an influence in some way (e.g., what causes us to make a decision on an issue and what are the consequences of our decision?).

5. Historical perspective—any historical event involves people who may have held very different perspectives on the event (e.g. how can a place be found or "discovered" if people already live there?). Historical perspective is about exploring the idea of being able to put oneself in another person's place in the past, but not about trying to imagine oneself as that person. The latter is impossible, as we can never truly separate ourselves from our 21st century context.

6. Moral dimension—assists in making ethical judgments about past events after objective study (e.g., what are we able to learn from the past? Should we say that our province was 'discovered'?). Historical perspective and moral judgement are difficult concepts as both require suspending our present day understandings/context.

(Adapted from: Seixas, Peter. *Benchmarks of Historical Thinking: A Framework for Assessment in Canada*. Vancouver Centre for the Study of Historical Consciousness, UBC, 2006.)

Geographical Thinking Concepts

As with the historical thinking concepts, the Critical Thinking Consortium has identified six geographical thinking concepts to help students think deeply and critically about geography. Teachers can use these geographical thinking concepts to extend and deepen the learning of the SCOs. The concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. (**Note:** Geographical thinking concepts are an important aspect of the grade 3 social studies curriculum. Teachers are encouraged to engage students with these concepts through the use of simple examples to assist with the development of understanding.) The six concepts include:

1. Geographical importance—identify and assess the significance of a geographic location or phenomena. It considers the questions "What is where? Why is it there? Why is that important? (e.g., what are the important physical features of our province? In later grades students will examine the importance of an island.)

2. Evidence and interpretation—examines how adequately the geographic evidence justifies the interpretations offered. It invites students to examine the accuracy, precision, and reliability of data sources (e.g., using census date, what can you tell about where people live in your province and what reliable conclusions can you draw about your province).

3. Patterns and trends—considers what changes and what remains constant over a particular time period (e.g., given a set of data for various time periods, what trends are you able to identify). How has the diversity of our province's population changed over time?

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

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

6. Geographical value judgments—assesses what should or should not be (e,g., should wind mill farm development be supported?).

(Adapted from: Bahbahani, Kamilla Huynh, Nien Tu. *Teaching About Geographical Thinking*. Vancouver: The Critical Thinking Consortium. 2008.)

Assessment and Evaluation of Student Learning

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

Assessment is the systematic process of gathering data on student learning with respect to

- achievement of specific curriculum outcomes;
- effectiveness of teaching strategies employed;
- student self-reflection on learning.

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

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

Assessment for learning

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

Assessment as learning

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

Assessment of learning

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

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

Assessment

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

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

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

- Informal/Formal observation gathers information while a lesson is in progress. When observation is formal, the student is made aware of what is being observed and the criteria being assessed. When used informally, observation could be a frequent, but brief, check on a given criterion. You might be observing the student's participation level, use of a piece of equipment, or application of a process. You could record the results with a checklist, a rating scale, or written notes. Remember to plan the criteria, have recording forms ready, and be sure all students are observed in a reasonable time period.
- Performance encourages learning through active participation. This could be a demonstration/presentation. The performance is most often assessed through observation.
- Journals provide opportunities for students to express thoughts and ideas in a reflective way. They permit a student to consider strengths and weaknesses, attitudes, interests, and new ideas.
- Interviews promote understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. Interviewing may be brief or extensive. Students should know what criteria will be used to assess formal interviews. This assessment technique provides an opportunity for students whose verbal presentation skills are stronger than their written skills.
- Classroom based assessment which includes paper and pencil / electronic assessments which can be formative or summative (e.g., written assignments or tests).
- Presentations require students to analyze and interpret information and then communicate it. A presentation may be made orally, in written/pictorial form, as a project summary, or by using video or computer software.
- Portfolios allow students to be central in the process. Students can make decisions about what goes in, how it is used, and how it is evaluated. The portfolio should provide a long term record of growth in learning skills.

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

rubrics
simulations
checklists
role-play
essay writing
case studies
panel discussions
anecdotal records
conferences
questionnaires
debates
rating scales
peer and self-assessments

Evaluation

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

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

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

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

Reporting

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

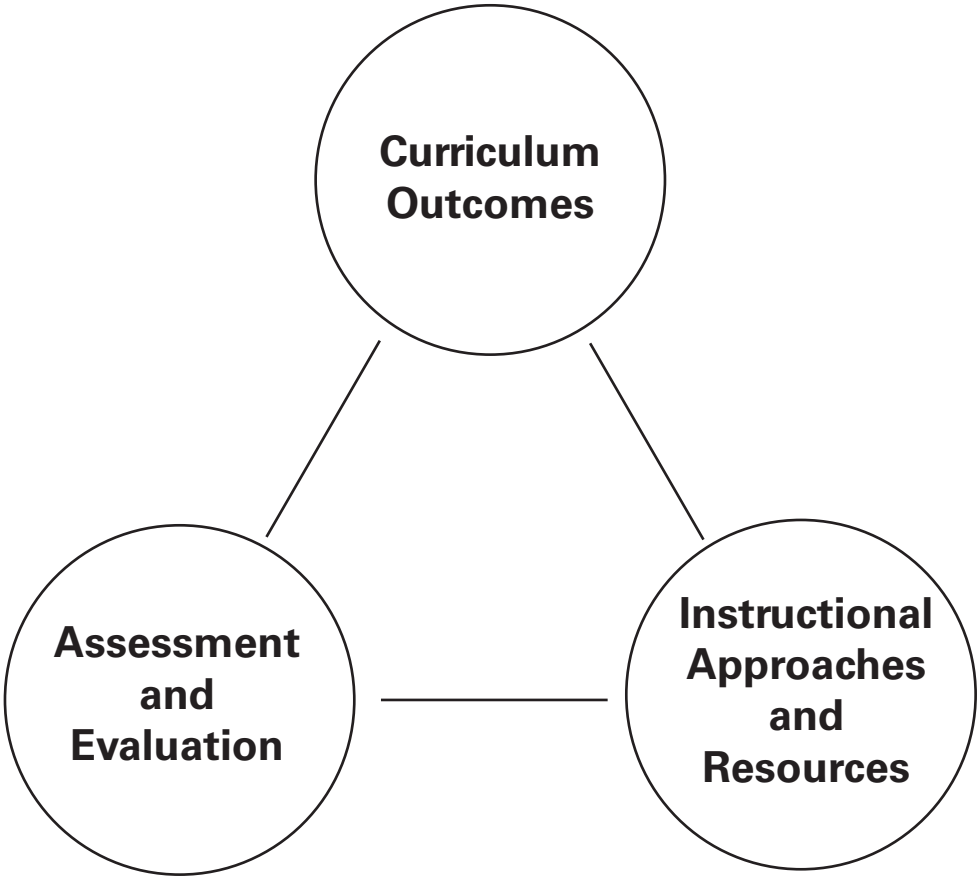
Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

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

Assessing and Evaluating Student Learning in the Social Studies Classroom

There should be a congruence between what is taught, how it is taught, and what is emphasized in the evaluation process. Social studies educators should recognize that "...quality programming and instruction are neither content-based nor process based, but a wise and judicious mixture of both." (Frost 1989, 11.)

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

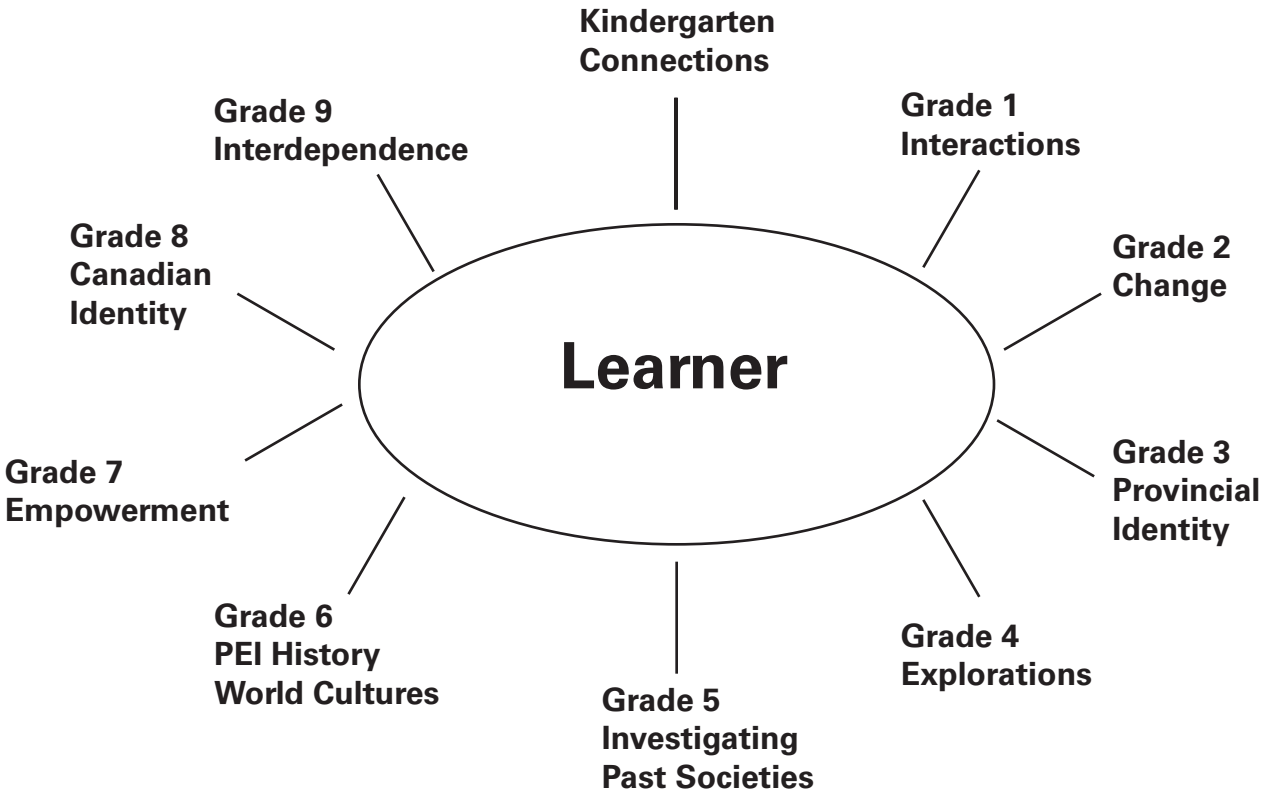


(Adapted from Newfoundland and Labrador Department of Education. *The Evaluation of Students in the Classroom: A Handbook and Policy Guide*. Government of Newfoundland and Labrador, 1990.)

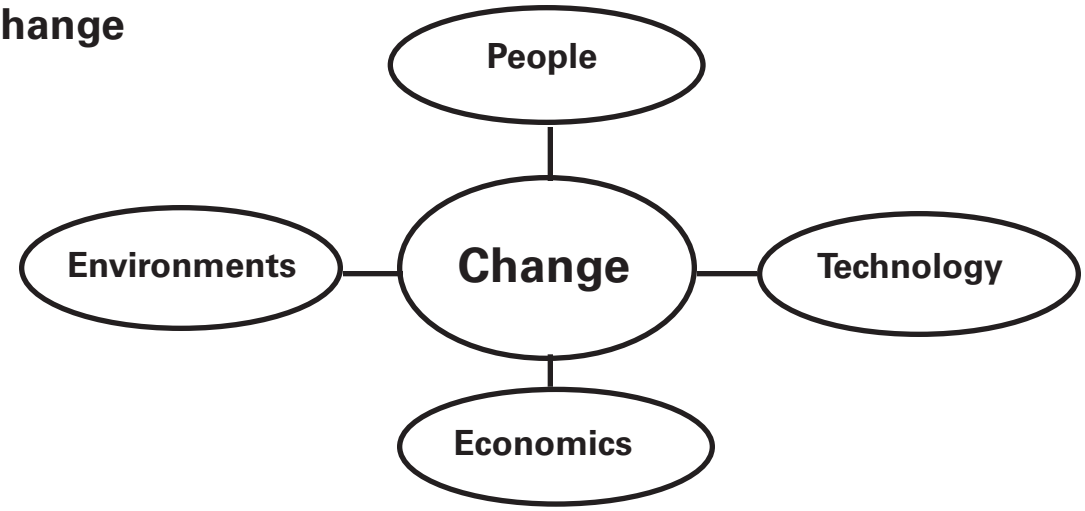
Curriculum Overview

Kindergarten-Grade 9 Social Studies Program

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



Grade 2: Change



The conceptual framework for each unit in the grade 2 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.

Unit One: People

Students will be expected to

2.1.1 describe changes in their lives, and their reactions to these changes

2.1.2 demonstrate an understanding of how individuals and groups have contributed to change

2.1.3 explain how decisions made by individuals and diverse groups result in change

2.1.4 predict ways their community might change in the future, and how they can contribute to that future

Unit Two: Technology

Students will be expected to

2.2.1 describe and evaluate the role of technology in their lives

2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests

Unit Three: Economics

Students will be expected to

2.3.1 give examples of how children and their families use economic decision making as consumers

2.3.2 explain how supply and demand affect price

2.3.3 demonstrate an understanding of the changing nature of work over time

Unit Four: Environment

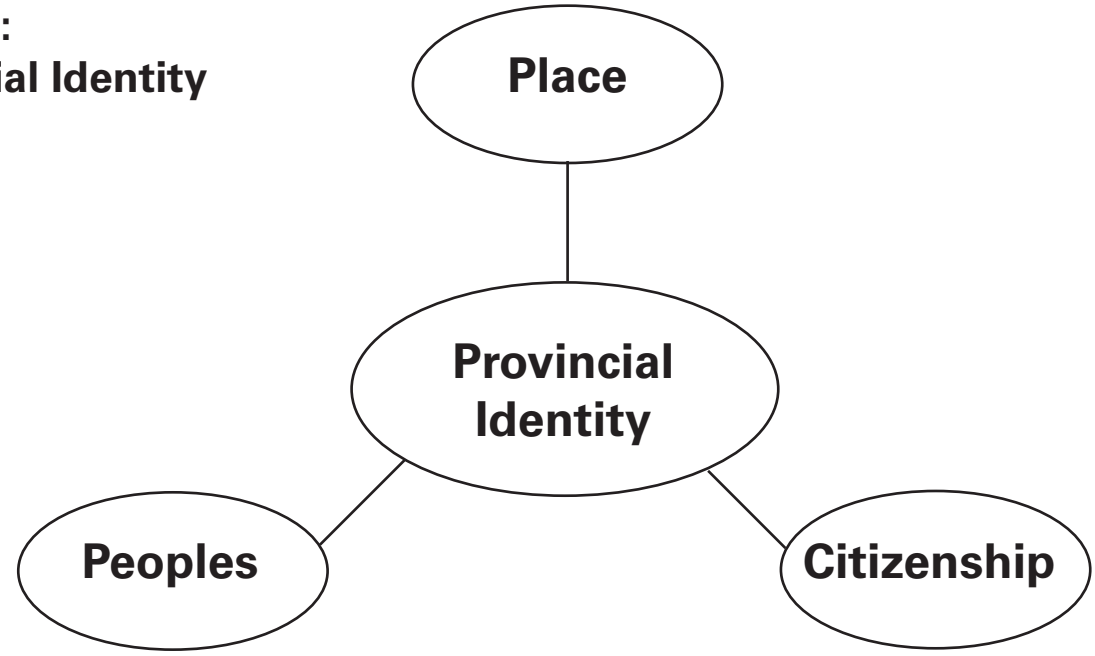
Students will be expected to

2.4.1 explain how and why physical environments change over time

2.4.2 describe how people's interactions with their environment have changed over time

2.4.3 demonstrate an understanding of sustainable development and its importance to our future

Grade 3: Provincial Identity



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.

Unit One: Place

Students will be expected to

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

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

3.1.3 examine where people live and how people make a living in their province

Unit Two: Peoples

Students will be expected to

3.2.1 examine the diverse peoples in their province

3.2.2 examine how diverse peoples in their province express their culture

3.2.3 take age appropriate action to promote positive interactions among people

Unit Three: Citizenship

Students will be expected to

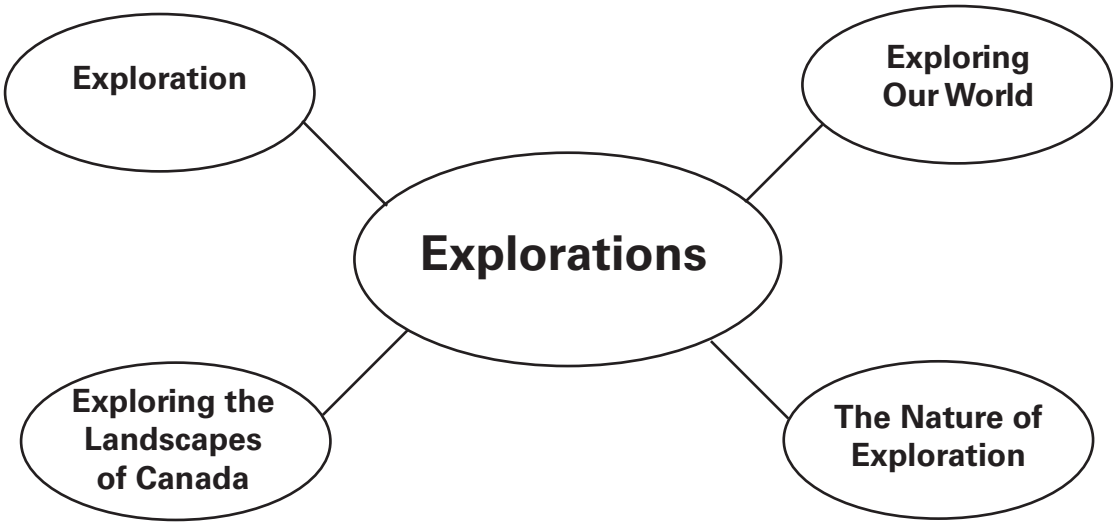
3.3.1 examine the purpose, function, and structure of governments in their province

3.3.2 examine the rights and responsibilities of citizens

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

Grade 4: Explorations

Grade 4 social studies is organized around the following units:



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

Unit One: Exploration

Students will be expected to

4.1.1 explore the concept of exploration

Unit Two: The Nature of Exploration

Students will be expected to

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

4.2.2 examine factors that motivate exploration

4.2.3 evaluate the impact of exploration over time

Unit Three: Exploring Our World

Students will be expected to

4.3.1 examine major physical features of the world

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

4.3.3 examine the relationship between humans and the physical environment

Unit Four: Exploring the Landscapes of Canada

Students will be expected to

4.4.1 describe the physical landscape of Canada

4.4.2 examine the human landscape of Canada

4.4.3 demonstrate an understanding of the political landscape of Canada

4.4.4 examine symbols associated with Canada's landscapes

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

The curriculum has been organized into four columns to relate learning experiences to the outcomes by:

- providing a detailed explanation of the outcome, an understanding of what students should know and be able to do at the end of the study, and ideas around inquiry that relate to the outcome;
- providing a range of strategies for teaching, learning and assessment associated with a specific outcome;
- providing teachers with suggestions in terms of supplementary resources.

Column 1, Spread 1: Outcome

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

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

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

Column 3, Spread 1: Performance Indicators

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

Column 4, Spread 1: Resources/Notes

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

Column 1, Spread 2: Outcomes

Column 1, Spread 2 provides the specific curriculum outcome describing what students are expected to know and be able to do by the end of the year.

Column 2, Spread 2: Strategies for Learning and Teaching

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

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

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

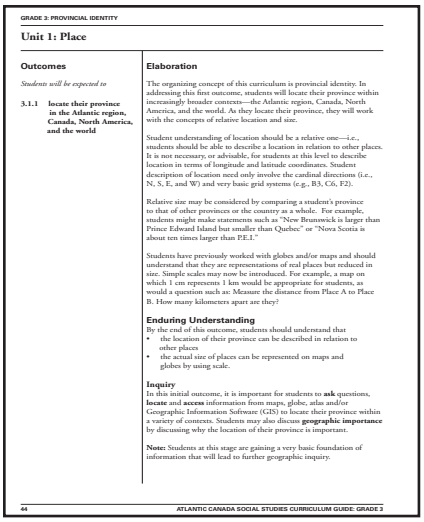
Column 4, Spread 2 Resources/Notes

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

Sensitive Topics

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

Column 1 *Column 2* *Column 3* *Column 4*



GRADE 3: PROVINCIAL IDENTITY

Unit 1: Place

Outcomes

Students will be expected to

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

Elaboration

The organizing concept of this curriculum is provincial identity. In addressing this first outcome, students will locate their province within increasingly broader contexts—the Atlantic region, Canada, North America, and the world. As they locate their province, they will work with the concepts of relative location and size.

Student understanding of location should be a relative one—i.e., students should be able to describe a location in relation to other places. It is not necessary, or advisable, for students at this level to describe location in terms of longitude and latitude coordinates. Student description of location need only involve the cardinal directions (i.e., N, S, E, and W) and very basic grid systems (e.g., B3, C6, F2).

Relative size may be considered by comparing a student's province to that of other provinces or the country as a whole. For example, students might make statements such as "New Brunswick is larger than Prince Edward Island but smaller than Quebec" or "Nova Scotia is about ten times larger than P.E.I."

Students have previously worked with globes and/or maps and should understand that they are representations of real places but reduced in size. Simple scales may now be introduced. For example, a map on which 1 cm represents 1 km would be appropriate for students, as would a question such as: Measure the distance from Place A to Place B. How many kilometers apart are they?

Enduring Understanding

By the end of this outcome, students should understand that

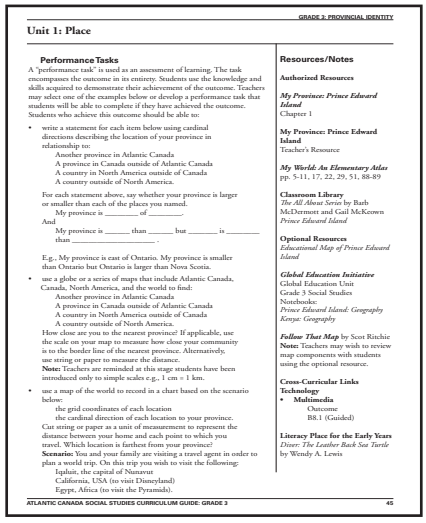
- the location of their province can be described in relation to other places
- the actual size of places can be represented on maps and globes by using scale.

Inquiry

In this initial outcome, it is important for students to **ask** questions, **locate** and **access** information from maps, globe, atlas and/or Geographic Information Software (GIS) to locate their province within a variety of contexts. Students may also discuss **geographic importance** by discussing why the location of their province is important.

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

44 ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GUIDE: GRADE 3



GRADE 3: PROVINCIAL IDENTITY

Unit 1: Place

Performance Tasks

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

- write a statement for each item below using cardinal directions describing the location of your province in relationship to:
  - Another province in Atlantic Canada
  - A province in Canada outside of Atlantic Canada
  - A country in North America outside of Canada
  - A country outside of North America.

  For each statement above, say whether your province is larger or smaller than each of the places you named.
  My province is _____ of _____.
  And
  My province is _____ than _____ but _____ is _____ than _____.

  E.g., My province is east of Ontario. My province is smaller than Ontario but Ontario is larger than Nova Scotia.
- use a globe or a series of maps that include Atlantic Canada, Canada, North America, and the world to find:
  - Another province in Atlantic Canada
  - A province in Canada outside of Atlantic Canada
  - A country in North America outside of Canada
  - A country outside of North America.

  How close are you to the nearest province? If applicable, use the scale on your map to measure how close your community is to the border line of the nearest province. Alternatively, use string or paper to measure the distance.
  Note: Teachers are reminded at this stage students have been introduced only to simple scales e.g., 1 cm = 1 km.
- use a map of the world to record in a chart based on the scenario below:
  - the grid coordinates of each location
  - the cardinal direction of each location to your province.

  Cut string or paper as a unit of measurement to represent the distance between your home and each point to which you travel. Which location is farthest from your province?
  Scenario: You and your family are visiting a travel agent in order to plan a world trip. On this trip you wish to visit the following:
  Iqaluit, the capital of Nunavut
  California, USA (to visit Disneyland)
  Egypt, Africa (to visit the Pyramids).

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 1

My Province: Prince Edward Island
Teacher's Resource

My World: An Elementary Atlas
pp. 5-11, 17, 22, 29, 51, 88-89

Classroom Library
The All About Series by Barb McDermott and Gail McKeown
Prince Edward Island

Optional Resources
Educational Map of Prince Edward Island

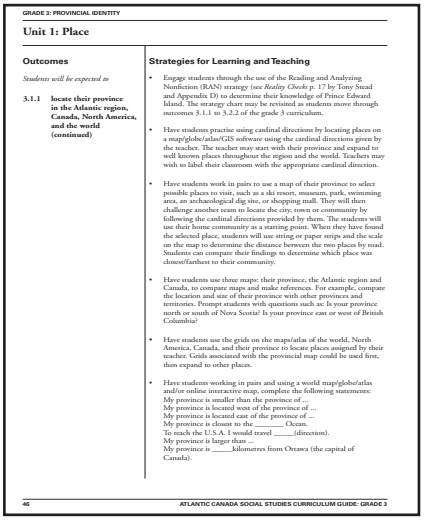
Global Education Initiative
Global Education Unit
Grade 3 Social Studies Notebooks:
Prince Edward Island: Geography
Kenya: Geography

Follow That Map by Scot Ritchie
Note: Teachers may wish to review map components with students using the optional resource.

Cross-Curricular Links
Technology
- **Multimedia**
  Outcome
  B8.1 (Guided)

Literacy Place for the Early Years
Diver: The Leather Back Sea Turtle by Wendy A. Lewis

ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GUIDE: GRADE 3 45



GRADE 3: PROVINCIAL IDENTITY

Unit 1: Place

Outcomes

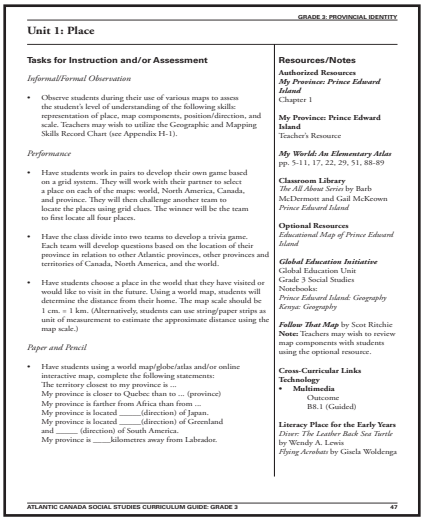
Students will be expected to

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

Strategies for Learning and Teaching

- Engage students through the use of the Reading and Analyzing Nonfiction (RAN) strategy (see *Reality Checks* p. 17 by Tony Stead and Appendix D) to determine their knowledge of Prince Edward Island. The strategy chart may be revisited as students move through outcomes 3.1.1 to 3.2.2 of the grade 3 curriculum.
- Have students practise using cardinal directions by locating places on a map/globe/atlas/GIS software using the cardinal directions given by the teacher. The teacher may start with their province and expand to well known places throughout the region and the world. Teachers may wish to label their classroom with the appropriate cardinal direction.
- Have students 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 archaeological dig site, or shopping mall. They will then challenge another team to locate the city, town or community by following the cardinal directions provided by them. The students will use their home community as a starting point. When they have found the selected place, students will use string or paper strips and the scale on the map to determine the distance between the two places by road. Students can compare their findings to determine which place was closest/farthest to their community.
- Have students use three maps: their province, the Atlantic region and Canada, to compare maps and make references. For example, compare the location and size of their province with other provinces and territories. Prompt students with questions such as: Is your province north or south of Nova Scotia? Is your province east or west of British Columbia?
- Have students use the grids on the maps/atlas of the world, North America, Canada, and their province to locate places assigned by their teacher. Grids associated with the provincial map could be used first, then expand to other places.
- Have students working in pairs and using a world map/globe/atlas and/or online interactive map, complete the following statements:
  My province is smaller than the province of ...
  My province is located west of the province of ...
  My province is located east of the province of ...
  My province is closest to the _____ Ocean.
  To reach the U.S.A. I would travel _____(direction).
  My province is larger than ...
  My province is _____kilometres from Ottawa (the capital of Canada).

46 ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GUIDE: GRADE 3



GRADE 3: PROVINCIAL IDENTITY

Unit 1: Place

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe students during their use of various maps to assess the student's level of understanding of the following skills: representation of place, map components, position/direction, and scale. Teachers may wish to utilize the Geographic and Mapping Skills Record Chart (see Appendix H-1).

Performance

- Have students work in pairs to develop their own game based on a grid system. They will work with their partner to select a place on each of the maps: world, North America, Canada, and province. They will then challenge another team to locate the places using grid clues. The winner will be the team to first locate all four places.
- Have the class divide into two teams to develop a trivia game. 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.
- Have students choose a place in the world that they have visited or would like to visit in the future. Using a world map, students will determine the distance from their home. The map scale should be 1 cm. = 1 km. (Alternatively, students can use string/paper strips as unit of measurement to estimate the approximate distance using the map scale.)

Paper and Pencil

- Have students using a world map/globe/atlas and/or online interactive map, complete the following statements:
  The territory closest to my province is ...
  My province is closer to Quebec than to ... (province)
  My province is farther from Africa than from ...
  My province is located _____(direction) of Japan.
  My province is located _____(direction) of Greenland and _____ (direction) of South America.
  My province is _____kilometres away from Labrador.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 1

My Province: Prince Edward Island
Teacher's Resource

My World: An Elementary Atlas
pp. 5-11, 17, 22, 29, 51, 88-89

Classroom Library
The All About Series by Barb McDermott and Gail McKeown
Prince Edward Island

Optional Resources
Educational Map of Prince Edward Island

Global Education Initiative
Global Education Unit
Grade 3 Social Studies Notebooks:
Prince Edward Island: Geography
Kenya: Geography

Follow That Map by Scot Ritchie
Note: Teachers may wish to review map components with students using the optional resource.

Cross-Curricular Links
Technology
- **Multimedia**
  Outcome
  B8.1 (Guided)

Literacy Place for the Early Years
Diver: The Leather Back Sea Turtle by Wendy A. Lewis
Flying Acrobats by Gisela Woldenga

ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GUIDE: GRADE 3 47

Atlantic Canada Social Studies

Grade 3 Curriculum

Grade 3: Provincial Identity

Year Overview

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 allow them to 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 that will allow students to build an understanding of provincial identity over the year: Place, Peoples, and Citizenship. Using these elements 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, allows 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 that examines shared values and promotes an understanding of the diverse cultures and traditions within the province. The third unit, Citizenship, examines the concept of power, authority, and decision–making in the study of how people are governed within the province and the meaning of active citizenship.

Throughout the year, students will have the opportunity to further develop their understanding of the concept of geographic and mapping skills. A continuum of the Geographic and Mapping Skills for grades Kindergarten to Grade 6 can be found in Appendix H.

Teacher Notes

- The recommended instructional time for social studies in grades K-3 is 3% (9 minutes/day, 45 minutes/week, 54 minutes/6 day cycle, 28 hours/year).

- Teachers may wish to utilize an integrated approach to have students achieve social studies outcomes. This approach provides a practical means for teachers to connect outcomes in meaningful ways. By identifying connections between similar concepts and skills shared by several subject areas, teachers may more directly address curriculum outcomes within classroom instruction.

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

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

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

- Teachers in the Eastern School District have access to a selection of materials from the Teacher's Resource Network. Also, Western School Board teachers are encouraged to visit the Little Red School House for resources. Teachers are encouraged to use the Confederation Centre Library and to consult with the teacher-librarians in their schools for updated video/DVD lists as well as other resources.

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

- Teachers may wish to become familiar with the social studies concepts completed in grade 2 and grade 4 by reviewing outcomes on page 31 and 33 of this document.

Unit 1: Place

South Lake, PEI

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, and vegetation within their province and the Atlantic region.

Unit Outcomes

Students will be expected to

3.1.1 locate their province in the Atlantic region, Canada, North America, and the world
3.1.2 describe the major physical features, climates, and vegetation of their province and the Atlantic region
3.1.3 examine where people live and how people make a living in their province

Opportunities for Cross-Curricular Links

Please note for this unit opportunities for cross-curricular links will be referenced in column 4.

Anticipated Time for Completion

It is suggested that this unit be completed during the time period of September through to November.

Geographic/Mapping Skills

- **Representation of Place** (Outcome 3.1.1)
- **Map Components** (Outcomes 3.1.1, 3.1.2 and 3.1.3)
- **Position/Direction** (Outcomes 3.1.1, 3.1.2 and 3.1.3)
- **Scale** (Outcome 3.1.1)

Inquiry

Geographical Thinking Concepts

- **Geographic Importance** (Outcome 3.1.1)
- **Evidence and Interpretation** (Outcome 3.1.2 and 3.1.3)
- **Patterns and Trends** (Outcome 3.1.2 and 3.1.3)

Geographical Thinking Concepts are adapted from Bahbahani, Kamilla and Juynh, Niem Tu. *Teaching about Geographical Thinking.* Vancouver: the Critical Thinking Consortium, UBC, 2008. (see pages 23 - 24)

Note: The Geographical Thinking Concepts are important aspects of the grade 3 social studies curriculum. Teachers are encouraged to engage students with these concepts through the use of sample examples to assist with the development of understanding of each concept.

Unit 1: Place

Outcomes

Students will be expected to

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

Elaboration

The organizing concept of this curriculum is provincial identity. In addressing this first outcome, students will locate their province within increasingly broader contexts—the Atlantic region, Canada, North America, and the world. As they locate their province, they will work with the concepts of relative location and size.

Student understanding of location should be a relative one—i.e., students should be able to describe a location in relation to other places. It is not necessary, or advisable, for students at this level to describe location in terms of longitude and latitude coordinates. Student description of location need only involve the cardinal directions (i.e., N, S, E, and W) and very basic grid systems (e.g., B3, C6, F2).

Relative size may be considered by comparing a student's province to that of other provinces or the country as a whole. For example, students might make statements such as "New Brunswick is larger than Prince Edward Island but smaller than Quebec" or "Nova Scotia is about ten times larger than P.E.I."

Students have previously worked with globes and/or maps and should understand that they are representations of real places but reduced in size. Simple scales may now be introduced. For example, a map on which 1 cm represents 1 km would be appropriate for students, as would a question such as: Measure the distance from Place A to Place B. How many kilometers apart are they?

Enduring Understanding

By the end of this outcome, students should understand that

- the location of their province can be described in relation to other places
- the actual size of places can be represented on maps and globes by using scale.

Inquiry

In this initial outcome, it is important for students to **ask** questions, **locate** and **access** information from maps, globe, atlas and/or Geographic Information Software (GIS) to locate their province within a variety of contexts. Students may also discuss **geographic importance** by discussing why the location of their province is important.

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

Unit 1: Place

Performance Tasks

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

- write a statement for each item below using cardinal directions describing the location of your province in relationship to:
  - Another province in Atlantic Canada
  - A province in Canada outside of Atlantic Canada
  - A country in North America outside of Canada
  - A country outside of North America.

  For each statement above, say whether your province is larger or smaller than each of the places you named.
  - My province is _____ of _____.

  And
  - My province is _____ than _____ but _____ is _____ than _____ .

  E.g., My province is east of Ontario. My province is smaller than Ontario but Ontario is larger than Nova Scotia.
- use a globe or a series of maps that include Atlantic Canada, Canada, North America, and the world to find:
  - Another province in Atlantic Canada
  - A province in Canada outside of Atlantic Canada
  - A country in North America outside of Canada
  - A country outside of North America.

  How close are you to the nearest province? If applicable, use the scale on your map to measure how close your community is to the border line of the nearest province. Alternatively, use string or paper to measure the distance.
  Note: Teachers are reminded at this stage students have been introduced only to simple scales e.g., 1 cm = 1 km.
- use a map of the world to record in a chart based on the scenario below:
  - the grid coordinates of each location
  - the cardinal direction of each location to your province.

  Cut string or paper as a unit of measurement to represent the distance between your home and each point to which you travel. Which location is farthest from your province?
  Scenario: You and your family are visiting a travel agent in order to plan a world trip. On this trip you wish to visit the following:
  - Iqaluit, the capital of Nunavut
  - California, USA (to visit Disneyland)
  - Egypt, Africa (to visit the Pyramids).

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 1

My Province: Prince Edward Island
Teacher's Resource

My World: An Elementary Atlas
pp. 5-11, 17, 22, 29, 51, 88-89

Classroom Library
The All About Series by Barb McDermott and Gail McKeown
Prince Edward Island

Optional Resources
Educational Map of Prince Edward Island

Global Education Initiative
Global Education Unit
Grade 3 Social Studies
Notebooks:
Prince Edward Island: Geography
Kenya: Geography

Follow That Map by Scot Ritchie
Note: Teachers may wish to review map components with students using the optional resource.

Cross-Curricular Links
Technology
- **Multimedia**
  - Outcome
  - B8.1 (Guided)

Literacy Place for the Early Years
Diver: The Leather Back Sea Turtle by Wendy A. Lewis

Unit 1: Place

Outcomes

Students will be expected to

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

Strategies for Learning and Teaching

- Engage students through the use of the Reading and Analyzing Nonfiction (RAN) strategy (see *Reality Checks* p. 17 by Tony Stead and Appendix D) to determine their knowledge of Prince Edward Island. The strategy chart may be revisited as students move through outcomes 3.1.1 to 3.2.2 of the grade 3 curriculum.

- Have students practise using cardinal directions by locating places on a map/globe/atlas/GIS software using the cardinal directions given by the teacher. The teacher may start with their province and expand to well known places throughout the region and the world. Teachers may wish to label their classroom with the appropriate cardinal direction.

- Have students 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 archaeological dig site, or shopping mall. They will then challenge another team to locate the city, town or community by following the cardinal directions provided by them. The students will use their home community as a starting point. When they have found the selected place, students will use string or paper strips and the scale on the map to determine the distance between the two places by road. Students can compare their findings to determine which place was closest/farthest to their community.

- Have students use three maps: their province, the Atlantic region and Canada, to compare maps and make references. For example, compare the location and size of their province with other provinces and territories. Prompt students with questions such as: Is your province north or south of Nova Scotia? Is your province east or west of British Columbia?

- Have students use the grids on the maps/atlas of the world, North America, Canada, and their province to locate places assigned by their teacher. Grids associated with the provincial map could be used first, then expand to other places.

- Have students working in pairs and using a world map/globe/atlas and/or online interactive map, complete the following statements:
  My province is smaller than the province of ...
  My province is located west of the province of ...
  My province is located east of the province of ...
  My province is closest to the _____ Ocean.
  To reach the U.S.A. I would travel _____(direction).
  My province is larger than ...
  My province is _____kilometres from Ottawa (the capital of Canada).

Unit 1: Place

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe students during their use of various maps to assess the student's level of understanding of the following skills: representation of place, map components, position/direction, and scale. Teachers may wish to utilize the Geographic and Mapping Skills Record Chart (see Appendix H-1).

Performance

- Have students work in pairs to develop their own game based on a grid system. They will work with their partner to select a place on each of the maps: world, North America, Canada, and province. They will then challenge another team to locate the places using grid clues. The winner will be the team to first locate all four places.

- Have the class divide into two teams to develop a trivia game. 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.

- Have students choose a place in the world that they have visited or would like to visit in the future. Using a world map, students will determine the distance from their home. The map scale should be 1 cm. = 1 km. (Alternatively, students can use string/paper strips as unit of measurement to estimate the approximate distance using the map scale.)

Paper and Pencil

- Have students using a world map/globe/atlas and/or online interactive map, complete the following statements:
  The territory closest to my province is ...
  My province is closer to Quebec than to ... (province)
  My province is farther from Africa than from ...
  My province is located _____(direction) of Japan.
  My province is located _____(direction) of Greenland and _____ (direction) of South America.
  My province is ____kilometres away from Labrador.

Resources/Notes

Authorized Resources
My Province: Prince Edward Island
Chapter 1

My Province: Prince Edward Island
Teacher's Resource

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Prince Edward Island

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Note: Teachers may wish to review map components with students using the optional resource.

Cross-Curricular Links
Technology
- **Multimedia**
  Outcome
  B8.1 (Guided)

Literacy Place for the Early Years
Diver: The Leather Back Sea Turtle by Wendy A. Lewis
Flying Acrobats by Gisela Woldenga

Unit 1: Place

Outcomes

Students will be expected to

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

Elaboration

Having located their province and the Atlantic region (in relative terms) in the previous outcome, here students will examine their province and region's physical environment. This study will be relatively simple, as students identify, locate, and describe major landforms and bodies of water. This should include notable physical features such as mountains, lakes, and rivers, and could include island and bays in their province and the Atlantic region. It is important to note that for this outcome, there is a somewhat more detailed study of the physical features associated with our own province.

Students will also describe the climate and vegetation pattern of the Atlantic region, without making the descriptions too detailed or technical. This outcome requires students to enhance their analytical and interpretive skills by actively engaging with geographic information sources (e.g., charts, maps, GIS) and not simply reading existing descriptions of climate and vegetation in their province and region.
Note: Appendix F contains the names of major mountains, river, lakes, bays, and islands for Atlantic Canada provinces. 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.

Enduring Understanding

By the end of this outcome, students should understand
- the basic physical features of their province and the Atlantic region
- the basic climatic and vegetation patterns of the Atlantic region.

Inquiry

For this outcome it is important for students to **ask** questions and **locate** and **access** information using maps, globe, atlas and/or GIS software. This information provides students the opportunity to consider **evidence and interpretation** as students learn about the physical features, climate and vegetation of their province and the Altantic region. What physical features are located in their province and the Atlantic region? Where are the physical features located? What vegetation is found in their province and the Atlantic region? What is the climate of their province and the Atlantic region?
Teachers may wish to extend the inquiry by considering **geographic patterns** through a simple comparison of their province with the rest of the Atlantic region. How are the physical features, vegetation and climate of their province the same/different from the other Atlantic provinces?
Note: Students at this stage are gaining a very basic foundation of information that will lead to further geographic inquiry.

Unit 1: Place

Performance Tasks

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

- construct a map of the Atlantic region to share what you have learned about the physical features, vegetation and climate. Using a blank map of Atlantic Canada students will:
  - › construct a map legend
  - › identify two landforms and two types of vegetation for each Atlantic province
  - › draw visuals of landforms, climate and vegetation
  - › write a sentence to describe each visual.

- demonstrate what you have learned using a storyboard that explains the landforms, vegetation, and climate of each of the four Atlantic provinces.

Resources/Notes

Authorized Resources
My Province: Prince Edward Island
Chapter 2
My Province: Prince Edward Island
Teacher's Resource

My World: An Elementary Atlas
pp. 91-98

Classroom Library
Prince Edward Island by John Sylvester
Return to the Sea by Heidi Jardine Stoddart
My Home Bay by Anne Laurel Carter
Little Book of Prince Edward Island by John Sylvester
The All About Series by Barb McDermott and Gail McKeown
Prince Edward Island
Nova Scotia
Newfoundland
New Brunswick
Halifax
Fredericton
St. John's
Charlottetown
The Bay of Fundy
Gros Morne National Park
Cape Breton Highlands National Park

Optional Resources
Educational Map of Prince Edward Island
Global Education Initiative
Global Education Unit
Grade 3 Social Studies
Notebooks:
Prince Edward Island: Climate and Vegetation
Prince Edward Island: Agriculture

Follow That Map by Scot Ritchie

Cross-Curricular Links
Technology
- **Word Processing**
  Outcomes
  B7.1, B7.2 (Independent)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.4

Literacy Place for the Early Years
Summer Camping in Nova Scotia (Brochure)

Unit 1: Place

Outcomes

Students will be expected to

3.1.2 describe the major physical features, climates and vegetation of their province and the Atlantic region (continued)

Strategies for Learning and Teaching

- Have students, as a class, study a map of their province. Prepare a class chart to identify the major landforms and bodies of water in their province. Teachers can use computer software to prepare the class chart.
- Have students, as a class, study a map of Atlantic Canada. Prepare a class chart to identify the major landforms and bodies of water in the other Atlantic provinces. Teachers can use computer software to prepare the class chart.
- Have students, as a class, compare the definitions of weather and climate. Have students write a sentence describing the climate of their province.
- Have students brainstorm what they know about the climate of their province and the Atlantic provinces. Have students compare their predictions with a climate map of Atlantic Canada.
- Have students invite a meteorologist to visit or video conference with the class to provide information on the climate of the Atlantic region. Have students prepare questions using the following criteria: questions that are specific to the person or situation, cannot be answered with yes or no, and solicit information relevant to the topic on the importance of the climate on the environment. It is important to include literal, inferential and evaluative types of questions.
- Have students compare vegetation maps for the Atlantic provinces. Students complete a journal response describing the vegetation of the Atlantic provinces.
- Have students use a reproducible map of their province to identify the major landforms and bodies of water. Remind students that map components (title, legend, and compass rose) are required.
- Have students return to the RAN strategy chart (outcome 3.1.1) to make any revisions required to incorporate new learning and/or identify new areas of inquiry.

Unit 1: Place

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe students during their study of various maps to assess the student's level of understanding of the following skills: map components, and position/direction. Teachers may wish to utilize the Geographic and Mapping Skills record Chart (see Appendix H-1).

Performance

- Have students create a photo essay to illustrate the climate in their province. For each photo, students should include a written sentence to describe their illustration.

- Invite students to generate a set of FAQs (Frequently Asked Questions) with accompanying answers about their province related to physical features, vegetation and climate.

Presentation

- Invite students to send a digital postcard to a friend, classmate, or other student, describing Atlantic Canada. On the front of the card, draw a picture that represents examples of major landforms, bodies of water or vegetation. On the reverse side of the card, describe what they are doing to enjoy visiting one of the Atlantic provinces while on vacation.

- Invite students to compose an acrostic poem using the name of their province. In the poem describe the physical features, climate and vegetation for the province.

Paper and Pencil

- Have students utilize a graphic organizer to identify major landforms, bodies of water, vegetation and climate of the Atlantic provinces.

Atlantic Canada				
	Prince Edward Island	New Brunswick	Nova Scotia	Newfound-land and Labrador
Physical Features				
Vegetation				
Climate				

Resources/Notes

Authorized Resources
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Chapter 2
My Province: Prince Edward Island
Teacher's Resource

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Newfoundland
New Brunswick
Halifax
Fredericton
St. John's
Charlottetown
The Bay of Fundy
Gros Morne National Park
Cape Breton Highlands National Park

Optional Resources
Educational Map of Prince Edward Island
Global Education Initiative
Global Education Unit
Grade 3 Social Studies
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Follow That Map by Scot Ritchie

Cross-Curricular Links
Technology
- **Word Processing**
  Outcomes
  B7.1, B7.2 (Independent)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.4

Literacy Place for the Early Years
Summer Camping in Nova Scotia (Brochure)

Unit 1: Place

Outcomes

Students will be expected to

3.1.3 examine where people live and how people make a living in their province

Elaboration

This outcome broadens students' understanding of geography as more than location of a place. In this outcome, students study where people live and address such topics as economic activity, services, and transportation.

Students begin the outcome through the study of the concepts of urban and rural. While there are various measures used to determine what is urban and what is rural, it is not necessary to over-complicate the distinction for students. It is sufficient at grade 3 to simply describe urban areas as those where many people live close together, such as in cities and towns. (**Note:** In Canada, "urban" is defined as a total population exceeding 1000 people.)

Students will identify examples of urban and rural communities in their province. For example, they might name and locate their province's cities. When considering these examples, students can describe some of the features that typically distinguish urban communities from rural communities (e.g., movie theatres, shopping centres, and universities).

Students should then consider why people live where they do. Natural resources, availability of services, communication and transportation links all influence where people live. The study should focus on examples, including the local area or community. Students should understand that people live where they do, in part, in order to make a reasonable living.

Again, it is important for students to work with genuine maps and other geographic information sources when studying these topics—and to arrive at conclusions about what such information tells them.

Enduring Understanding

By the end of this study, students should understand

- the concepts of urban and rural, and
- where people live in their province is influenced by many factors.

Inquiry

For this outcome it is important for students to **ask** questions and **locate** and **access** information using maps, atlas and/or GIS software. This information provides students the opportunity to consider **evidence and interpretation** as students learn about why people live where they do in their province.

Teachers may also consider **patterns and trends** as they examine where people live in their province.

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

Unit 1: Place

Performance Tasks

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

- imagine what it would be like to live in your province as an adult, and answer each of the following questions:
  - Where would you choose to live? Identify if it is an urban or rural area.
  - Why would you choose to live there? (Considerations could include natural resources, employment opportunities, transportation, or services.)
  - What would you do to make a living ? (Teachers may wish to brainstorm with students possible occupations.)

  Sharing of work may be in written (e.g., letter, email) or pictorial form.

- prepare a poster to persuade immigrants to live in an area of your province. Consider: What does your area have to offer in employment, natural resources, transportation, and availability of services? The poster must identify their area as urban or rural. Students can use computer software to complete their poster.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 3

My Province: Prince Edward Island
Teacher's Resource

My World: An Elementary Atlas
pp. 12-13, 82-83, 101

Classroom Library
Marty the Mailbox by Ian Stretch

The All About Series by Barb McDermott and Gail McKeown
Prince Edward Island
Charlottetown

Optional Resources

Global Education Initiative
Global Education Unit
Grade 3 Social Studies
Notebook:
Prince Edward Island: The People and Where People Live

Cross-Curricular Links
Technology
- **Telecommunications**
  Outcomes
  B10.1, B10.2
  (Independent)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1

Unit 1: Place

Outcomes

Students will be expected to

3.1.3 examine where people live and how people make a living in their province (continued)

Strategies for Learning and Teaching

- Have students, using photos of various communities, work in groups to sort the photographs into examples of rural and urban communities. Have students identify the reasons for their choices. As a class, have students formulate a possible definition for urban and rural.

- Have students engage with an appropriate book as a read aloud. The selected book(s) should describe a rural and/or urban area. Discuss with students the similarities and differences between a rural and urban area.

- Have students, as a class or in small groups, complete a graphic organizer providing the advantages and disadvantages of living in a rural and an urban area.

Rural Area		Urban Area	
Advantages	**Disadvantages**	**Advantages**	**Disadvantages**

- Have students, using the legend on the *Educational Map of PEI*, discuss where people live in their province. Identify the areas as urban or rural. Discuss possible reasons for why people live where they do in the province (e.g. natural resources, employment opportunities, services, transportation).

- Have students participate in a visualization activity. Have the students think about a rural area: what would they see, hear, smell, taste, touch? Alternatively, conduct the same visualization for an urban area. Discuss with students the similarities and differences between the two areas. A graphic organizer may be used to record student responses.

- Have students invite to their class or video conference with a guest speaker(s) from an urban and/or rural area. Invite the guest(s) to describe why they choose to live in their area as well as the advantages and disadvantages of living in their area. Have students prepare questions using the following criteria: questions that are specific to the person or situation, cannot be answered with yes or no, and solicit information relevant to the topic of an urban and/or rural area. It is important to include literal, inferential and evaluative types of questions.

- Have students return to the RAN strategy chart (outcome 3.1.1) to make any revisions required to incorporate new learning and/or identify new areas of inquiry.

Unit 1: Place

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe students during their use of various maps to assess the student's level of understanding of the following skills: map components, and position/direction. Teachers may wish to utilize the Geographic and Mapping Skills record Chart (see Appendix H-1).

Performance

- Invite students to prepare a one minute speech explaining why they would prefer to live in a rural or urban area. Students should provide at least two reasons for their choice.

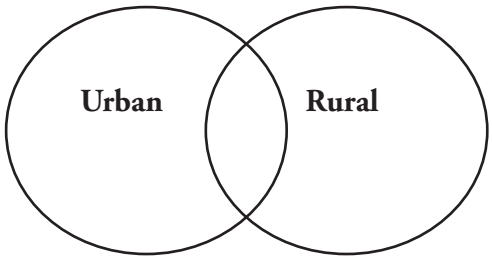
- Invite students to envision where they would like to live and work in P.E.I. Students share their image with the class and provide at least two reasons for their choice.

Interview

- Have students interview an adult in their family to discover why they choose to live where they do in the province.

Paper and Pencil

- Have students use a Venn diagram to compare living in an urban and rural area.



- Have students think of how a farmers' market might bring together the urban and rural parts of your province. In a sentence, answer each of the following questions:
  - What are the benefits of a farmers' market to a person living in an urban area?
  - What are the benefits of a farmers' market to a farmer living in a rural area?
  - What makes it possible today to have a farmers' market in an urban area?
  - What items might a person living in an urban area sell at a farmers' market? Explain how this is an exchange of goods and services.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 3

My Province: Prince Edward Island
Teacher's Resource

My World: An Elementary Atlas
pp. 12-13, 82-83, 101

Classroom Library
Marty the Mailbox by Ian Stretch

The All About Series by Barb McDermott and Gail McKeown
Prince Edward Island
Charlottetown

Optional Resources

Global Education Initiative
Global Education Unit
Grade 3 Social Studies Notebook:
Prince Edward Island: The People and Where People Live

Cross-Curricular Links
Technology
- **Telecommunications**
  Outcomes
  B10.1, B10.2
  (Independent)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1

Unit 2: Peoples

Unit 2: Peoples

Unit Overview

In the unit entitled Peoples, students will identify many of the diverse cultural groups that have made the province home. They will learn about some of the reasons why people choose to live in their province and how this has influenced the diversity of their province over time. They will recognize the contributions which diverse 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, language 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

3.2.1 examine the diverse peoples in their province

3.2.2 examine how diverse peoples in their province express their culture

3.2.3 take age-appropriate action to promote positive interactions among people

Anticipated time for Completion

It is suggested that this unit be completed during the time period of December through to mid-March.

Opportunities for Cross-Curricular Links

Please note that for this unit, opportunities for cross-curricular links will be referenced in column 4.

Geographical / Mapping Skills

- **Map Components**
- **Position/Direction**

(Outcome 3.2.1)

Inquiry

Historical/Geographical Thinking Concepts

- **Continuity and Change** (Outcomes 3.2.1 and 3.2.2)
- **Evidence** (Outcome 3.2.2)
- **Patterns and Trends** (Outcome 3.2.1)

Adapted from: Seixas, Peter. *Benchmarks of Historical Thinking: A Framework for Assessment in Canada.* Vancouver Centre for the Study of Historical Consciousness, UBC, 2006.

Bahbahani, Kamilla and Juynh, Niem Tu. *Teaching about Geographical Thinking.* Vancouver: the Critical Thinking Consortium, UBC, 2008. (see pages 22 - 24)

Note: The Historical and Geographical Thinking Concepts are important aspects of the grade 3 social studies curriculum. Teachers are encouraged to engage students with these concepts through the use of simple examples to assist with the development of understanding of each concept.

Unit 2: Peoples

Outcomes

Students will be expected to

3.2.1 examine the diverse peoples in their province

Elaboration

This outcome requires students to examine the diversity of peoples who inhabit their province and how diversity has developed. The students begin by identifying the various groups of people who presently inhabit their province. Valuing diversity and inclusion is central to this outcome.

Students will also examine examples of why people chose/choose to live in, or move to, a particular place. To make this a more meaningful exercise, it may be possible to consider the experiences of some students themselves. The examination of migration is facilitated when students have a personal understanding of why people move and choose to live in a particular place.

Finally, students should explain how the diversity of peoples in their province has changed over time. This may be accomplished by comparing census data or maps from two or three points in time to examine the distribution of various cultural groups (e.g., the present as compared to some time in the past).

Teachers may wish to consider combining outcomes 3.2.1 and 3.2.2 rather than addressing separately.

Enduring Understanding

By the end of this outcome, students should understand that

- their province is composed of many diverse peoples
- people migrate(d) to their province for a variety of reasons
- the diversity of their province has changed over time.

Inquiry

In this outcome, students will **ask** questions and **access** and **interpret** information that may lend itself to consideration of **continuity and change**. For example, students may consider how has cultural diversity in their province changed or stayed the same over time.
Students may also consider geographic **patterns and trends** as they determine if people from a particular culture chose to live in a specific area of the province.

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

Unit 2: Peoples

Performance Tasks

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

- prepare a pictograph to show how the diversity of P. E. I. has changed over time. Construct a legend using geographic shapes to represent the peoples who lived in the province over three selected time periods (e.g., 1850, 1930 and present). Consider questions such as who lived in your province in 1930 that were not here in 1850? Using the information from the data in the pictograph, answer the following in well written sentences.
  - › How has the diversity of the province changed since 1850?
  - › Select two groups of people who live in the province today and provide an example of why they have chosen to live in the province.

  Note: Teachers may wish to limit the number of examples used for the 1930 and present day time periods (e.g., 4 examples for 1930 and 6 examples for the present).

- design a poster to illustrate how the diversity of the province has changed over time. Divide the poster into two parts. On one half of the poster, draw an image of why people come to live in the province today. On the other half, draw an image of why people lived here hundreds of years ago. Write a caption for your poster which explains the similarities or differences of why people live on P.E.I.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 4

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
How the Cougar Came to be Called Ghost Cat by Michael James Isaac

Optional Resources

Educational Map of Prince Edward Island

Cross-Curricular Links
Technology
- **Internet**
  Outcome
  A3.1 (Guided)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1
- **Exploring Forms and Cultural Context**
  Outcome
  EC 3.1

Web-site
http://www.statscan.ca

Unit 2: Peoples

Outcomes

Students will be expected to

3.2.1 examine the diverse peoples in their province (continued)

Strategies for Learning and Teaching

- Engage students with an appropriate book as a read aloud. The selected book should focus on a family moving to a new home. Have students, as a class, brainstorm reasons for why people move from one place to another. Encourage students who have moved to the province to share their reasons for moving. ♥ Teacher need to be sensitive in their discussion about why families move.

- Have students interact with a map of their province to identify where various peoples live within their province. Discuss if people from a particular culture live in a specific area of the province.

- Have students invite or video conference with a guest speaker from a local museum or a local historian to speak to the class on how the diversity of their community has changed over time. Have students prepare questions using the following criteria: questions that are specific to the person or situation, cannot be answered with yes or no, and solicit information relevant to the topic on how diversity of their community has changed. Alternatively, students may wish to visit their local museum.

- Invite students to research the origin of their family name. Using name labels and a map of the world, have students share the origin of their family and attach their label to the world map identifying their family's country of origin.

- Have students review census information to identify the various peoples living in their province from three time periods. In a chart, compare this information to identify peoples who have been here for a long period of time and who are the newest groups to our province. Use a graphic organizer and a check mark to identify when the group was present in the province.

Comparison of Census Information			
Group	1850	1930	Today
Mi'kmaq	√	√	√
Zimbabwe			√

- Have students return to the RAN strategy chart (outcome 3.1.1) to make any revisions required to incorporate new learning and/or discuss new areas of inquiry.

Unit 2: Peoples

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe student responses/opinions given during class discussions and/or group activities on the diversity of their province to determine the students' understanding of the concept of time (past and present).

Journal

- Have students complete a reflection on why they think it is important to have diverse peoples living in our province.

Interview

- Have students talk to an older family member to discover why they or their ancestors moved to our province. Teachers need to remind students that some people may not wish to discuss why their families move.

Presentation

- Have students, as a class, design a display using the census information from the three time periods. Use a world map to show where people came from in the 1850s, another world map to show where people came from in the 1930s and a third world map for today. Students should explain how the diversity of their province has changed over time.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 4

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
How the Cougar Came to be Called Ghost Cat by Michael James Isaac

Optional Resources
Educational Map of Prince Edward Island

Cross-Curricular Links
Technology
- **Internet**
  Outcome
  A3.1 (Guided)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1
- **Exploring Forms and Cultural Context**
  Outcome
  EC 3.1

Web-site
http://www.statscan.ca

Unit 2: Peoples

Outcomes

Students will be expected to

3.2.2 examine how diverse peoples in their province express their culture

Elaboration

While the preceding outcome has students examine the diverse peoples in their province, this outcome requires students to examine how diverse peoples in the province express their culture. Teachers may wish to consider combining outcomes 3.2.1 and 3.2.2 rather than addressing separately—i.e., to simultaneously examine the diversity and cultural expressions of diverse peoples.

Students are provided with the opportunity to experience and appreciate a vast array of expressions of culture— e.g., language, stories, folktales, songs, music, poetry, dance, visual art. Such cultural expressions should be infused throughout the study. It is important, however, to move beyond a surface celebration of culture (e.g., food and fashion) and examine deeper aspects of cultural expression (e.g., language, stories, visual arts).

It is through cultural expression that diverse peoples transmit aspects of their heritage, traditions, and culture. Though they may be unique, some aspects of expressions, as well as their underlying motivations, may not be so different. Indeed, while the differences between peoples are often more apparent than the similarities, it is important to have students consider both.

A key factor in expressing and preserving cultural expression is language. Today, many diverse peoples are engaged in ongoing efforts to preserve their language.

Enduring Understanding

By the end of this outcome, students should understand that

- peoples' expressions of culture are rooted in the past.

Inquiry

For this outcome, students will **ask** questions and **access** information to **locate evidence** of ways that people express their culture (e.g., stories, music, visual arts and crafts, language).
Students may also consider **continuity and change**. For example, what cultural traditions have changed over time? What cultural traditions have remained the same?

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

Unit 2: Peoples

Performance Tasks

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

- create a brief presentation (e.g., paper bag report, poster, slide show) to teach fellow classmates about how a cultural group in their province expresses aspects of their culture. The presentation should include examples from one or more of the following areas:
  - language
  - stories and poems
  - music and dance
  - visual arts and crafts.

- complete a graphic organizer or web to represent three cultural groups in your province. Include one way each group expresses culture (e.g., language, stories and poems, music and dance, or visual arts and crafts). Students can use computer software to complete their graphic organizer or web.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 5

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
How the Cougar Came to be Called Ghost Cat by Michael James Isaac
A Gift of Music by Alice Walsh
Lobster in My Pocket by Deirdre Kessler

Cross-Curricular Links
Technology
- **Concept Maps**
  Outcomes
  A4.1, A4.2 (Awareness)
  A4.3 (Guided)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1
- **Exploring Forms and Cultural Context**
  Outcome
  EC 3.2

Literacy Place for the Early Years
Fire on the Mountain by Jane Kurtz
The Legend of the Dream Catcher by Kathleen K. Coleclough
Hare and Turtle: Two Pourquoi Tales Retold by Marilyn Helmer

Unit 2: Peoples

Outcomes

Students will be expected to

3.2.2 examine how diverse peoples in their province express their culture (continued)

Strategies for Learning and Teaching

- Have students engage with a learning centre in their classroom that includes examples of stories, poems, folktales, songs or music that represent various cultures in their province. Discuss with students what they tell about the cultures in their province.

- Have students, as a class, choose a word or expression from English and find an equivalent for it in three other languages spoken in the province.

- Have students invite to their class or video conference with a guest speaker (e.g., local author, musician, artist, representative from a cultural community) to discuss how his/her work (or work of people in their community) is an expression of culture. Have students prepare questions using the following criteria: questions that are specific to the person or situation, cannot be answered with yes or no, and solicit information relevant to how the work of the guest or community member expresses culture. It is important to include literal, inferential and evaluative types of questions.

- Have students examine visuals or pieces of art from various cultures in the province. Discuss, as a class, the way the visuals or pieces of art express culture.

- Have students generate a class web on culture in their province. 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. Have students add their note to the class web. Alternatively, teachers can use computer software to create the class web.

- Have students return to the RAN strategy chart (outcome 3.1.1) to make any revisions required to incorporate new learning and/or identify new areas of inquiry.

Unit 2: Peoples

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe and note student vocabulary and responses/opinions given during student participation in the learning centre to assess student's understanding of how diverse peoples in our province express their culture.

Journal

- Invite students to write a response reflecting on how diverse peoples of our province express their culture.

Performance

- Have students create a piece of art to illustrate how cultural diversity in our province is expressed.

Interview

- Have students interview a family member or friend about how the way they express their culture has changed. Topics may include games, crafts, special holidays, music, traditions. Prepare an oral report for the class explaining what you learned from the interview. Students may wish to include images or objects in their presentation.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 5

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
How the Cougar Came to be Called Ghost Cat by Michael James Isaac
A Gift of Music by Alice Walsh
Lobster in My Pocket by Deirdre Kessler

Cross-Curricular Links
Technology
- **Concept Maps**
  Outcomes
  A4.1, A4.2 (Awareness)
  A4.3 (Guided)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1
- **Exploring Forms and Cultural Context**
  Outcome
  EC 3.2

Literacy Place for the Early Years
Fire on the Mountain by Jane Kurtz
The Legend of the Dream Catcher by Kathleen K. Coleclough
Hare and Turtle: Two Pourquoi Tales Retold by Marilyn Helmer

Unit 2: Peoples

Outcomes

Students will be expected to

3.2.3 take age-appropriate action to promote positive interactions among people

Elaboration

In this outcome students examine the importance of positive interactions among all people and how to build positive relationships with people from other cultural backgrounds. Students should consider the many ways people can work together by providing examples from their community or area where positive interactions are demonstrated (e.g., participation in community events such as cultural festivals, Relay for Life, building playgrounds, Habitat for Humanity). Students then identify the benefits of these positive interactions in their community.

Students will study the concept of stereotyping. Stereotyping is the practice of assuming that individuals will exhibit certain behaviours, based upon characteristics such as age, gender, race, or religion. Teachers may wish to approach this concept by looking at ageism, and subsequently consider cultural stereotypes. Care must be taken not to inadvertently introduce or reinforce stereotypes—examples given should be appropriate for the students' age.

The examples of stereotyping provide a segue into generating a class action plan to promote positive interactions among people. While it is important for the teacher to help provide ideas, students should be active participants in the planning. The plan might involve helping out at a retirement home (ageism), working at a food bank (poverty), or creating an awareness campaign (racism).

The steps in a typical class action plan might include the following:
1) brainstorming plan ideas
2) selection of the plan idea
3) identification of the tasks involved in the plan
4) assignment of roles
5) carrying out the plan
6) evaluating the success of the plan.

Enduring Understanding

By the end of this outcome, students should
- identify the benefits of positive interactions among people
- be able to identify examples of stereotyping.

Inquiry

In this outcome, students will **ask** questions such as: Why are positive interactions important? How does showing respect help to make a welcoming community?

Unit 2: Peoples

Performance Tasks

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

- engage with the following scenario to:
  - identify the type of stereotyping
  - design a poster that promotes positive interactions to address this example of stereotyping.

  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.

- work in groups to respond to the following scenario to:
  - identify the type of stereotyping involved
  - develop an action plan for your community to help Mrs. Jones.

  Over the past two years in the community, people have been very supportive when young families in the community have needed help. 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.

- work as a class to prepare a short assembly on the importance of positive interactions. The assembly may include poems, stories, artwork, songs, etc, focusing on how positive interactions benefit the school community.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 6

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
How the Cougar Came to be Called Ghost Cat by Michael James Isaac

Cross-Curricular Links
Health
- **Life Learning Choices**
  Outcomes
  L-3.3, L-3.7
- **Relationship Choices**
  Outcomes
  R-3.1, R-3.9

Technology
- **Word Processing**
  Outcomes
  A7.2 (Independent)
  B7.1, B7.2 (Independent)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1

Literacy Place for the Early Years
The Gran Plan by Jacqueline Halsey
Bryce on Track by Gillian Richardson
Song Lei in a New Land by Anne Patton
How a Carousel Came to North Bay By Marla Hayes

Unit 2: Peoples

Outcomes

Students will be expected to

3.2.3 take age-appropriate action to promote positive interactions among people (continued)

Strategies for Learning and Teaching

- Have students, in small groups, brainstorm ways in which they interact positively with people in their home, school and community. Have groups share their ideas with the class to develop a class list of positive interactions.

- Have students engage with an article on a recent community event that demonstrates positive interactions (e.g., building a community playground, Habitat for Humanity, Relay for Life, Easter Seals, raising funds for victims of environmental disasters). Discuss with students how such events benefit the people involved and the community.

- Have students engage with an appropriate interactive read aloud that examines a story character(s) being stereotyped. Have students analyze the literature to determine the meaning of the word stereotype, identify the stereotype involved in the story and how the stereotype was overcome. Encourage students to identify positive interactions that were used to overcome the stereotype.

- Engage students in the development of an action plan to promote positive interactions among people and will address an issue of stereotyping using the following steps:
  - Brainstorm ideas (e.g., ageism - schedule a "reading buddy" time with a local retirement home; poverty - assist a local food bank; racism - prepare an awareness campaign, and identify the issue to be addressed)
  - Select a plan
  - Identify tasks that need to be completed
  - Assign roles
  - Act on the plan
  - Evaluate the success of the plan.

Unit 2: Peoples

Tasks for Instruction and/or Assessment

Informal/Formal Assessment

- Observe and note student responses during class discussion and/or activities to determine the student's level of understanding of how to promote positive interactions among people.

Presentation

- Have students prepare a quilt square that has an image of positive interactions. The squares can be compiled to form a class quilt of positive interactions. Display the completed quilt.

- Have students design a computer generated ad for positive interactions among students.

Journal

- Have students complete a journal or blog entry reflecting on how their action plan worked to demonstrate positive interactions among people.

Performance

- Invite students, as a class, to design a short multimedia presentation (slide show with audio, video, interactive whiteboard) on the importance of positive interactions.

Paper and Pencil

- Have students write a thank you note/e-mail to a local community organization that demonstrates positive interactions among people. The note should identify the positive interaction and provide a positive result of the action.

Resources/Notes

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 6

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
How the Cougar Came to be Called Ghost Cat by Michael James Isaac

Cross-Curricular Links
Health
- **Life Learning Choices**
  Outcomes
  L-3.3, L-3.7
- **Relationship Choices**
  Outcome
  R-3.1

Technology
- **Word Processing**
  Outcomes
  A7.2 (Independent)
  B7.1, B7.2 (Independent)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1

Literacy Place for the Early Years
The Gran Plan by Jacqueline Halsey
Bryce on Track by Gillian Richardson
Song Lei in a New Land by Anne Patton
How a Carousel Came to North Bay By Marla Hayes

Unit 3: Citizenship

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 an active citizen, and how persons of all ages can be active citizens.

Unit Outcomes

Students will be expected to:

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

3.3.2 examine the rights and responsibilities of citizens

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

Anticipated Time for Completion

It is suggested that this unit be completed during the time period of mid-March to June.

Opportunities for Cross-Curricular Links

Please note that for this unit opportunity for cross-curricular links will be referenced in column 4.

Inquiry

Historical Thinking Concepts

- **Cause and Consequence**
  (Outcome 3.3.1 and 3.3.3)

Adapted from: Seixas, Peter. *Benchmarks of Historical Thinking: A Framework for Assessment in Canada.* Vancouver Centre for the Study of Historical Consciousness, UBC, 2006. (see pp. 22-23)

Note: The Historical Thinking Concepts are important aspects of the grade 3 social studies curriculum. Teachers are encouraged to engage students with these concepts through the use of simple examples to assist with the development of understanding of each concept.

Unit 3:Citizenship

Outcomes

Students will be expected to

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

Elaboration

This outcome which is designed to introduce students to their provincial government will be students' first school study of formal government. Students should recognize the difference between rules and laws to gain an understanding of why governments make laws.

It is essential that teachers limit the scope of this outcome to what is appropriate for grade 3 students. In essence, students need to develop a basic understanding of the purpose, function, and structure of their provincial government. Students will also recognize that other forms of government such as municipal and First Nation exist within their province.

The purpose of any elected government, including a provincial government, is to represent and make decisions on behalf of the people who have elected them. The function of a government is to make laws and manage areas over which it has responsibility (Note: teachers may need to briefly introduce federal and municipal levels of government in order to differentiate areas of responsibility) and to collect taxes to pay for these areas of responsibility (e.g., for provincial governments - roads, health care, education). The study of the structure of their provincial government should look at where they meet, their official title (e.g., MLA), and key roles such as the premier, cabinet ministers, and speaker.

Enduring Understanding

By the end of this outcome, students should understand that
- there are different forms of government in a province
- their provincial government represents them and works to meet their needs.

Inquiry

This initial study of government will require students to **ask** questions regarding **cause and consequence.** For example, why do groups make rules or laws? What are some of the consequences of not following rules or laws?

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

Unit 3: Citizenship

Performance Tasks

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

- complete the following graphic organizer to compare the three types of government in the province.

Types of government in P. E. I.			
	Provincial Government	**Municipal Government**	**Band Council**
Purpose			
Function (What are the possibilities of the government?			
Structure (How is the government organized?			

- create a visual (e.g., poster, storyboard, brochure) that shows the purpose, function and structure of the three types of government in Prince Edward Island: the provincial government, municipal government and Band Council. Students may wish to use computer software to create their visual.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 7

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
All About Canadian Citizenship Series by Jessica Pegis
Local Government
Making Laws

Cross-Curricular Links
Technology
- **Word Processing**
  Outcomes
  A7.2 (Independent)
  B7.1, B7.2 (Independent)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1

Unit 3: Citizenship

Outcomes

Students will be expected to

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

Strategies for Learning and Teaching

- Engage students in a **concept attainment strategy** (see Appendix E). Use a number of sentence strips that have one rule or law written on each. Divide a chart into two categories Yes and No with three sentence strips under each category. One category for rules and one for laws. Invite students to predict what the strips under the Yes category have in common. (Teachers may wish to provide students with hints regarding the category, if required.) Have students define what is meant by a law. Have students repeat the process for the No category and define the term rule. Use the remaining sentence strips, one sentence strip at a time and ask students to place under the appropriate category and provide a reason for their choice of category. Discuss with students other examples of rules or laws that could be added to the categories. Teachers may also utilize an interactive white board or computer software to complete this activity.

Concept	
Yes	**No**
Cars must stop at stop lights.	You must brush your teeth before bed.
Bike helmets must be worn when riding a bicycle.	Do not run in the hallway.
Cars must obey speed limits.	Students enter the school when the recess bell rings.

- Have students, as a class, discuss the role of government in Prince Edward Island through the use of a tree visual. The tree trunk is labelled with the word government. The tree has three branches extending from the trunk labelled provincial government, municipal government and Band Council. The leaves for the branches consist of three colours representing the purpose, function (government responsibilities), and structure (government organization) of the government. As students learn about the three types of government through the use of various resources (print and/or digital), have students add words or phrases to leaves to describe the three types of government. Discuss with the students the similarities and differences of the three types.

Unit 3: Citizenship

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe students' responses/opinions given during class discussion and /or activities to determine their level of understanding of the purpose, function and structure of governments in their province.

Presentation

- Invite students to send a digital postcard to a friend, classmate, or other student, describing the three types of governments in the province. On the front of the card, draw images that represent the three types of government. On the reverse side of the card, provide a brief description of each type of government.

Performance

- Invite students to design a want ad for a Premier, Chief, or Mayor. Students should include a list of qualifications for the job and identify some of the responsibilities this person will have.

Journal

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

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 7

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
All About Canadian Citizenship Series by Jessica Pegis
Local Government
Making Laws

Cross-Curricular Links
Technology
- **Word Processing**
  Outcomes
  A7.2 (Independent)
  B7.1, B7.2 (Independent)

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1

Unit 3: Citizenship

Outcomes

Students will be expected to

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

Strategies for Learning and Teaching

- Have students, in small groups, brainstorm services that the provincial government provides. Arrange the services in order of importance as determined by your group. Share your groups list with the class. Compare the lists for similarities and differences.

- Have students examine receipts to determine what types of items are taxed. Students may put the items in categories (e.g., food, clothing, toys/games, electronics). Discuss with students why government collects taxes and why some items are taxed and others are not.

- Have students invite to their class or video conference with a guest speaker (e.g., local MLA, municipal official or representative from the First Nation community) to explain the purpose, function and structure of his/her government. Have students prepare questions using the following criteria: questions that are specific to the person or situation, cannot be answered with yes or no, and solicit information relevant to the type of government being discussed. It is important to include literal, inferential and evaluative types of questions.

Unit 3: Citizenship

Tasks for Instruction and/or Assessment

Presentation

- Invite students to design a pamphlet for newcomers to the province, explaining how the provincial government is structured and its purpose and function. Students may wish to include the URL for the government web-site www.gov.pe.ca for people to find information.

- Have students develop a "Fast Facts " sheet on one of the three types of government in the province. Students should include facts on the purpose, function and structure of the government.

Paper and Pencil

- Have students write a thank you letter or e-mail to the guest speaker. In the thank you, students should provide some insights into what they learned from the speaker about the purpose, function and/or structure of government.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 7

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
All About Canadian Citizenship Series by Jessica Pegis
Local Government
Making Laws

Cross-Curricular Links
Visual Arts

- **Creating and Presenting**
  Outcome
  CP 3.1

Web-sites
http://www.gov.pe.ca
http://www.assembly.pe.ca

Unit 3:Citizenship

Outcomes

Students will be expected to

3.3.2 examine the rights and responsibilities of citizens

Elaboration

This outcome is designed to introduce students to the nature of citizenship—a complex social studies concept. At grade 3, it is best to approach this concept in a concrete manner by looking at active citizens and the characteristics they possess. By focusing on people (e.g., Terry Fox, Martin Luther King, and especially local examples of youth) and the characteristics they exhibit, (e.g., community interest and involvement, ethical behaviour, standing up for the rights of others), students are more likely to comprehend aspects of active citizenship. This will springboard an examination of rights and responsibilities of citizens, a concept last discussed in grade 1.

Enduring Understanding

By the end of this outcome, students should understand that

- they are citizens with rights and responsibilities.

Inquiry

This outcome requires students to **ask** questions such as, What are the rights and responsibilities of citizens? To answer this type of question, students will need to **locate** sources of print, visual and technological information and **access** the required information from these sources.

Unit 3: Citizenship

Performance Tasks

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

- create a visual representation (e.g., art work, cartoon, slide show, video) to teach fellow classmates about the rights and responsibilities of an active citizen.

- compose a poem using the words "active citizen" that highlights the rights and responsibilities of an active citizen.

- write an article for the school newsletter or local newspaper on what it means to be an active citizen of Canada. Please include some of the rights and responsibilities of an active citizen in the article.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 8

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
All About Canadian Citizenship Series by Jessica Pegis
Citizen Participation
Canadian Celebrations & Traditions

Optional Resource

Global Classroom Initiative
Global Education Unit
Grade 3 Social Studies
Lessons 9 and 10

Cross-Curricular Links
Health
- **Life Learning Choices**
  Outcomes
  L-3.6, L-3.7

Visual Arts
- **Creating and Presenting**
  Outcome
  CP 3.1

Literacy Place for the Early Years
Solomon's Tree by Andrea Spalding
Terry Fox: A Story of Hope by Maxine Trottier
Thank you, Mr. T by Laura Edlund
Help A Wild Animal in Need (Brochure)

Unit 3: Citizenship

Outcomes

Students will be expected to

3.3.2 examine the rights and responsibilities of citizens (continued)

Strategies for Learning and Teaching

- Have students engage with an appropriate book as a read aloud or video clip. The book or video should highlight the life of an active citizen in Canada. Discuss with students the characteristics and activities of this active citizen.

- Have students, as a class, discuss and list what rights students have in their class. Beside each right, list the corresponding responsibility.

Rights and Responsibilities	
Right	**Responsibility**
To have my voice heard	To listen to others when they are speaking
To work in a quiet environment	To work quietly so as not to disturb others

- Invite students, as a class, to generate a list of what rights they think a child should have to live a happy life. After students have generated their list, ask students to select the three rights that are most important to them and provide reasons for their choices. Discuss with students what responsibilities are associated with each right. Teachers may wish to refer students to the Declaration of the Rights of the Child plain language version (see Appendix I).

- Have students, in small groups, discuss who in their lives uses their time and talents to make a difference in the lives of others. As a class, prepare a chart of the characteristics that are common to these people.

- Have students, as a class, generate a list of well know individuals who are examples of active citizens (e.g., Terry Fox, Rick Hanson, Craig Kielburger [Free the Children], Hannah Taylor [Ladybug Foundation], David Suzuki, Ryan Hreljac [Ryan's Well], Easter Seals Ambassador, local community examples) and the characteristics that they exhibit (e.g., community involvement, rights of others). The students may then work in pairs to briefly research a person and add this information to an Active Citizenship web page of the class.

- Have students participate in the activities in Lessons 9 and 10 of the *Global Education Initiative* for grade 3 social studies to develop an understanding of the rights and responsibilities of citizens.

Unit 3: Citizenship

Tasks for Instruction and/or Assessment

Journal

- Have students write a journal response to the statement; "(Name of active citizen) is an active citizen."
  Students will provide three reasons for why they believe this person is an active citizen.

- Have students, using an illustration, write a journal response to answer the following question: What is an active citizen?

Presentation

- Have students create a visual of themselves being an active citizen. Students should include a caption for their visual.

- Have students design an advertisement for an active citizen. The advertisement should include some of the characteristics that is required of an active citizen.

- Have students utilize synectics to extend their understanding of active citizenship. Use the stem:
  Doing a small thing to help others is like _____.
  Have students think of different ways to complete the stem and share with the class.

Resources/Notes

Authorized Resources

My Province: Prince Edward Island
Chapter 8

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
All About Canadian Citizenship Series by Jessica Pegis
Citizen Participation
Canadian Celebrations & Traditions

Optional Resource

Global Classroom Initiative
Global Education Unit
Grade 3 Social Studies
Lessons 9 and 10

Cross-Curricular Links
Visual Arts

- **Creating and Presenting**
  Outcome
  CP 3.1

Literacy Place for the Early Years
Solomon's Tree by Andrea Spalding
Terry Fox: A Story of Hope by Maxine Trottier
Thank you, Mr. T by Laura Edlund
Help A Wild Animal in Need (Brochure)

Unit 3:Citizenship

Outcomes

Students will be expected to

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

Elaboration

This outcome has students examine how citizens participate in public decision making. By connecting the role of citizens to the processes by which public decisions are made, students can see how they can be a part of public decision making.

Students need to understand that there are different methods for reaching a decision. For grade 3 students, the focus will be on two methods of decision making—majority vote and reaching consensus. It is important for students to consider that there is usually more than one perspective on what decision should be made.

After students have examined the decision-making process through the use of specific examples of majority vote and consensus, they will then focus on the consequences of the decisions that are made. Students should come to understand that decisions often cause change and can sometimes cause conflict.

To have students truly understand the impact or consequences of decisions and how individuals and groups influence public decisions, teachers may wish to involve the class with an issue/scenario that is meaningful to them. In grade 3, students could look at different views on the issue, gather and organize evidence for these different views, discuss and evaluate the evidence, and try to reach a decision. For example, students could decide whether or not the parking spaces on the school grounds should be changed to provide more green space.

Enduring Understanding

By the end of this outcome, students should understand

- two methods of decision making
- how citizens can influence public decisions.

Inquiry

As students work on this outcome, they may **ask** questions related to **cause and consequence.** For example, what was the cause which led to the decision? What were the consequences of the decision?

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

Unit 3: Citizenship

Performance Tasks

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

- compose a persuasive letter to the principal, staff, and school council to support the idea of allowing the class to have a school mascot. The letter should include:
  - how a school mascot will help to promote pride in the school
  - suggested types of mascots
  - what the mascot would represent.

  Next, decide what method of decision making will be used (majority vote or consensus), and develop a plan to carry out the decision-making process.

- prepare and deliver a speech to persuade an audience to support or oppose the following statement: Cats should not be allowed to roam!

Resources/Notes

Authorized Resource

My Province: Prince Edward Island
Chapter 9

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
All About Canadian Citizenship Series by Jessica Pegis
Citizen Participation
Canadian Celebrations & Traditions

Cross-Curricular Links
Literacy Place for the Early Years
Three Easy Steps to Getting a Dog by Melaine Joye

Unit 3: Citizenship

Outcomes

Students will be expected to

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

Strategies for Learning and Teaching

- Have students, as a class, generate a list of group decisions they help to make everyday (e.g., game to play at recess, how to take turns, decide on group leader). Have the students sort their decisions under the following decision-making categories: majority vote or consensus. Teachers may wish to utilize computer software or an interactive white board to complete this activity.

- Have students think of a time in their lives when a decision reached did not reflect their opinion. What was a consequence of the decision? How did they react to the decision? What was the outcome?

- Invite students, as a class, to 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 at the park playing and you are upset as one consequence of this decision will be the loss of a play area.

  As a class, develop an action plan to have this decision reversed. Remember, your plan must also address the concerns of the adults.

- Have students participate in the following decision making activity. Conduct a four-corner activity to involve students in decision-making and trying to persuade others. Pose a question that causes students to make a choice (e.g., students should wear school uniforms). Provide each student with an index card and have them write one of four choices on the card (strongly agree, agree, disagree, strongly disagree). Students should also write one reason for their decision on the card. Post the choices, one on each corner of the classroom. Ask students to move to the corner that corresponds to their choice. Allow students time to discuss their reasons. Invite a spokesperson for each group to present their thinking. After each group has presented provide students with the opportunity to change their decision. As a class discuss how decisions may be influenced by others. Alternatively, teachers may use a value line activity as described in Appendix E.

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

Unit 3: Citizenship

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe student responses/opinions given during class discussion and/or activities to determine their level of understanding of how citizens participate in public decision making.

Journal

- Have students prepare a response explaining which decision-making process they prefer (majority vote or consensus).

Paper and Pencil

- Have students work in pairs to complete a chart that presents the causes and consequences of a decision. Students may wish to construct a digital chart.

Presentation

- Invite students to prepare a one minute news report on a community decision that has been made. In their report students will include how the decision was made (majority vote or consensus) and one consequence of the decision.

Resources/Notes

Authorized Resource

My Province: Prince Edward Island
Chapter 9

My Province: Prince Edward Island
Teacher's Resource

Classroom Library
All About Canadian Citizenship Series by Jessica Pegis
Citizen Participation
Canadian Celebrations & Traditions

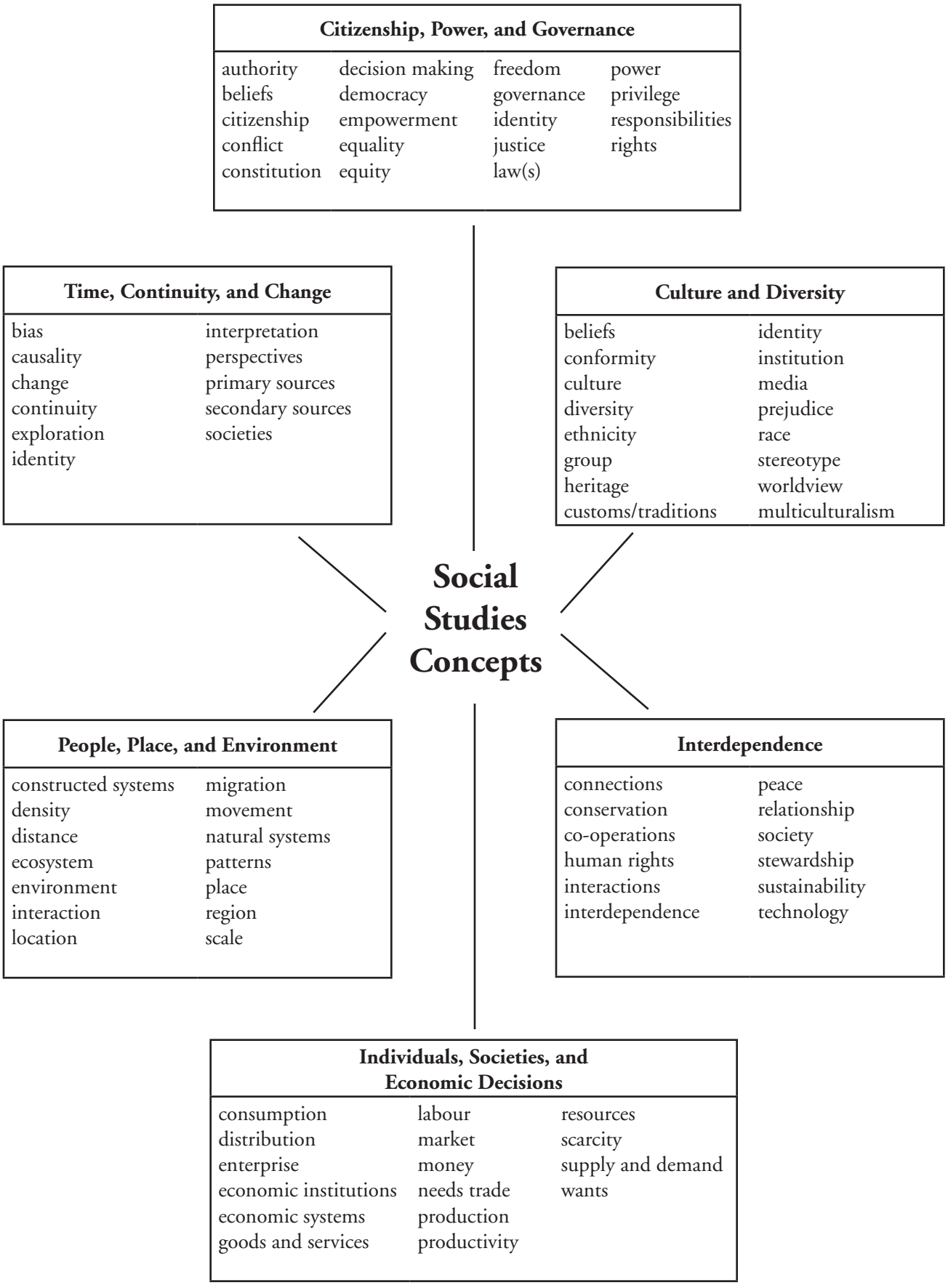
Cross-Curricular Links
Technology
- **Word Processing**
  Outcome
  B7.1 (Independent)

Literacy Place for the Early Years
Three Easy Steps to Getting a Dog by Melaine Joye

Appendices

Appendix A

Concepts in Kindergarten–Grade 9 Social Studies


Citizenship, Power, and Governance
authority
beliefs
citizenship
conflict
constitution
decision making
democracy
empowerment
equality
equity
freedom
governance
identity
justice
law(s)
power
privilege
responsibilities
rights
Time, Continuity, and Change
bias
causality
change
continuity
exploration
identity
interpretation
perspectives
primary sources
secondary sources
societies
Culture and Diversity
beliefs
conformity
culture
diversity
ethnicity
group
heritage
customs/traditions
identity
institution
media
prejudice
race
stereotype
worldview
multiculturalism
Social Studies Concepts
People, Place, and Environment
constructed systems
density
distance
ecosystem
environment
interaction
location
migration
movement
natural systems
patterns
place
region
scale
Interdependence
connections
conservation
co-operations
human rights
interactions
interdependence
peace
relationship
society
stewardship
sustainability
technology
Individuals, Societies, and Economic Decisions
consumption
distribution
enterprise
economic institutions
economic systems
goods and services
labour
market
money
needs trade
production
productivity
resources
scarcity
supply and demand
wants

Appendix B

Process-Skills Matrix

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

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

Process: Communication

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

Process: Communication (continued)

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

Process: Inquiry

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

Process: Inquiry (continued)

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

Process: Inquiry (continued)

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

Process: Participation

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

Process: Participation (continued)

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

Appendix C

Inquiry Approach to Organizing Thinking Concepts and Skills

Appendix C: Inquiry Approach to Organizing Thinking Concepts and Skills

Introduction

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

Strand 1: Ask questions for various purposes

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

Ask questions for various purposes	
K	**From options given to them, choose simple questions on familiar topics to ask of the teacher, fellow students or family members.**
1	**Generate very simple 5W questions to gain information about school-related or personal topics from class or family members.**
2	**Generate and ask simple versions of 5W questions to gain information and verify understanding from sources at home and school.**
3	**Generate and ask more complex versions of 5W questions to gain information, verify understanding, and explore alternatives from community, and school sources.** *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__

- information relevant to the topic
- 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 idea and drawing inferences, using their understanding of language and text forms to draw out and construct meaning.

Access ideas from oral, written, visual and statistical sources	
K	**Identify a few obvious details in very simple visual images and oral messages.**
1	**Use very simple visual and print reading strategies and an understanding of very simple text features to identify a few obvious details from very simple visual, oral and written sources.**
2	**Use very simple visual and print reading strategies and an understanding of very simple text features to identify several obvious details from simple visual, oral and written sources.**
3	**Use very simple visual and print reading strategies and an understanding of very simple text features to identify a number of obvious and less obvious details in simple visual, oral and written sources.** *Samples 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 historian or geographer rather than simply learn about events or places. This entails examining evidence, determining its significance and implications and then offering plausible interpretations of the evidence.

Uncover and interpret the ideas of others	
K	**Restate very simple information gathered from an observation or oral source.**
1	**Restate or offer an obvious interpretation of very simple information gathered from an observation or oral source.**
2	**Restate information or offer a very simple interpretation based on direct clues gathered from a simple observation, oral source or visual or print text source.**
3	**Restate a few pieces of information or offer one or more simple interpretations based on direct clues gathered from a range of familiar print, visual and oral sources.** *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, from the ability to cooperate with a partner to the ability to collaborate and act in complex situations involving multiple stakeholders.

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.*

Appendix D

Studying Provincial Identity

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. Preparations for conducting a study of provincial identity

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 for a study of provincial identity

- 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 and 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?

_____

_____

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

_____

_____

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 the 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 web-sites and/or 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 how the diverse peoples of the province express their culture.

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. 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 school web site or in a school or community newspaper)

4.2 Students use methodologies most suited to the task.

- Students work independently to organize the information and/or materials collected during the field research.
- Teachers ask question 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

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

Concept attainment - an indirect instructional strategy that prompts students to identify distinguishing characteristics of a given concept. Students compare and contrast examples that contain the characteristics of the concept with examples that do not contain those characteristics.

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

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

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

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

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

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

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

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

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.

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

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

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

Other Terms

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

RAN strategy - an organizer developed by Tony Stead (*Reality Checks* p. 11 by Tony Stead) used for Reading and Analysing Non-fiction text. A modification of the KWL strategy, the organizer may contain up to the following five sections:

What I Think I know (before reading the text)
Confirmed (after reading)
Misconceptions (after reading)
New information (after reading)
Wonderings (before and/or after reading)

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

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

Appendix F

Physical Features in Atlantic Canada

Appendix F: Physical Features in Atlantic Canada

Mountains

Newfoundland and Labrador

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

Newfoundland and Labrador - Mealy Mountains	
Mountain	**Elevations (metres)**
Unnamed peak (53° 37' N, 58° 33' W)	1176

Newfoundland and Labrador - Kaumajet Mountains	
Mountain	**Elevations (metres)**
Bishops Mitre	1113

Newfoundland and Labrador - 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

Nova Scotia

Nova Scotia	
Mountain	**Elevations (metres)**
White Hill (highest point of Cape Breton Highlands, and highest point in Nova Scotia, 46° 42' N, 60° 36' W)	532
Nuttby Mountain (highest point in Cobequid Hills)	360
Higgins Mountain (Cobequid Hills)	355
Dalhousie Mountain (Cobequid Hills)	335
Highest point on North Mountain (45° 06' N, 64° 45' W)	235

Prince Edward Island

Prince Edward Island	
Mountain	**Elevations (metres)**
Highest point in Prince Edward Island (46° 20' N, 63° 25' W)	142

New Brunswick

New Brunswick - Highlands in North-Central Part of New Brunswick	
Mountain	**Elevations (metres)**
Mount Carleton (highest point in New Brunswick, 47° 23' N, 66° 53' W)	817
Mount Edward	800
Mount Head	800
Nalaisk Mountain	785
Sagamook Mountain	785

New Brunswick - Highlands Near the Bay of Fundy	
Mountain	**Elevations (metres)**
Highest point (45° 41' N, 65° 16' W)	419

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

Islands

Newfoundland and Labrador (unless otherwise noted)				
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	
Killiniq Island (NL, NU)	64° 31'	269	196	
Fogo Island	54° 10'	254	142	
Random Island	53° 44'	249	119	
New World Island	54° 40'	189	216	
Tunungayualok Island	61° 05'	186	137	
West Okak Island	61° 52'	179	71	
Paul Island	61° 25'	179	171	
Kikkertavak Island	61° 35'	140	114	
East Okak Island	61° 50'	140	95	
Cod Island	61° 47'	135	79	
Merasheen Island	54° 15'	129	109	
Major islands			**111 365**	**11 548**
7 170 minor islands			**3 598**	**9 236**
Total			**114 963**	**20 784**

Prince Edward Island				
Island Name	**Degrees Latitude**	**Degrees Longitude**	**Area (square kilometres)**	**Perimeter (kilometres)**
Main Island	46° 30'	63° 00'	5 620	1 107
231 minor islands			**36**	**153**
Total			**5 656**	**1 260**

Nova Scotia				
Island Name	**Degrees Latitude**	**Degrees Longitude**	**Area (square kilometres)**	**Perimeter (kilometres)**
Cape Breton Island	46° 00'	60° 30'	10 311	1 775
Boularderie Island	46° 13'	60° 27'	192	108
Major islands			**10 503**	**1 883**
871 minor islands			**479**	**1 645**
Total			**10 982**	**3 528**

New Brunswick				
Island Name	**Degrees Latitude**	**Degrees Longitude**	**Area (square kilometres)**	**Perimeter (kilometres)**
Île Lamèque	47° 48'	64° 35'	150	101
Grand Manan Island	44° 40'	66° 45'	137	76
Major islands			**287**	**177**
230 minor islands			**231**	**568**
Total			**518**	**745**

Source: Natural Resources Canada (retrieved April, 2010)

Lakes

This first list contains the number of lakes across Canada in size classes. The second list contains lakes in a specific class size. Note: In Atlantic Canada only Newfoundland and Labrador and Nova Scotia have lakes over 400 square kilometres. As can be seen in list one, most lakes in Atlantic Canada are under 100 square kilometres.

Number of Lakes by Region (size classes are in square kilometres)								
Region	**3 to 99**	**100 to 199**	**200 to 399**	**400 to 999**	**1000 to 2499**	**2500 to 9999**	**10 000 to 36 000**	**Total**
Atlantic Provinces[1]	1 761	19	5	4	1	2	0	1 792
Quebec	8 182	49	27	12	5	0	0	8 275
Ontario	3 837	34	12	9	1	2	4	3 899
Prairie Provinces[2]	5 245	65	39	18	8	5	1	5 381
British Columbia	838	6	12	4	1	0	0	861
Territories[3]	11 328	108	60	35	8	3	2	11 544
Canada	31 191	281	155	82	24	12	7	31 752

[1]Atlantic Provinces: Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick
[2]Prairie Provinces: Manitoba, Saskatchewan, Alberta
[3]Territories: Yukon Territory, Northwest Territories, Nunavut

Newfoundland and Labrador - Lake Areas and Elevation (lakes larger than 400 square kilometres)			
Name of Water Body	**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

Nova Scotia - Lake Areas and Elevation (lakes larger than 400 square kilometres)			
Name of Water Body	**Net Area (square kilometres)**	**Total Area (square kilometres)**	**Elevation (metres)**
Bras d'Or Lake	1091	1099	Tidal

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 Atlantic Canada has many bodies of water.

Newfoundland and Labrador			
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	

Nova Scotia			
Advocate Bay	Clam Bay	Liverpool Bay	St. Margaret's Bay
Aspy Bay	Cobequid Bay	Lunenberg Bay	St. Mary's Bay
Avon Bay	Cumberland Bay (NS/NB)	Mahone Bay	St. Lawrence Bay
Barrington Bay	East Bay	Mira Bay	Tatamagouche Bay
Bay of Fundy (NS/NB)	Fourchu Bay	North Bay	Tor Bay
Bay of Rocks	Gabarus Bay	Pennant Bay	West Bay
Chedabucto Bay	Greville Bay	St. Anne's Bay	
Chignecto Bay(NS/NB)	Jordan Bay	St. George's Bay	

New Brunswick			
Baie de Caraquet	Chignecto Bay (NB/NS)	Maces Bay	Shediac Bay
Baie de Tracadie	Cobscool Bay	Miramichi Bay	Tracadish Bay
Bay of Fundy (NB/NS)	Cumberland Bay (NB/NS)	Nepisguit Bay	
BeBaylleisle Bay	Grand Bay	Pasamaquoddy	
Chaleur Bay	Kennebacasis Bay	Rocher Bay	

Prince Edward Island			
Bay Fortune	Eglington Bay	New London Bay	St. Mary's Bay
Bedeque Bay	Egmont Bay	Orwell Bay	St. Peter's Bay
Boughton Bay	Foxley Bay	Pownat Bay	Tracadie Bay
Cardigan Bay	Hillsborough Bay	Rollo Bay	Winter Bay
Cascunpec Bay	Howe Bay	Ructico Bay	
Colville Bay	London Bay	Seven Mile Bay	
Covehead Bay	Malpeque Bay	Squaw Bay	

Rivers

The rivers listed here are the main rivers in each province. Many of these rivers have smaller rivers and streams which run into them.

Newfoundland and Labrador		
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	
	Nova Scotia	
Abrams River	Grand Anse River	Pomquet River
Afton River	Great Village River	Portapique River
Alder River	Habitant River	Prospect River
Annapolis River	Harrington River	Pugwash River
Apple River	Herbert River	Quoddy River
Aspy River	Indian River	Rights River
Avon River	Ingonish River	River Denys
Baddeck River	Ingram River	River Hebert
Barneys River	James River	River John
Barnhill River	Jordan River	River Philip

Barrington River	Kelley River	Rivière Grosses Coques
Bass River	Kennetcook River	Roseway River
Bear River	LaHave River	Sable River
Belliveau River	LaPlanche River	Sackville River
Big Caribou River	Larrys River	Salmon River
Black Avon River	Liscombe River	Sand River
Broad Cove River	Little River	Shelburne River
Broad River	Little Sackville River	Shinimicas River
Caribou River	Little Shulie River	Shubenacadie River
Chebogue River	Little Tracadie River	Shulie River
Chéticamp River	Maccan River	Sissiboo River
Chezzetcook River	MacCarrons River	Skye River
Chignois River	Mackenzie River	South River
Clam Harbour River	Margaree River	Southhampton River
Clyde River	Martins River	St. Croix River
Cormagun River	Medway River	St. Francis Harbour River
Cornwallis River	Mersey River	St. Mary's River
Costley River	Meteghan River	Stewiake River
Country Harbour River	Middle River	Sydney River
Debert River	Middle River of Pictou	Tennycape River
Diligent River	Milford Haven River	Terrance Bay River
East River	Mira River	Tidnish River
East River of Pictou	Missiquash River	Toney River
East River Sheet Harbour	Moose River	Tusket River
Economy River	Moser River	Wallace River
Ecum Secum River	Mushamush River	Walton River
Farrell River	Musquodoboit River	Waughs River
Folly River	Nappan River	West River
Fox River	New Harbour River	West River of Pictou
French River	Nictaux River	West River Sheet Harbour
Garry River	Nine Mile River	Wrights River
Gaspereau River	North River	
Gays River	Pereaux River	
Gold River	Petite Rivière	
New Brunswick		
Allagash River	Kennebecasis River	Quiddy River
Anagance River	Keswick River	Renous River
Aroostook River	Kouchibouruacis River	Restigouche River
Bartholomew River	Kouchilbouguac River	Richibucto River
Bartibogue River	Lepreau River	Rivière du Nord
Bass River	Little Tobique River	Salmon River
Black River	Madawaska River	Serpentine River
Bouctouche River	Meduxnekeag River	Sevogle River
Broad River	Megaguadavic River	Shepody River
Caanan River	Memramcook River	Southwest Mirimichi River
Cains River	Miramichi River	St. Croix River
Caraquet River	Missaguash River	St. Francis River
Clearwater River	Molus River	St. John River
Cocagne River	Musquash River	Tabusintac River
Dungarvon River	Nackawic River	Tantramar
Eel River	Napan River	Tatagouche River
Forty-Five River	Nashwaak River	Tay River
Grand River	Nepisguit River	Tobique River

Green River	Nerepis River	Tracadie River
Gulquac River	North Renous River	Upper Salmon River
Hammond River	Northweest Miramichi River	Upsalquitch River
Iroquois River	Oromocto River	Wapske River
Jacquet River	Point Wolfe River	Waugh River
Jemseg River	Pokemouche River	
Kedgwick River	Pollett River	
Prince Edward Island		
Anderson River	Goodwood River	Newtown River
Baltic River	Goose River	North (Yorke) River
Barbara Weit River	Grand River	Oak River
Battis River	Greek River	Orwell River
Bear River	Haldiman River	Ox River
Belle River	Hay River	Oyster River
Bideford River	Hay River	Percival River
Big Pierre Jacques River	Hillsborough (East) River	Pinette River
Black River	Hollow River	Pisquid River
Boughton River	Hope River	Platte River
Bradshaw River	Hunter River	Portage River
Brae River	Huntley River	Seal River
Brooks River	Indian River	Sheep River
Brudenell River	Jacques River	Shipyard River
Cape Traverse River	Kildare River	Smelt River
Cardigan River	Little Pierre Jacques River	Souris River
Cow River	Long River	Southwest River
Crooked River	MacDonalds River	St. Peters River
Cross River	Mary River	Stanley River
Desable River	McAskill River	Sturgeon River
Dirty River	Midgell River	Tignish River
Dock River	Mill River	Trout River
Dunk River	Miminegash River	Tryon River
Enmore River	Mink River	Valleyfield River
Flat River	Mitchell River	Vernon River
Fortune River	Montague River	West Elliott River
Fox River	Montrose	Westmorland River
Foxley River	Morell River	Wheatley River
French River	Murray River	Wilmot River
George River	Naufrage River	Winter River

Appendix G

Rubrics in Assessment

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

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

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

The five-trait rubric on the following page illustrates the structure described above. In this example, five levels are used, with quality as the criterion. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a co-operative learning group, but it may be re-written in student language for use as a self-assessment tool. Where appropriate, selected "Suggestions for Learning and Assessment" indicate that the following rubric may be used.

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

Appendix H

Geographic and Mapping Skills

Appendix H: Geographic and Mapping Skills Entry–Grade 3

The geographic and mapping skills chart is intended to provide a developmental continuum of students in entry to grade 3.

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

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

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

Geographic and Mapping Skills Grades 4–6

The Geographic and Mapping Skills chart is intended to provide a developmental continuum for students in grade 4 to grade 6. Skills associated with specific grade 6 curriculum are noted at the beginning of each unit in this curriculum guide.

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

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

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

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

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

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

Geographic and Mapping Skills									
Student names	**Representation of Place**	**Map Components**	**Symbols/ Signs**	**Positional Language**	**Scale**	**Perspective**	**Scope**	**Map/ Model**	**Time/ Time line**

Appendix I

Declaration of the Rights of the Child

Source: http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp

Declaration of the Rights of the Child

Plain Language Version

1 All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.

2 You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

3 You have a right to a name and to be a member of a country.

4 You have a right to special care and protection and to good food, housing and medical services.

5 You have the right to special care if handicapped in any way.

6 You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

7 You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

Your parents have special responsibilities for your education and guidance.

8 You have the right always to be among the first to get help.

9 You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

10 You should be taught peace, understanding, tolerance and friendship among all people.

This plain language version is only given as a guide. For an exact rendering of each principle, refer students to the original. This version is based in part on the translation of a text, prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti. In preparing the translation, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. Teachers may adopt this methodology by translating the text of the Universal Declaration in the language in use in their region.

« RESOURCES

« HUMAN RIGHTS HOME united nations cyberschoolbus.

Appendix J

Grade 2 and 3 Combined Curriculum Suggestion

Social Studies Suggestion for combined Grade 2 and 3 classes:

The suggestion outlined has been developed to assist teachers working with a combined class. The suggestion offers one means of addressing both Grade 2 and 3 social studies outcomes. Four essential questions were developed to create a common focus for students. Teachers are reminded that they have discretion when designing a program of study in order to achieve the specific curriculum outcomes.

Reminder:
Please consult both the Grade 2 and 3 social studies curriculum documents for information regarding the depth of study required for students.

Essential Questions

How Has Technology/Government Influenced the People of P.E.I.?

This question may be used to achieve the social studies outcomes comprising Unit 2 of the Grade 2 program and outcome 3.3.1 of the Grade 3 program. While having a different focus, the main concept for both grade levels involves how the lives of people in P.E.I. have been influenced by another entity (something outside of their control). The focus for the grade 2 students will be on how technology has caused change in the lives of the people of P.E.I. (outcome 2.2.1 and 2.2.2). For Grade 3 students, the focus will be on governments in their province (provincial, municipal and Band Council) and the influence government has on the lives of Islanders. This question used as an introduction or culminating study to the year provides students with an understanding of how people are influenced by something outside of their immediate family and/or community. This concept extends what students have studied in Kindergarten and Grade 1 social studies on the connections and interactions between people and community.

What Does P.E.I. Look Like?

Both Grade 2 and 3 students will be involved in the study of mapping skills (Grade 2 outcomes 2.1.4, 2.4.1, 2.4.2, and 2.4.3) with Grade 3s achieving a higher level of understanding (Grade 3, Unit 1, outcome 3.1.1 and 3.1.2). For example, Grade 2 students would be responsible for an awareness of cardinal directions, while Grade 3 students would demonstrate how cardinal directions are used for positional direction. As well, the Grade 2 students will focus on change in the physical environment at the local level (school and community), whereas, Grade 3 students will focus on the physical environment, (landforms, vegetation and climate) of both their province and the Atlantic region. **Note:** Students are only required to achieve the depth of study as outlined in the Geographic and Mapping Skills Continuum.

Teachers may wish to utilize a station or jig-saw approach to facilitate student learning when addressing grade specific outcomes.

How Have The People Of P.E.I. Caused Change?

Grade 2 students will examine how people change throughout their lives (outcome 2.1.1) and that these changes affect people in their personal lives and the broader community, including the nature of work (outcomes 2.1.2 and 2.3.3). Grade 3 students will examine how the people of their province, through diversity, have caused change as outlined in Grade 3 outcomes 3.1.3, 3.2.1, and 3.2.2. **Note:** Students are only required to achieve the depth of study outline in the outcome elaborations contained within the corresponding curriculum document.

How/Why Do People Make Decisions?

Through this question, students examine how individuals and groups participate in decision making. Grade 2 students will also examine how they and their families make economic decisions to meet their needs and wants (outcomes 2.3.1 and 2.3.2). Grade 3 students will focus on how citizens (as individuals and/or groups) participate in public decision making (outcomes 3.3.1 and 3.3.2) using consensus or majority vote.

Please Note:

The following outcomes are applicable for both grades as the goal of social studies is to equip students with the knowledge, skills and dispositions to realize that they can make a difference (i.e., be active citizens):

- Grade 2 outcome 2.4.3 “demonstrate an understanding of sustainable development and its importance to our future”
- Grade 3 outcome 3.2.3 “take age appropriate action to promote positive interactions among people”.

Discussion of current or past class/school-wide action projects may be highlighted as examples of age-appropriate action at the local, national, and/or international level. As an extension, the combined class may wish to participate in activities to promote positive interactions among people as well as sustainable practices. **Note:** Teachers may wish to include elements of outcome 3.3.2.

Appendix K

Grade 3 and 4 Combined Curriculum Suggestion

Social Studies Suggestion for combined Grade 3 and 4 classes:

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

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

Essential Questions

How Do We Record What We Learn?

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

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

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What Can Maps Teach Us?

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

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

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

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

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What is Government?

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

How Can Decisions Be Made?

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

Please Note:

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

Notes