



Atlantic Canada Social Studies Curriculum

Education and Early
Childhood Development
English Programs

Social Studies

Grade 1

CURRICULUM

2009
Prince Edward Island
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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.

Aim 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. It 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 history and the social sciences, including 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

This 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 1 in the Atlantic provinces
- to promote the effective learning and teaching of social studies for students enrolled in grade 1 classrooms.

Guiding Principles

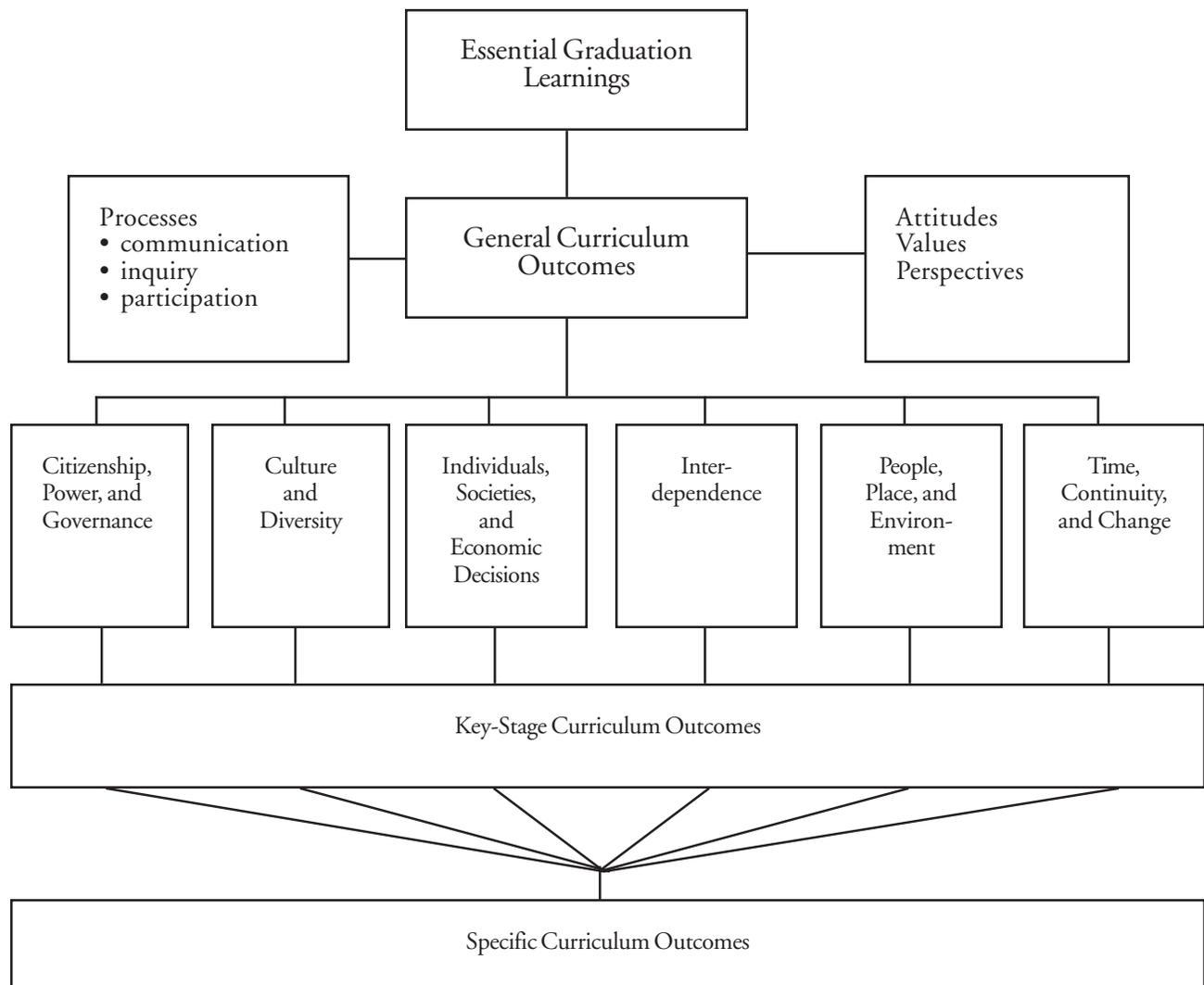
All entry to grade 9 curricula and resources should reflect the principles, rationale, philosophy, and content of the Foundation for the Atlantic Canada Social Studies Curriculum (1999) by

- being meaningful, significant, challenging, active, integrative, and issues-based
- being consistent with current research pertaining to how children learn
- incorporating multiple perspectives
- promoting the achievement of essential graduation learnings (EGLs), general curriculum outcomes (GCOs), and key-stage curriculum outcomes (KSCOs)
- reflecting a balance of local, national, and global content
- promoting achievement of the processes of communication, inquiry, and participation
- promoting literacy through 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 congruous with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes, as well as the attitudes, values, and perspectives, of social studies 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 curriculum outcomes in social studies that help students move toward 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 linguistic, 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 Competencies

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 outcome 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, 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
- use location, distance, scale, direction, and size to describe place

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

- use basic concepts and vocabulary associated with time, continuity, and change
- demonstrate an understanding that views of the past are shaped by diverse perspectives

Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation (see Appendix B for a Process-Skills Matrix). These processes constitute many skills—some of these skills are responsibilities shared across curriculum areas while 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 entry–grade 2 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 they make, and their effects
- recognize the varying impact 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 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 (entry–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 children 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 child’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 unique. Within any group of children, 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 toward 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 towards self, others, and learning are continuously promoted by the school. As children move from kindergarten through grade 6, they are encouraged to become independent and more responsible for their own learning. There is a relationship between success and self-esteem. Learning is structured so that every child experiences success. Children are encouraged to become more reflective and introspective. They are given opportunities to consider ideas that are of both general and personal significance.

Intellectual Development

Each 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 generally function at a 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 others. All students 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 exists when teachers model high expectations for their students and themselves, promote a

thoughtful approach to inquiry, and demand 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, meaningful, and evident 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
- reflect the variety of roles and wide range of experiences available to all members of society
- 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 backgrounds 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 from 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 learning and teaching are resource-based. Resource-based learning actively involves students, teachers, and library staff 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, various learning styles, needs, and abilities. Students who use a wide range of resources in various mediums of learning have the opportunity to approach a theme, issue, or topic of study in ways that allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy. Information literacy is the ability to access, interpret, evaluate, organize, select, produce, and communicate information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. 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, tools for learning, and methods of access. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources. The development of the 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, and publications
- visuals—maps, illustrations, photographs, pictures, and study prints
- artifacts—concrete objects, educational toys, and games
- individual and community—interviews, museums, and field trips
- multimedia—films, audio and video tapes, laser and video discs, television, and radio
- information technology—computer software, databases, and CD-ROMs
- communication technology—Internet connections, bulletin boards, and e-mail

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, 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.

Literacy through Social Studies

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

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

Strategies 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 Technology (ICT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools in 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 technology (digital video and digital cameras, scanners, CD-ROMs, word processing software, graphics software,

video-editing software, HTML editors, and the Internet — including the World Wide Web, databases, electronic discussions, e-mail, and audio and video conferencing) afford numerous possibilities for enhancing learning and teaching. Computer and other technologies are intended to enhance the social studies learning environment. In that context, technological resources can provide a variety of opportunities.

- The Internet and CD-ROMs increase access to information. This gives teachers and students quicker and easier access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must still be applied to information available on the Internet and CD-ROMs.
- Interactions and conversations via e-mail, video and audio conferencing, student-created web sites, and on-line discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, web sites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), 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 language (EAL) should be full participants in all aspects of social studies education. English proficiency and cultural differences must not be a barrier to full participation. The social studies curriculum provides materials that reflect accurately and fully the reality of Canada's diversity and fosters respect of cultural differences as an essential component. All students should study a comprehensive social studies curriculum with high-quality instruction and coordinated assessment.

The *Foundation for the Atlantic Canada Social Studies Curriculum* emphasizes communication, inquiry and participation as essential processes in the social studies curriculum. Students and EAL learners in particular, need to have opportunities and be given encouragement and support for speaking, 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; and
- to verify that barriers have been removed, educators should monitor enrollment 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.

Assessing and Evaluating Student Learning

Introduction

Assessment and evaluation are essential components of teaching and learning in social studies.

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, or how to best address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses, such as

- 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 the needs of guidance and administration personnel.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. Principles for Fair Student Assessment Practices for Education in Canada (1993) articulates five basic assessment principles.

These principles highlight the need for assessment which ensures that

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

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

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

Instruction and evaluation are centred around outcomes. Not only are outcomes used in providing structured teaching and learning, but they also provide a framework for assessment and evaluation.

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 have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes.

- With Formal/Informal Observation, information is gathered 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 opportunity 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. They may be brief or extensive. Students should know what criteria will be used to assess formal interviews. This assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written skills.

- Paper and Pencil assessments 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.

Evaluation

Evaluation in social studies emphasizes assessment activities that incorporate the skills, perspectives, and knowledge of the many fields and disciplines within social studies.

Evaluation involves teachers, and others, analysing and reflecting upon information about student learning gathered in a variety of ways. This process requires

- synthesizing information from multiple sources
- weighing and balancing all available information
- using a high level of professional judgment in making decisions based upon that information.

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.

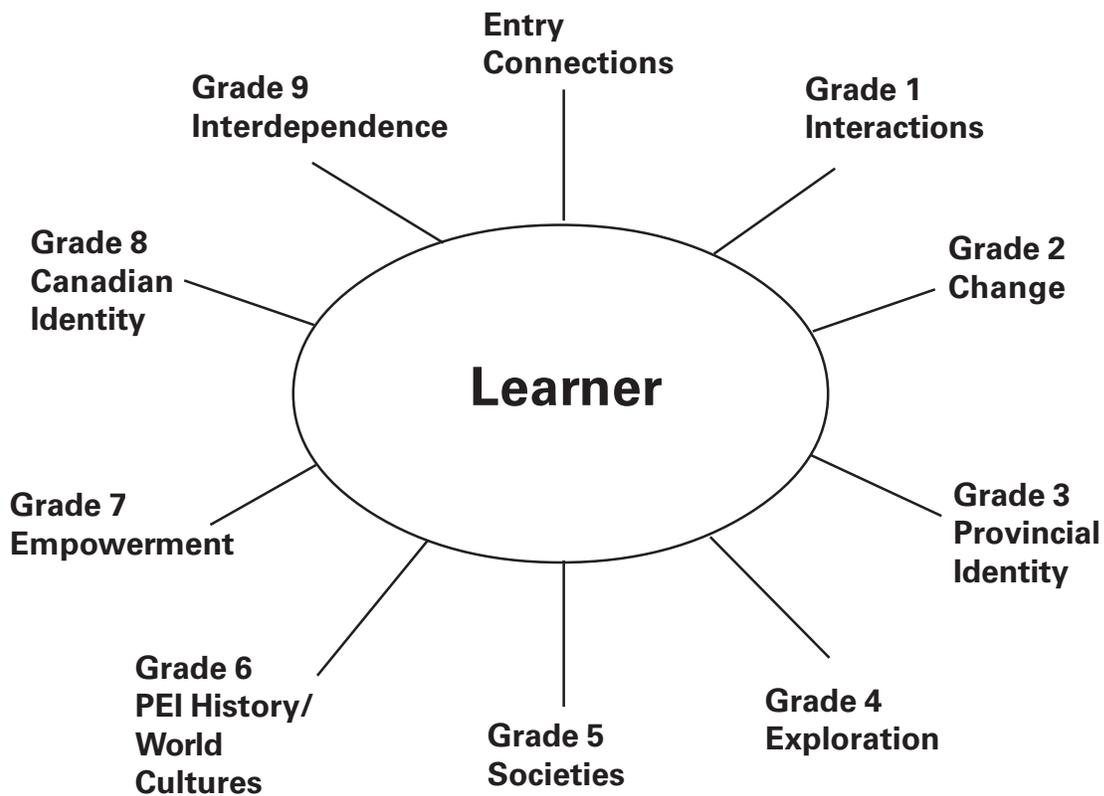
Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

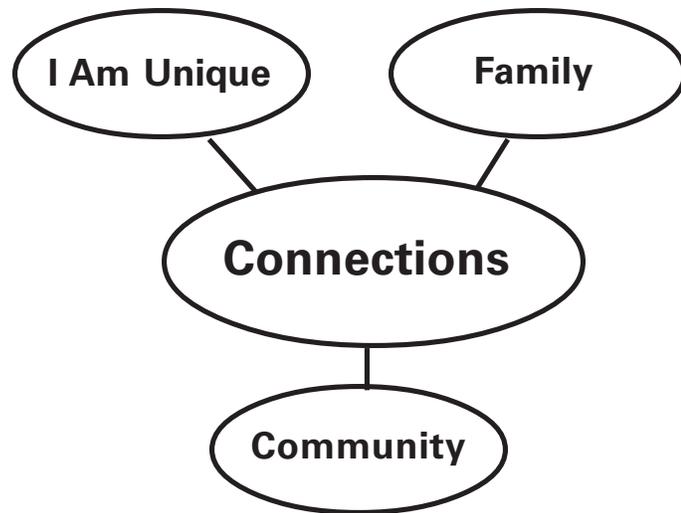
Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, phone calls, and electronic methods.

Curriculum Overview

Entry — Grade 9 Social Studies Program

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



Entry: Connections**Unit One: I Am Unique**

Students will be expected to

- E.1.1 recognize and discuss personal interests, characteristics, and preferences that make them unique and special
- E.1.2 begin to develop an awareness of needs and wants that are common to all children
- E.1.3 demonstrate that co-operation is an important part of being a member of a group

Students will be expected to

Unit Two: Family

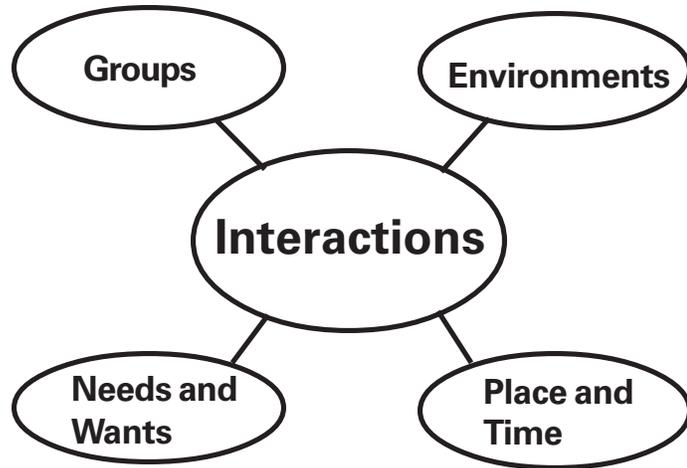
- E.2.1 identify and describe their family
- E.2.2 recognize that families have varied traditions, rituals, and celebrations

Students will be expected to

Unit Three: Community

- E.3.1 begin to develop an awareness of their community
- E.3.2 begin to develop an awareness of the connections between their community and other communities
- E.3.3 begin to develop an awareness of maps

Grade 1: Interactions



Unit One: Groups

Students will be expected to

- 1.1.1 demonstrate an understanding of the importance of interactions between people
- 1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups
- 1.1.3 demonstrate an understanding that people within groups have rights and responsibilities

Unit Two: Environments

Students will be expected to

- 1.2.1 recognize that environments have natural and constructed features
- 1.2.2 describe how people depend upon and interact with different natural environments
- 1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment

Unit Three: Place and Time

Students will be expected to

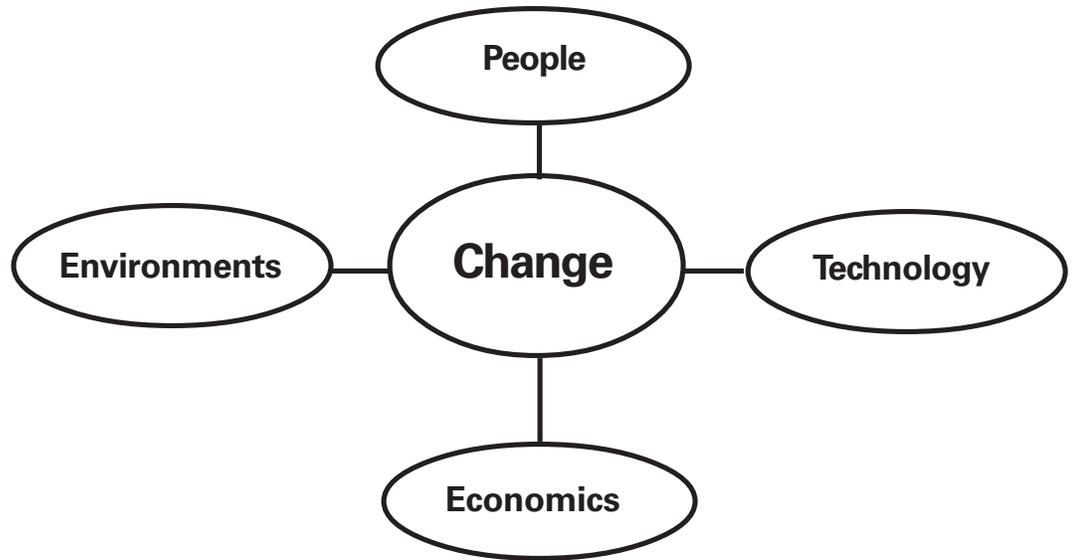
- 1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations
- 1.3.2 demonstrate an understanding that the way people live in their community evolves over time
- 1.3.3 demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time
- 1.3.4 explain how interactions between communities have changed over time

Unit Four: Needs and Wants

Students will be expected to

- 1.4.1 recognize that all people have needs and wants
- 1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met
- 1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

Grade 2: Change



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

How to Use the Four-Column Curriculum Layout

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

- providing a range of strategies for learning and teaching associated with a specific outcome or cluster of outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with ideas for supplementary resources.

Column 1: Outcomes

This column provides the specific curriculum outcomes describing what students are expected to know and be able to do by the end of the year.

Column 2: Elaborations - Strategies for Learning and Teaching

This column offers an elaboration of the SCO through the use of teacher talk. It also offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use any of these suggestions, nor is it necessary for all students to engage in the same learning experience.

Sensitive Topics

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

GRADE 1: INTERACTIONS	
Unit 2: Environments	
Outcomes	Elaborations - Strategies for Learning and Teaching
<p><i>Students will be expected to</i></p> <p>1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Teacher Talk</p> <p>Through age-appropriate action, children will understand the importance of taking care of the environment, and realize that they can do their part in conservation and sustaining the environment. (Opportunities may arise where examples come from the local, national, or global context.)</p> </div> <ul style="list-style-type: none"> • Have students briefly review their knowledge of natural resources from the previous outcome. Have students engage in a discussion of the question "What would we do if a natural resource was no longer there?" (e.g., water, trees, fish) Teachers may wish to introduce the globe at this time to reinforce how important land and water is in our world. Engage students in a discussion of ways that they as a class or individually can take care of their environment. Create a class chart of possibilities. Possible actions could include limit amount of paper towel for drying hands, not wasting water at fountain, turning off lights when not in a room, planting trees and gardens, using reusable containers for lunches, separating garbage. Have students choose one action that as a class they will focus on for a period of time. • Have students create a pattern book entitled "We Look After Our World". After reading the authorized Little Book "We Look After Our World" have students create their own book. (Teachers may also wish to use the class globe to reinforce how land, water, and air are important to our world.) The book may be divided into the two page sections for water, land and air. Teachers may wish to provide prompts for students to complete such as: I look after (water, land, air) in my world by _____. <p>Students would also provide an illustration for each of their pages. The books could be shared with other classes or placed in the school library.</p>

**Column 3:
Tasks for Instruction
and/or Assessment**

This column provides suggestions for on-going assessment that is part of the learning experience. The assessment suggestions are grouped under a number of headings.

**Column 4:
Resources/Notes**

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

GRADE 1: INTERACTIONS	
Unit 2: Environments	
<p>Tasks for Instruction and/or Assessment</p> <p><i>Formal/Informal Observation</i></p> <ul style="list-style-type: none"> • During class discussion, observe students' understanding of the role they can take in caring for the environment. • As students dispose of garbage during recess and noon, observe students separating garbage to assess their understanding of one action they can take to care for the environment. <p><i>Performance</i></p> <ul style="list-style-type: none"> • Have students select one age-appropriate action that they will practice for a selected period of time. Have the student chart when they carry out the action (students use a check mark or sticker on a class or individual chart when they carry out their action). At the end of the selected time period have students conference with the teacher about their action and the results. If students are carrying out an action at home, teachers may wish to inform parents of the activity and ask for their assistance in helping their child track their progress. <p><i>Paper and Pencil</i></p> <ul style="list-style-type: none"> • Have students write a letter to the Earth. In the letter, students can describe what they have done to take care of the earth. The letters could be displayed in preparation for Earth Day. <p><i>Presentation</i></p> <ul style="list-style-type: none"> • Engage students in an art activity demonstrating how materials may be recycled to create environmentally friendly art projects. Possible activities could include materials such as twigs, leaves, scraps of paper, milk cartons, etc. Have students display their projects and invite other classes to visit their display. The display may be used in connection to Earth Day activities. 	<p>Resources/Notes</p> <p>Discovery Links (Authorized Resource)</p> <p>Big Book</p> <ul style="list-style-type: none"> • <i>People and Places</i> <ul style="list-style-type: none"> - Caring for My Community <p>Little Book</p> <ul style="list-style-type: none"> • <i>We Look After Our World</i> <p>Poster</p> <ul style="list-style-type: none"> • <i>Caring for Our World</i> <p><i>The Nystrom Early Learning Globe</i> (Authorized Resource)</p> <p>Cross Curricular Links</p> <p>Science</p> <ul style="list-style-type: none"> • Life Science: Needs and Characteristics of Living Things Outcome 103-2 <p>Mathematics</p> <ul style="list-style-type: none"> • Data Management Outcomes F1, F2, and F3
ATLANTIC CANADA SOCIAL STUDIES CURRICULUM: GRADE 1	
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**Atlantic Canada
Social Studies
Grade 1 Curriculum**

Grade 1: Interactions

Year Overview

The conceptual organizer for grade 1 is “interactions”. This concept provides young children with an exciting opportunity to explore the various ways people interact among themselves and with the world around them. Students will consider how interactions have changed over time. Opportunities may arise where examples may come from local, national, or global contexts. The learning and teaching suggestions for the year build on the experience students acquired in their Entry year that focused on the child as an individual making “connections”. During the year, they will explore interactions as they relate to groups, environments, place and time, and needs and wants.

In the first unit, students will explore interactions with other individuals, groups, and communities. In the second unit, students further develop their geographic ability as they focus on the interactions of people with natural and constructed environments. Students are introduced to the close relationship between geography and history in the third unit. Students look at the interactions among people over time, and the relationship people have with where they live. The final unit serves as an introduction to economics by focusing on the concept of needs and wants. It examines the interactions that occur among people and communities in order to meet various needs and wants and their dependence on the exchange of goods and services.

Throughout the year, students will have the opportunity to further develop their understanding of the concept of geographic and mapping skills. A map is a visual way to communicate information about the world. The progression of skills taught is gradual and are reinforced in subsequent grade levels (see Geographic and Mapping Skills, pages 30 -32). In grade 1 the following geographic and mapping skills are addressed through two specific outcomes.

- **Representation of Place** (Awareness of maps/globes)
- **Map Components** (Awareness of title, legend, symbol, direction, scale/size)
- **Position/Direction**
 - Outcome 1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations
- **Pictorial Time line**
 - Outcome 1.3.2 demonstrate an understanding that the way people live in their community evolves over time

Geographic and Mapping Skills

The Geographic and Mapping Skills chart is intended to provide a developmental continuum for students in Entry to grade 3. Skills associated with specific grade 1 curriculum outcomes are noted at the beginning of a unit in this curriculum guide, where applicable.

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
<p>Representation of Place</p>	<p>Awareness</p> <ul style="list-style-type: none"> - that maps/globes represent places on Earth - how to locate places on maps/globes 	<p>Awareness</p> <ul style="list-style-type: none"> - that maps/globes represent places on Earth - how to locate places on maps/globes 	<p>Locate province in region, Canada, North America and the world by using maps/globes</p> <p>Locate provinces in Atlantic region</p> <p>Locate provincial capital and cities</p>
<p>Map Components</p> <ul style="list-style-type: none"> - 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) - labels (words on a map) - arrow/compass rose (symbol that shows direction) - borders/boundary lines (dividing lines between places). <p>(Use map component terminology as various maps are discussed.)</p>	<p>Awareness of</p> <ul style="list-style-type: none"> - title - qualitative scale (bigger or smaller than) - legend/key - symbols - labels - direction (near/far/up/down) 	<p>Awareness</p> <ul style="list-style-type: none"> - title - qualitative scale (bigger or smaller than) - legend/key - symbols - labels - direction (to the north/south/east/west) 	<p>Understanding</p> <ul style="list-style-type: none"> - qualitative scale - arrow/compass rose - borders/boundary lines <p>Awareness</p> <ul style="list-style-type: none"> - quantitative scale - cartographer (person who makes maps)
<p>Symbols/Signs (visuals used to represent things drawn on a map: e.g., area, point, line symbols)</p>	<p>Awareness</p> <ul style="list-style-type: none"> - area symbols (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) 	<p>Locate (on map and legend key)</p> <ul style="list-style-type: none"> - area symbols (landforms and bodies of water on neighbourhood and community maps) - point symbols (natural and constructed features). - line symbols (borders, roads/streets, waterways) 	<p>Locate on map and legend/key and describe</p> <ul style="list-style-type: none"> - landforms (islands, mountains, lakes, and rivers) common and specific to province and region - vegetation and climate patterns of the Atlantic region - borders/boundary lines (provinces, vegetation lines) - borders/boundary line (continents)

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
<p>Position/Direction Using Positional Language</p>	<p>Use positional language (near, far, up, down, under, above, between, beside, left, right, and other relative terms) to describe self, surroundings and places on maps</p>	<p>Use relative terms (behind/in front of, left, right, close to/far away)</p> <p>Awareness</p> <ul style="list-style-type: none"> - cardinal directions (to north/south/east/west) - cardinal points (N,S,E,W) 	<p>Use cardinal points to locate Canada and region/province on maps and globes</p>
<p>Scale (representative size/distance of an object on a map relative to the real object described in qualitative [bigger than/smaller than] or quantitative [ratio] language)</p>	<p>Awareness</p> <ul style="list-style-type: none"> - qualitative scale, as in models (dolls, cars, playhouses, miniature houses and communities, sandbox/modeling clay communities, building blocks, etc.) 	<p>Awareness</p> <ul style="list-style-type: none"> - qualitative scale as representative size of objects using models/drawings 	<p>Understand</p> <ul style="list-style-type: none"> - qualitative scale <p>Awareness</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - distance (begin to use numbers)
<p>Perspective (angle from which the child views or constructs/draws maps)</p>	<p>Awareness</p> <ul style="list-style-type: none"> - perspective (through viewing pictorial maps: [features portrayed by drawings and pictures] and panoramic maps [with views from a distance, or on 10-15° angle]) <p>Draw/create pictorial maps (frontal view, one baseline)</p>	<p>Awareness</p> <ul style="list-style-type: none"> - perspective (by viewing pictorial and panoramic maps) <p>Draw/create pictorial maps</p> <p>(Students not expected to know terms frontal view, slightly elevated angle 10-15°, low oblique, more than one baseline)</p>	<p>View aerial maps. Draw/construct panoramic maps: (elevated angle 45° - high oblique)</p> <p>Houses are still pictorial</p>

YEAR OVERVIEW

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
<p>Scope (size and range of the child's immediate world)</p>	<p>Room, home, and school</p>	<p>Immediate environment, neighbourhood, and community</p>	<p>Province and region</p>
<p>Map/Model (used for instruction)</p>	<p>Use - 3-D models (made with small tables, chairs, building blocks)</p>	<p>Use - 3-D models - floor maps - murals (of imaginary or real places) - field-sketch map</p>	<p>Use models and variety of maps Use various maps to access different types of information including population, political, vegetation, climate and topography (physical features)</p>
<p>Timeline (visual way to arrange information)</p>	<p>Use timeline to show how related events are arranged in chronological order (pictorial and concrete objects). Dates not used until grade 4.</p>		

Notes

Teacher Notes

- The recommended instructional time for social studies in grades 1-3 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 efficiently address curriculum outcomes within classroom instruction.

- The heart symbol ♥ is used to identify outcomes that should be addressed with sensitivity. It is important to know your students and to consider what outcomes/issues should be handled with care.
- In column 4, Other Suggested Resources (such as books, posters, and reference materials) are 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.
- Teachers in the Eastern School District have access to a selection of materials from the Teacher's Resource Centre. 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 Remembrance Day, Earth Day, Aboriginal Awareness Week, Seniors' Month) to address topics that complement the social studies curriculum.
- Teachers may become familiar with social studies concepts completed in kindergarten by reviewing Entry outcomes located on page 23 of this document.



Unit 1. Groups



Unit 1: Groups

Overview

In the first outcome in this unit, children will gain an understanding of the various kinds of interactions between people, and the importance of belonging to a group. They will consider how interactions depend upon communication. In the second outcome, children explore the similarity and diversity of social and cultural groups and the reasons why people belong to groups. They will also learn that children form a unique group of their own. In the third outcome, children will develop an awareness that people within groups have rights and responsibilities. This outcome includes a review of how groups operate by formal and informal rules, and shows that conflicts may arise within a group. Students will further their understanding of how conflict can be resolved by peaceful means, how co-operation and working together is an important part of group behaviour, and how they as children have responsibilities too.

Outcomes

Students will be expected to

- 1.1.1 demonstrate an understanding of the importance of interactions between people
- 1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups
- 1.1.3 demonstrate an understanding that people within groups have rights and responsibilities

Opportunities for Integration

Please note that in this unit opportunities for connections with health and science outcomes are referenced in column 4.

Anticipated Time for Completion

It is suggested that this unit be completed during the months of September and October.

Unit 1: Groups

Outcomes

Students will be expected to

1.1.1 demonstrate an understanding of the importance of interactions between people

Elaborations - Strategies for Learning and Teaching

Teacher Talk

The focus of this outcome is to help children recognize instances of daily interactions and understand that communication goes hand in hand with the many interactions that are an important part of their lives. The meaning of the term interaction is defined in this outcome as an action involving two or more people.

- Have students engage with an appropriate book as a read aloud. The selected book should address simple interactions between people. Engage students in a discussion of examples of interaction and communication in the book. Brainstorm with the students ways that people interact and communicate with each other. Record student responses on chart paper.
- Challenge students to create a circular graph. Provide each student with a page with a large circle drawn on it. Have students fold their papers in half, then in quarters, and then unfold the paper and number the sections from one to four. Have students recall interactions from the day, and draw a representation on each part of their circle (e.g., breakfast at home, playing with brother/sister, riding bus to school, reading with their teacher). Have students share their graphs with the class, encouraging students to explain how they interacted with people and the types of communication used during the interaction.
- Have students participate in a communication game (e.g., charades) that begins with one student volunteer leaving the room. The remainder of the class will then agree on an action that they want the student volunteer to attempt upon returning to class (e.g., pick up a ball). Students cannot verbally tell or use a concrete object to show the student what to do. To demonstrate that interactions require communication, conclude the activity by talking about how the task could be completed in other ways, such as by using spoken or written language.
- Invite students to examine various ways that people communicate with each other. Have students express how they would feel and act. Some examples would include kind words, angry words, acts of kindness, and unkind acts. Teachers may wish to have students role-play various scenarios.

Unit 1: Groups

Tasks for Instruction and/or Assessment

Formal/Informal Observation

- During class discussions and activities, assess students understanding of the importance of interactions/ communication among people. Teachers may note students’ understanding of appropriate and inappropriate interactions/ communication.

Journal

- Have students create a journal entry showing an interaction they experience at home and at school. Responses may include pictures, words, or pictures and words. Invite students to share their entries.

Paper and Pencil

- Invite students to participate in an Act of Kindness day. Ask students to use as many friendly words and actions as they can during the day. Challenge students to create an Act of Kindness award to give to another student to acknowledge his/her friendly words or actions. This award should include a picture or words showing the Act of Kindness that is being acknowledged.

Presentation

- Have students, during a class discussion, use information from their circle graphs to complete the following class chart.

What did I do?	What did I say/hear? (Communication)	What did I see?	Why is it important?
- Playing on swing with friends at recess.	- "Let's take turns." - "It's my turn now." - "Thank you."	- Friends sharing and taking turns.	- No one gets left out. - No one gets hurt. - Everyone talks nicely.

Resources/Notes

**Discovery Links
(Authorized Resource)**

Big Book

- *People and Places*
“No Loud Voices”

Little Book

- *Do You Communicate*

Poster

- *Living in Harmony*

The Nystrom Jumbo Atlas
(Authorized Resource)

“Who goes to school?” p.2

“How do we get along?” p.3

“Where do these families live?” p.4

Cross Curricular Links

Science

- Grade 1 Integrated Unit — Interactions: Making Sense of My World

Science Literature Support

- *Brown Rabbits Day* by Alan Baker
- *A Chair For My Mother* by Vera B. Williams

Health

- Relationship Choices
Outcomes R-1.1 and R-1.4
BLM R-1.1

Unit 1: Groups

Outcomes

Students will be expected to

1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups

Elaborations - Strategies for Learning and Teaching

Teacher Talk

In this outcome, children will gain an understanding of how people, including children, join together to form social and cultural groups, and learn some of the characteristics of groups that bring people together. For this outcome a social group is defined as a group of people sharing some social connection (e.g., friends, community, club), while a cultural group is defined as a human-made system built by a group of people and passed on from generation to generation (e.g., food, music, language, religion, sports). This outcome expands upon Entry outcome E.2.2 where students discussed traditions, rituals, and celebrations in their families. (Opportunities may arise where examples of various types of groups may come from local, national, or global contexts.)

- Have students engage with an appropriate book as a read aloud. The selected book should provide examples of different social and cultural groups. Have students explore the similarities and differences between social and cultural groups identified in the book.
- Invite students to discuss how they are members of groups. Provide each student with a paper circle and a number of pre-cut flower petals. Have students place their names in the centre of the circles. On each petal have students record in written or pictorial form a group to which they belong. (Possible groups include family, friends, club, class, culture, etc.) Have students paste their petals around their flower centre to demonstrate the number of groups to which they belong. A discussion on the common characteristics of groups could be used as a conclusion for this activity.
- Invite students to think about why people join groups. As a class complete a chart that identifies the following:
 - Name of group
 - What we do
 - What we believe
 - Why we join
 Debrief the activity with a discussion of how groups have similarities and differences.
- Have students design a badge that demonstrates a social or cultural group to which they belong. The badge identifies some of the characteristics of the group. Have students share their badges with the class. As a class, note similarities and differences among groups.

Unit 1: Groups

Tasks for Instruction and/or Assessment

Formal/Informal Observation

- Observe and note the vocabulary used, questions asked, and responses/opinions given as students discuss the similarity and diversity of social and cultural groups. Teachers may wish to assess student progress in this outcome throughout the year as various social and cultural groups are discussed.

Paper and Pencil

- Have students, as a class or with a partner, create a Venn diagram to show how two groups, social and cultural, are the same, and how they are different.

Presentation

- Invite students to work with a partner or small group to role-play why social and cultural groups get together and do particular things (e.g., family picnic, friends playing, cultural celebration or holiday). Involve students in a discussion of which type of group participates in this activity. Does the activity involve a social group, cultural group, or both?

Resources/Notes

Discovery Links

(Authorized Resource)

Big Book

- People and Places*
“Bread, Bread, Bread”
“Dances Around the World”
“Everyone Says ‘Hello’”

Little Book

- We All Belong*

Poster

- Living in Harmony*

The Nystrom Jumbo Atlas

(Authorized Resource)

“How do we get along?” p.3

Cross Curricular Links

Science

- Grade 1 Integrated Unit —
Interactions: Making Sense of
My World

Science Literature Support

- Shoes, Shoes, Shoes*
by Ann Morris
- Chrysanthemum*
by Kevin Henkes
- My World Seasons*
by Tammy Schlepp
- Yoko*
by Rosemary Wells

Health

- Relationship Choices
Outcome R-1.9

Unit 1: Groups

Outcomes

Students will be expected to

1.1.3 demonstrate an understanding that people within groups have rights and responsibilities

Elaborations - Strategies for Learning and Teaching

Teacher Talk

This outcome is intended to help students understand that people have rights (things that all people need to live or need to be able to do) and responsibilities (things that people must answer for), and provides an opportunity to explore rights and responsibilities that are specific to children. Students will also become aware of how conflicts may arise within a group and how co-operative and peaceful methods work in resolving issues. Using age-appropriate actions, students will be able to demonstrate their understanding of being a responsible citizen. (Opportunities may arise where examples demonstrating the responsibilities of citizens come from local, national, or global contexts.)

- Engage the students with an appropriate book as a read aloud. The selected book should provide examples of the rights and responsibilities of people that are specific to children. Invite each student to create a page for a class *Rights and Responsibilities* Big Book. Each student will complete a two-page spread, creating illustrations and using possible prompts, such as, I have a right to _____ . I have a responsibility to _____ . Once the book is completed, have students share their book with another class in the school.
- Challenge students to create a Class Charter of Rights and Responsibilities. Have children discuss their rights and responsibilities as class members. A sample charter is shown below:

Class Charter of Rights and Responsibilities

Student Rights

I have a right...
 To give my opinion
 To borrow books from the library
 To be treated with kindness
 To do my work without interruption
 To work in a clean classroom

Student Responsibilities

I have a responsibility...
 To listen to others
 To return books on time and in good order to the library
 To treat others with kindness
 To let others do their work without interruption
 To keep my classroom clean

Invite the principal to the class for students to share their class charter.

- Have the class brainstorm possible scenarios for student pairs to use in a role-play on how to solve conflicts. Invite student pairs to create puppets and use them to role-play an example of how to solve a conflict through peaceful means. (Teachers may wish to make reference to Health BLM R-1.7 to assist students with their presentations.)

Unit 1: Groups

Tasks for Instruction and/or Assessment

Formal/Informal Observation

- Observe and note student vocabulary and responses/opinions given during student discussions to assess student's understanding of the rights and responsibilities of people within groups.

Paper and Pencil

- Invite students to create a poster showing a right and a responsibility they have as members of their school. Have students present their posters to the class. The posters may be used to complete a class book on the rights and responsibilities of the student body. Have the class present their book to the principal.
- Have students as a class discuss playground behaviour and how they would resolve conflicts. Provide a small group with a playground scenario (e.g., students pushing into the line for the slide, someone taking another student's toy). Ask the group to discuss what rights and responsibilities students have on the playground, and what they would do to resolve the chosen conflict through peaceful means. Have them create a poster on how to resolve the conflict and then present their poster to the class to facilitate a discussion of how to resolve conflicts on the playground. Teachers may also wish students to share their posters with another class.

Presentation

- Have students use pictures from book/magazines to create a collage to demonstrate the rights and responsibilities of citizens.
- Have students role-play different conflict scenarios, such as someone refusing to play by the rules of a game, or taking a personal item that does not belong to them. Have students discuss their rights and responsibilities in the scenario. Teachers may wish students to use the prompts,
I have the right to _____, and
I have the responsibility to _____.

Have students demonstrate peaceful means of resolving the conflict.

Resources/Notes

Discovery Links

(Authorized Resource)

Big Book

- *People and Places*
“Too Much Too Soon”

Little Book

- *My Rights and Responsibilities*

Poster

- *Living in Harmony*

Photo Cards

- *Co-operation and Conflict Resolution*

Cross Curricular Links

Health

- Relationship Choices
Outcome R-1.7
- Relationship Choices
BLM R-1.7



Unit 2.
Environment



Unit 2: Environments

Overview

This unit provides a great opportunity for the teacher to encourage students to explore the wider community on a provincial, national, and global level. The first outcome introduces the geographic concepts of natural and constructed features. It extends an understanding of these concepts beyond the local area as students learn about other examples from their province, country, and around the world. In the second outcome, children will investigate how people depend upon and interact with different natural environments. They will develop an awareness that such things as climate and weather, natural features, and the presence of natural environments influence human activity. In the third outcome, children explore age-appropriate actions to practise responsible behaviour in caring for the environment on a local, national, and global level.

Outcomes

Students will be expected to

- 1.2.1 recognize that environments have natural and constructed features
- 1.2.2 describe how people depend upon and interact with different natural environments
- 1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment

Opportunities for Integration

Please note that in this unit opportunities for connections with science and technology outcomes are referenced in column 4.

Anticipated Time for Completion

It is suggested that this unit be completed during the months of March and April. This would allow for a connection with Earth Day.

Unit 2: Environments

Outcomes

Students will be expected to

1.2.1 recognize that environments have natural and constructed features

Elaborations - Strategies for Learning and Teaching

Teacher Talk

In this outcome, children will learn to identify and describe various natural and constructed (man-made in the environment) features from their community. (Opportunities may arise where examples may come from local, national, or global contexts.)

- Have students engage with an appropriate book as a read aloud. The selected book should provide examples of natural and constructed features in an environment. Encourage students to identify and describe the difference between a natural and a constructed feature.
- Challenge students to compare a plant with the flower pot that holds the plant. Discuss how the plant is a natural feature of the environment and the flower pot is a constructed (man-made) feature. Invite students to complete a sorting activity. Using a number of pictures of natural and constructed features of the environment, have students sort the pictures under the correct heading. (Two hula hoops could be placed on the floor. One would be labelled “Natural” and the other “Constructed”. Have students sort pictures, placing each inside the appropriate hula hoop.) Teachers may wish to extend this activity to include examples from national and global contexts, such as mountains, rivers, houses, and roads.
- Invite students on a class walk around their community. Have students use two pieces of paper to draw one natural and one constructed feature found in their community. Upon returning to the classroom, invite students to complete a class chart that will identify natural or constructed features found in their community, and explain why one is natural and one is constructed. Have students tape each picture under the appropriate heading on the class chart.
- Have students explore examples of natural and constructed features. Invite someone from the community to speak and share with the class examples of places they have travelled, focussing on examples of natural and constructed features. Prepare for the visit by working with the students to identify “powerful questions” they might ask. Brainstorm possible questions with the students, then discuss “powerful question” criteria (questions are specific to the person or topic, and can’t be answered with yes or no). After the visit, have students discuss which questions were powerful questions (gathering the most information from the visitor or topic). Post questions on a chart for future use when preparing for a guest speaker.

Unit 2: Environments

Tasks for Instruction and/or Assessment

Formal/Informal Observation

- During class discussion, observe vocabulary used and responses given as students identify, discuss, and describe natural and constructed features of an environment. Assess their degree of understanding of these features in the environment.

Journal

- Have students use pictures and/or words to describe their favourite natural and/or constructed feature.

Paper and Pencil

- Have each student design a “What am I?” card. On the outside of the card, students give two clues about a natural or constructed feature. On the inside of the card, students draw their natural or constructed feature. Students may present their cards to the class, having their classmates guess the nature of their feature.
- Have students create a thank you card for the guest speaker. The card should depict their favourite natural and/or constructed feature.

Presentation

- Invite students to draw or construct a model/map of an environment (backyard, playground, park) that contains both natural and constructed features. Have students describe and share their models/maps with the class.

Resources/Notes

Discovery Links

(Authorized Resource)

Big Book

- *People and Places*
“The World Outside Your Window”
“The Things We Build”

Little Book

- *Postcards from Barnaby*

The Nystrom Jumbo Atlas

(Authorized Resource)

- “What kinds of homes do you see?” p.5
- “What can we see on farms?” p.13

Unit 2: Environments

Outcomes

Students will be expected to

1.2.2 describe how people depend upon and interact with different natural environments

Elaborations - Strategies for Learning and Teaching

Teacher Talk

This outcome provides students with the opportunity to explore how people depend upon their environment for natural resources (things found in nature that are useful to people). Students also explore the interaction between people and their different natural environments. (Opportunities may arise where examples may come from local, national, or global contexts.)

- Have students participate in developing a class chart to look at a natural environment under the following headings:

What We See	What We Do	What We Use
-------------	------------	-------------

Under the second heading, students will need to discuss how our activities in a natural environment change as the season or climate changes. Repeat this activity for one or two more natural environments (e.g., beach, park, field, mountain) to help students realize that different natural environments have different resources (e.g., sand, rocks, trees) and people interact differently with each environment.

- Have students work in small groups to complete a word splash chart as each group selects a natural environment (e.g. forest, beach, field, river, ocean, mountain) word card out of a hat. After selecting their natural environment, students will write on each of a number of sticky notes one word that corresponds to their natural environment. Have students share their word splash with the class. Teachers may wish to use an example of a natural environment (e.g., mountain) to model the activity for students. After students have shared their word splash, have the class complete a prepared chart with the following headings focusing on one natural environment at a time:

What We See	What We Do	What We Use
Beach	Build sandcastle	Sand, water

Remind students that different natural environments have different resources that people depend upon.

- Have students use visuals, videos/DVDs, atlases, or other appropriate books to identify various natural environments found in the world (e.g., forest, ocean, desert, mountain, polar region). Introduce students to the different interactions between people and their natural environments. Differences could include work, play, homes, clothing, and food. For each natural environment, the class could create a visual display to illustrate the different interactions.

Unit 2: Environments

Tasks for Instruction and/or Assessment

Paper and Pencil

- Have students complete a four-page book that has a sentence prompt on each page to represent each of the seasons. A sample prompt could be, During the autumn in our community,... Ask students to illustrate the page and finish the prompt to show how they interact with their natural environment.
- Have each student write a riddle about a chosen natural environment. Students create three clues for their riddle. The clues should correspond with what people see in the environment (I am high); what people do in the environment (You like to ski on me); and what people use from the environment (I have trees). (Solution—I am a mountain). Have students share their riddles with the class.

Presentation

- Have students play a game of charades. Each student selects a picture card of a natural environment (e.g., field, river, beach, ocean, mountain), then role-plays how people would depend upon and interact with that environment.
- Have students draw pictures demonstrating how people depend upon and interact with their environment by using the natural resources in the environment (e.g., fishing community, farming community).

Resources/Notes

Discovery Links (Authorized Resource)

Little Book

- *We Work and Play*

Photo Cards

- *Working Outdoors*
- *Playing Outdoors*
- *Dressing for Outdoors*

The Nystrom Jumbo Atlas

(Authorized Resource)

“How do seasons change?” p.6

Cross Curricular Links

Science

- Life Science: Needs and Characteristics of Living Things Outcomes 103-2, 100-6, 100-7, 100-5, and 200-1
- Earth and Space Science: Daily and Seasonal Changes Outcomes 202-9, 102-5, 202-7, 103-4, and 203-1

Technology

- Graphics Outcome (Awareness) A-5.1

Unit 2: Environments

Outcomes

Students will be expected to

1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment

Elaborations - Strategies for Learning and Teaching

Teacher Talk

Through age-appropriate action, children will understand the importance of taking care of the environment, and realize that they can do their part in conserving and sustaining the environment. (Opportunities may arise where examples come from local, national, or global contexts.)

- Have students briefly review their knowledge of natural resources from the previous outcome. Have students engage in a discussion of the question, What would we do if a natural resource was no longer there (e.g., water, trees, fish)? Teachers may wish to introduce the globe at this time to reinforce how important land and water are in our world. Engage students in a discussion of ways that they, as a class or individually, can take care of their environment. Create a class chart of possibilities (e.g., limiting amount of paper towel for drying hands, not wasting water at fountain, turning off lights when not in a room, planting trees and gardens, using reusable containers for lunches, separating garbage). Have students choose one action, which, as a class, they will focus on for a period of time.
- Have students create a pattern book entitled We Look After Our World. After reading the authorized Little Book We Look After Our World, have students create their own book. (Teachers may also wish to use the class globe to reinforce how land, water, and air are important to our world.) The book may be divided into two-page sections for water, land, and air. Teachers may wish to provide prompts for students to complete, such as, I look after (water, land, air) in my world by _____.

Students would also provide an illustration for each of their pages. The books could be shared with other classes or placed in the school library.

Unit 2: Environments

Tasks for Instruction and/or Assessment

Formal/Informal Observation

- During class discussion, observe students' understanding of the role they can take in caring for the environment.
- As students dispose of garbage during recess and noon, observe students separating garbage to assess their understanding of one action they can take to care for the environment.

Performance

- Have students select one age-appropriate action that they will practise for a selected period of time. Have students chart when they carry out the action (students use a check mark or sticker on a class or individual chart when they carry out their action). At the end of the selected time period, have students conference with the teacher about their action and the results. If students are carrying out an action at home, teachers may wish to inform parents of the activity and ask for their assistance in helping their child track their progress.

Paper and Pencil

- Have students write a letter to Earth. In the letter, students can describe what they have done to take care of Earth. The letters could be displayed in preparation for Earth Day.

Presentation

- Engage students in an art activity demonstrating how materials may be recycled to create environmentally friendly art projects. Projects could include materials such as twigs, leaves, scraps of paper, milk cartons, etc. Have students display their projects and invite other classes to visit their display. The display may be used in connection with Earth Day activities.

Resources/Notes

Discovery Links

(Authorized Resource)

Big Book

- *People and Places*
“Caring for My Community”

Little Book

- *We Look After Our World*

Poster

- *Caring for Our World*

The Nystrom Early Learning Globe

(Authorized Resource)

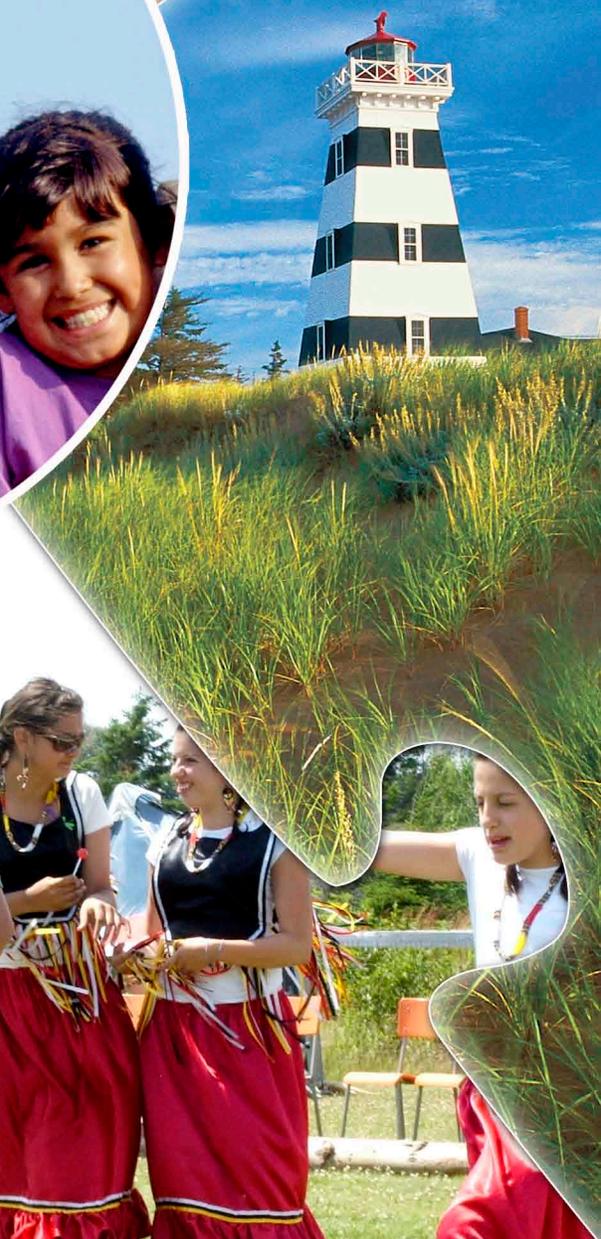
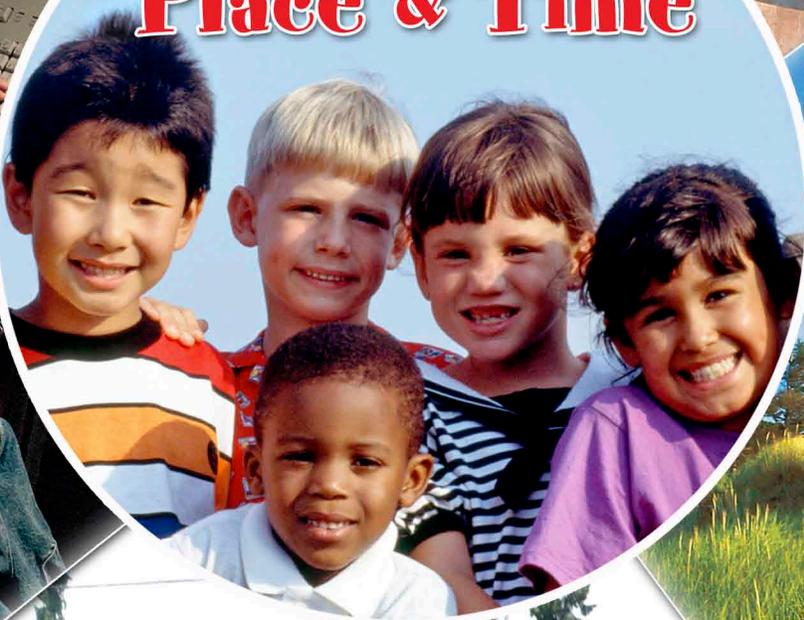
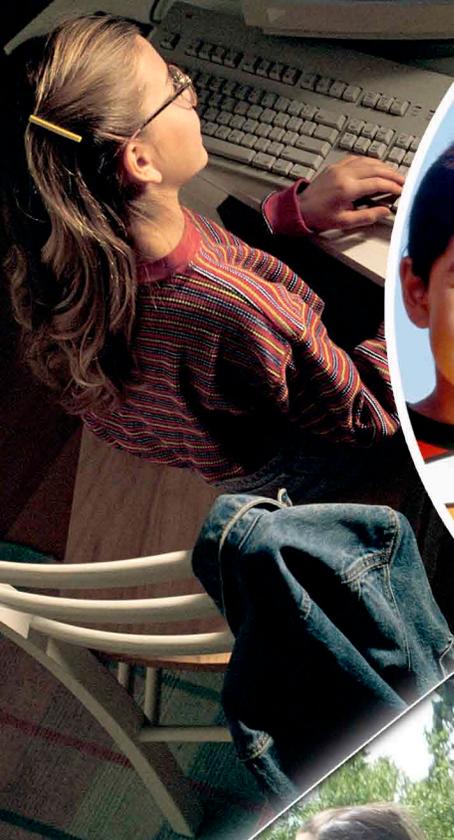
Cross Curricular Links

Science

- Life Science: Needs and Characteristics of Living Things
Outcome 103-2



Unit 3.
Place & Time



Unit 3: Place and Time

Overview

In this unit, children will practise mapping skills and explore their community. They will develop an awareness that the way people live, and the interactions among communities, evolve over time. Time is a concept that is new to children, and discussion will have to be kept at an age-appropriate level.

This unit begins with a focus on geography and mapping skills. In the first outcome, children will build upon their awareness of maps from the previous kindergarten year. As children use and create simple maps and/or models, they will gain an understanding that signs, symbols, direction, and scale are used to represent real places (landmarks and locations). In the second outcome, they will explore how people's lives in their community have evolved over time. In the next outcome, they will explore the relationship that Aboriginal peoples have with place in Atlantic Canada, and learn how this relationship has evolved over time. In some cases, teachers may decide to combine the second and third outcomes as an integrated study. In the final outcome of the unit, students will learn how interactions between communities have changed over time. The focus of this outcome is to show children that advances in communication and transportation, and in the production of goods and services, have changed the interactions between communities.

Outcomes

Students will be expected to

- 1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations
- 1.3.2 demonstrate an understanding that the way people live in their community evolves over time
- 1.3.3 demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time
- 1.3.4 explain how interactions between communities have changed over time

Opportunities for Integration

Please note that in this unit opportunities for connections with health, mathematics, visual arts, and technology outcomes are referenced in column 4.

Anticipated Time for Completion

It is suggested that this unit be completed during the months of January and February. This would allow teachers to connect with the 100th Day Celebration and Heritage Day.

Geographic/Mapping Skills

- **Representation of Place** (Awareness of maps/globes)
- **Map Components** (Awareness of title, legend, symbol, direction, scale/size)
- **Position/Direction**
Outcome 1.3.1
- **Pictorial Time Line**
Outcome 1.3.2

Unit 3: Place and Time

Outcomes

Students will be expected to

1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations

Elaborations - Strategies for Learning and Teaching

Teacher Talk

This outcome builds on students' awareness of maps from the previous kindergarten year, and introduces children to representations of place (maps/globes), basic positional language (near/far), and other relevant terminology (legend/signs/scale larger/smaller). Students will also explore the signs and symbols used on globes and maps. Teachers may wish to provide an opportunity for students to create a simple model and/or map. **(Teachers should note that students only need to be aware of direction, not cardinal positions as used in the authorized resource.)**

- Have students engage in a game of Globe/Map Touch. Discuss with students that a globe/map is a small representation of the Earth which is much larger in real life. Use a globe/map. Blindfold the student, or have him/her close both eyes. Ask the student to touch the globe/map with his or her finger, remove the blindfold or open eyes, and identify whether the finger landed on land or water. Have the student describe where they have landed, using positional language (such as to the left/right of the map, at the top/bottom of the globe, between the land, beside the water). Allow students time to explore the globe/map, noting title, signs, symbols (colour and shape of land/water), and legend (used to locate items on the globe/map). (Teachers may wish to use this as an opportunity to review the importance of the land/water from outcome 1.2.2.)
- Engage students with an appropriate book as a read aloud. The selected book should describe a trip. As the story is read, draw attention to words used to describe places, location, landmarks, and directions. After reading the book, invite student pairs to create a model or pictorial map of the characters' trip. As students make/draw items for the model/map, use this as an opportunity to discuss the scale (size) and positional direction of the items in relation to the whole picture being created (e.g., character is smaller than tree, character is to the left of the pond). Teachers may wish to have students create a title and simple legend for the model and/or map.
- Have students sketch a map of the playground to demonstrate that maps represent a real place. Have students sit in a chosen spot on the playground with paper that is labelled up/down/left/right. Have the students note what is directly in front of them and make age-appropriate sketches. Repeat this for the right and left side. As students draw, use this as an opportunity to discuss the scale (size) of the objects being drawn, as well as positional direction. Students may label their maps or create legends.

Unit 3: Place and Time

Tasks for Instruction and/or Assessment

Formal/Informal Observation

- Observe and note the vocabulary used, questions asked, and responses given as students participate in the Globe/Map Touch game. Determine each student's understanding of representation of place, positional language, and awareness of map components.
- Observe and note the vocabulary used, questions asked, and responses given as students participate in the creation of the model and/or map to determine each student's geographic and mapping understanding (e.g., awareness of title, legend/labels, scale/relative size), representation of place, and positional direction). Teachers may also wish to observe students as they interact with the model and/or map centre.

Paper and Pencil

- Have students create a simple map to represent a place. Have students sit in one spot and draw a sketch of their classroom, another area of the school, or bedroom. Remind students to include a map title, and to use the appropriate scale (size) and positional direction when creating their maps. Encourage students to label or create a simple legend of one or two items on their map. Depending on students' interest, students may wish to make a simple model rather than a map.
- Have students, with assistance from parents, complete an emergency fire exit plan map and/or model for their home. Have students share their maps and/or models with the class.
- Have each student create a simple map, for the class to follow, showing how to go from their classroom to another part of the school. Encourage students to note any landmarks and provide direction symbols. After completion of the maps, the class may take each student's map and follow it to determine the map's accuracy.

Resources/Notes

Discovery Links

(Authorized Resource)

Big Book

- *In My World*
“Once Upon a Place”

Little Book

- *Take Another Look*

Poster

- *Community Map*

Photo Cards

- *Classroom Map*
- *School Map*

The Nystrom Jumbo Atlas

(Authorized Resource)

- “Where do these families live?” p.4
- “What kinds of places are in town?” p.9
- “What is a model?” p. 16
- “What is a map?” p. 17
- “What do symbols mean on maps?” p.18
- “How is the globe like the world?” p. 23

Cross Curricular Links

Health

- Wellness Choices
Outcome W-1.8
BLM W-1.8

Grade 1 Literacy Place for the Early Years

- *Mrs. Chicken and the Hungry Crocodile* by Won-Ldy Paye and Margaret H. Lippert
- *Wolf* by Becky Bloom
- *Gifts* by Barbara Reid

Unit 3: Place and Time

Outcomes

Students will be expected to

1.3.2 demonstrate an understanding that the way people live in their community evolves over time

Elaborations - Strategies for Learning and Teaching

Teacher Talk

Students will develop an understanding of how people’s lives have changed over time, including people in the communities in which they live. They will also recognize that the passage of time brings about interesting stories of people and places. Students will become aware that the passage of time may be represented by a pictorial time line.

- Have students interact with an appropriate book as a read aloud. The selected book should focus on how people’s lives have changed over time. Discuss with students what changes occurred and have students draw pictures showing one of the changes. As a class, create a pictorial time line of the changes that occurred to one of the characters throughout the story. Teachers may wish to use vocabulary associated with time (before/after, past/present, then/now, long ago/today). Teachers may also wish to complete this activity as part of the 100 Day celebration. Students may wish to write a prediction on what their lives would be like when they are 100 years old.
- Have students invite an elder/grandparent/local historian to the class to talk about how his/her life has changed over time. Have students prepare “powerful questions” for the invited guest. Teachers may wish to review the criteria and questions charted in outcome 1.2.1. After the visit, have a class discussion on how the guest’s life and the community have changed over time. Using the headings “Past” and “Present” the class may complete a comparison chart of how the way people live in the community has changed. Involve the students in a discussion of possible reasons why these changes have taken place.
- Invite students to interview a parent, grandparent, or other elder from their family on what life was like when he/she was in grade 1. As a class, discuss questions for students to use in their interviews. Have students bring their interview responses to school and use them to write a narrative with a picture to illustrate the family member’s story. Teachers may wish to have the students create a simple pictorial time line to demonstrate how life has evolved (i.e., family member’s life in grade 1 and student’s life today). Have students share their drawings and stories with the class.

Unit 3: Place and Time

Tasks for Instruction and/or Assessment

Formal/Informal Observation

- Observe and note the vocabulary used, questions asked, and responses/opinions given as students discuss how the lives of people living in their community have changed over time.

Performance

- Have students sort a collection of pictures/photographs that represent “then and now”. The pictures could depict for example, technology, clothing styles, or transportation. Ask students to give reasons for sorting the pictures as they did.

Journal

- Ask students to write a response to prompts such as the following:

Today, I like to _____

In the past, people liked to _____

- Have each student write a response telling what his/her life is like today, and predicting what it will be like when he/she is old.

Presentation

- Have students create a simple pictorial time line of changes in a visitor’s life by using information provided by the visitor.
- Have students create simple pictorial time lines of what life was like 100 years ago, what life is like now, and what they predict life will be like in the future. Have students share their time lines with the class.
- Have students complete “past” and “present” illustrations showing what life was like for an older family member in grade 1 compared to what it is like for the student in grade 1. Have students write brief descriptions to accompany their illustration. Have students present their drawings to the class explaining how their way of life has changed over time.

Resources/Notes

Discovery Links (Authorized Resource)

Big Book

- In My World*
“Hook, Line, and Sinker”

Little Books

- Great Grandma and I*
- Looking Back*

Cross Curricular Links

Mathematics

- Shape and Space
Outcome SS1

Visual Arts

- Outcomes 1.3.2 and 1.5.2

Unit 3: Place and Time

Outcomes

Students will be expected to

1.3.3 demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time

Elaborations - Strategies for Learning and Teaching

Teacher Talk

The focus of this outcome is to help students understand that the way of life for Aboriginal peoples has changed over time. Teachers will assist students in developing an understanding that the first people to live in Atlantic Canada were Aboriginal peoples and that their relationship with where they live has changed. (It is important for students to understand that Aboriginal peoples were the first to inhabit the Atlantic Region, which is why they are a very important part of our history. Please note this is not to be a stereotypical study of early Aboriginal peoples. In some cases, outcome 1.3.2 and 1.3.3 may be combined.)

- Have students interact with an appropriate book as a read aloud. The selected book should address the relationship between Aboriginal peoples and place. After reading the book, discuss with students the importance of Aboriginal peoples as the first people to live in our province/region/country. Using a provincial map, discuss with students how Aboriginal peoples in the past lived in our province. At present, Aboriginal peoples live throughout the province, but there are only selected areas that are given Aboriginal designation (i.e., Lennox Island, Scotchford, Rocky Point, and Morell). Engage the students in a further discussion of what the book has to say about how place is important to Aboriginal people, and how this has changed in their present life.
- Have students invite a member of the Aboriginal community to the class. Invite the guest to focus on the relationship Aboriginal peoples have with their environment and how this relationship has changed over time. After the visit, create a class comparison chart showing Aboriginal life in the past and in the present.
- Invite students to look at illustrations of Aboriginal art/artifacts or have a member of the Aboriginal community bring art samples to the class. Engage the students in a discussion of how the materials and ideas used for Aboriginal art come from the environment. Discuss with students the importance of the environment to Aboriginal peoples, and how this has changed over time.

Unit 3: Place and Time

Tasks for Instruction and/or Assessment

Formal/Informal Observation

- Observe students during shared reading and discussions to determine their level of understanding of how Aboriginal peoples' relationship with place has changed over time.

Journal

- Ask students to write a response to prompts such as the following:

In the past, Aboriginal peoples _____ .

Today Aboriginal peoples _____ .

Paper and Pencil

- Have students illustrate how Aboriginal peoples' relationship with place has changed over time by making a *Then and Now* picture with an accompanying sentence.

Resources/Notes

Discovery Links (Authorized Resource)

Big Book

- In My World*
"Mi'kmaq Calendar"
"A Summer Song: An Inuit Poem"

Little Book

- Welcome to Conne River*

Photo Cards

- Inuit Carving*
- Maliseet Beadwork*

Cross Curricular Links

Visual Arts

- Outcomes 1.4.2, 1.5.2, and 1.8.1

Unit 3: Place and Time

Outcomes

Students will be expected to

1.3.4 explain how interactions between communities have changed over time

Elaborations - Strategies for Learning and Teaching

Teacher Talk

In this outcome, students expand upon the earlier concept of interactions among themselves and others to include communities. Students will examine how changes in transportation and communication have made it easier for communities to interact with each other. (Opportunities may arise where examples come from local, national, or global contexts.)

- Have students use a map of their province to identify the community where they live. Brainstorm with the students other communities that they have visited, and locate these on the provincial map. (Teachers may wish to extend this activity to the national or global level, depending on student experience.) Have students provide reasons for why communities may want to interact (examples may include recreation facilities/ events, shopping centres, schools, family). Discuss with students how transportation and communication between communities have changed over time. Teachers may wish to connect this outcome with discussions from outcome 1.3.2.
- Have students explore through picture books, photographs, art, posters, or videos/DVDs how means of transportation (such as horse, bike, boat, automobile, train, airplane) and communication (e.g., letter writing, telephone, newspaper, radio, television, computer) have changed over time. (Where possible, using materials from the community would be beneficial.) Discuss with students how these have changed how we interact (communicate and travel) with other communities. Have students explore possible changes in how we travel between and/or communicate with other communities by making an accordion (folded) book. The book would look at the past (long ago), the present (today), and the future (tomorrow). Have students provide a brief explanation for each time period.
- Have students, as a class or individually, compose a letter(s) to another grade 1 class in another community inviting them to be e-mail pals. Once contact is established have students e-mail their pals (teachers may wish to use e-mail buddies, as described in *Journey On* lesson plan in Appendix E) to learn about their twin community and share information on their own community.

Unit 3: Place and Time

Tasks for Instruction and/or Assessment

Performance

- Engage students in a role-play of how people communicated with people in another community in the past, and how they communicate today. Have students explain how this has changed how communities interact.

Journal

- Ask students to write a response explaining how changes in transportation and communication have allowed communities to interact more with each other.

Paper and Pencil

- Invite students to create Emails for their Email pals to describe how their communities have interacted in the past, and how they interact today. The Emails should focus on how communication and transportation have allowed the communities to interact more closely with one another.

Presentation

- Have students draw pictures to show how people travelled from their community to another community in the past, and how they travel today. Have students write brief explanations of how this has helped communities interact.

Resources/Notes

Discovery Links

(Authorized Resource)

Big Book

- In My World*
“Transportation”
“Communication”

Little Book

- Keeping in Touch*

Poster

- Where Does Your Letter Go?*

The Nystrom Jumbo Atlas

(Authorized Resource)

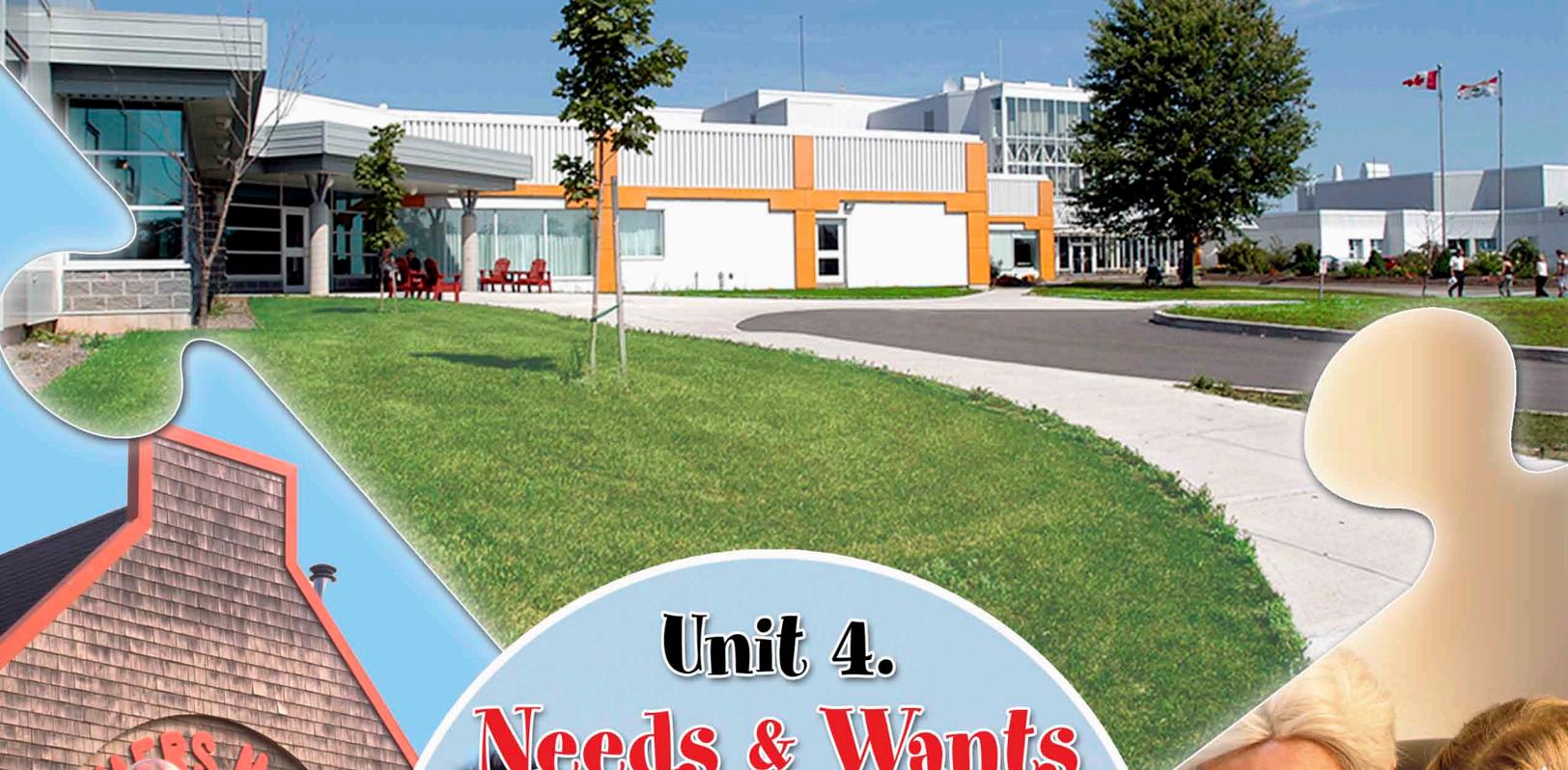
“Where are we in Canada?” p. 21

“Where are we in the world?” p. 24

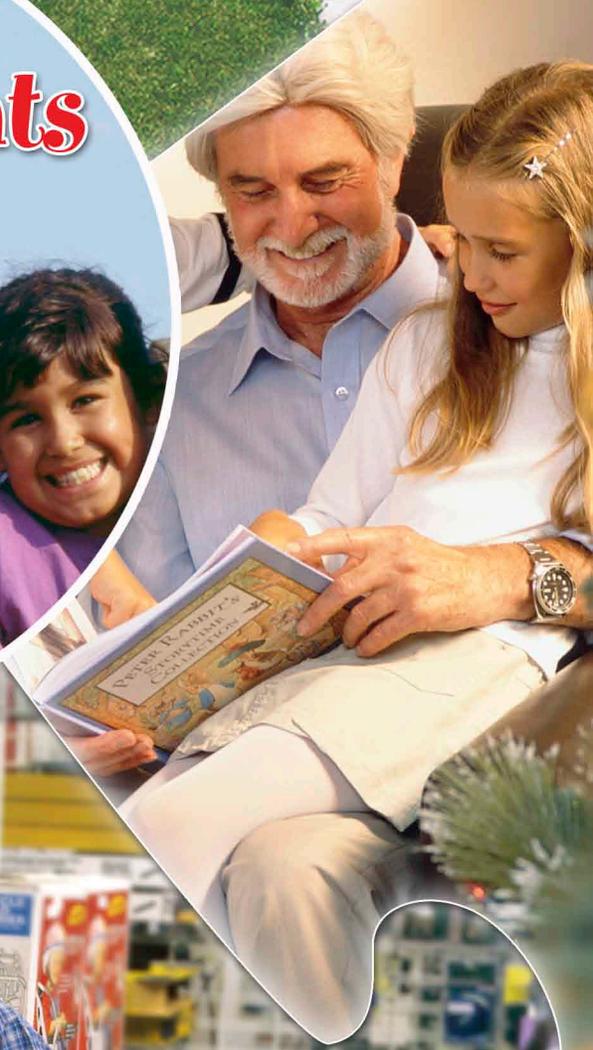
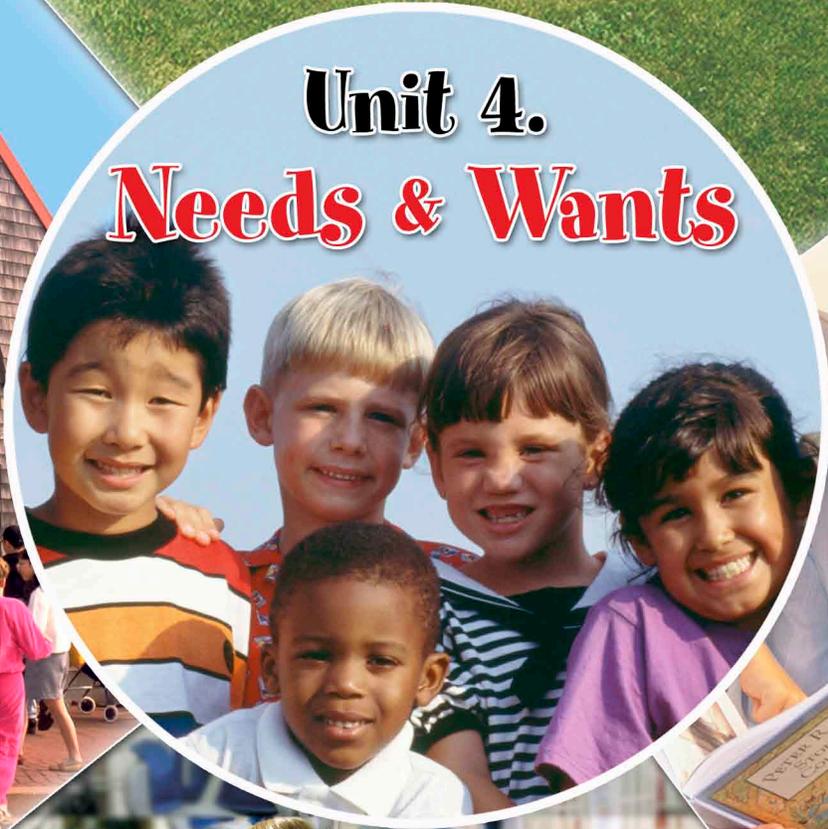
Cross Curricular Links

Technology

- Telecommunications (Awareness)
Outcomes B10.1 and B10.2



Unit 4. Needs & Wants



Unit 4: Needs and Wants

Overview

This unit introduces students to simple economic concepts that they experience in their daily lives. In the first outcome, students will build on what they have learned about needs and wants in the previous kindergarten year. As they investigate this topic, they will gain a greater understanding that all people have similar needs, that wants vary from person to person, and that respect for other people's needs and wants is important. In the second outcome, students will explore factors that influence how needs and wants are met, and will identify such ways as working, sharing, trading, borrowing, and giving. They will explore some of the services and facilities available in their community, and understand that people need to co-operate with each other to meet their various needs and wants. They will gain an understanding of the importance of volunteer work in their community, and identify some of the factors that influence their choices as consumers. In the third outcome, students will gain an understanding of how communities depend on each other for the exchange of good and services. They will recognize that goods produced and services available in one community may be different from those available in other communities. This will assist students in expanding their understanding of how communities depend on each other.

Outcomes

Students will be expected to

- 1.4.1 recognize that all people have needs and wants
- 1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met
- 1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

Opportunities for Integration

Please note that in this unit opportunities for connections with health, science, and technology outcomes are referenced in column 4.

Anticipated Time for Completion

It is suggested that this unit be completed during the months of May and June.

Unit 4: Needs and Wants

Outcomes

Students will be expected to

1.4.1 recognize that all people have needs and wants

Elaborations - Strategies for Learning and Teaching

Teacher Talk

Children will explore the concepts of “needs” and “wants” (see Glossary in Appendix D) by examining the difference between needs and wants to understand that all people have basic needs (e.g., food, shelter, clothing, water, belonging), while wants may vary from person to person. They will demonstrate respect for other people’s needs and wants in an age-appropriate way.

- Have students explore the concepts of “needs” and “wants” by examining some common objects (e.g., pencil, bike, car). Select an object and discuss with students what the item needs in order to work, and what other parts are nice to have but not needed. Responses could be recorded on a chart. After students demonstrate understanding of the needs and wants of objects, compare this to the needs and wants of people. As a class, have students create a web of “Needs” (in order to live) and a web of possible “Wants” for people. (Teachers may wish to utilize computer software to create the class webs.) As students give examples of wants, reinforce with students that not all people have the same wants, but that we must show respect for the choices of others which differ from our own.
- Have students sort the contents of a “surprise box” into the two categories of “Needs” and “Wants”. The “surprise box” may be filled with photographs, pictures, small objects, and/or word cards that represent the needs of people and the things that people may like to have.
- Invite students to play a “Needs and Wants” game. The teacher holds up a variety of pictures and/or word cards that identify either needs or wants. As each picture is revealed, students respond by holding their thumbs up to indicate a need, and thumbs sideways for a want. Select two or three pictures and/or word cards that students have identified as wants. Survey the class on which of the selected items they would most want to have. Create a concrete graph (use cube-a-links, blocks, etc ...) to demonstrate how different people have different wants.
- Have students sort their lunch into “Needs” and “Wants”. This activity may be conducted in connection with the Health outcome W-1.5. Teachers may wish to use this as an opportunity to reinforce that wants differ from person to person, and we must show respect for the choices of others. Teachers may wish to extend this activity to a discussion on how all people do not have access to healthy food. The class may wish to become involved in an age-appropriate action such as collecting food for the local food bank. ♥ **Teachers need to be sensitive to the fact that a student’s family may be experiencing financial difficulties, resulting in the need for food bank services.**

Unit 4: Needs and Wants

Tasks for Instruction and/or Assessment

Formal/Informal Observation

- Observe students during discussions to determine their level of understanding of how all people have needs and wants, and to assess their respect for the choices of others.

Performance

- Have each student conduct an interview with a sibling, parent, grandparent, or other family member. They should ask, What are three things you really need to live and three things you really want? Have students record the responses, share them with the class, and compare. Teachers may wish to talk about the need to respect the opinions of others.

Paper and Pencil

- Have students complete a T-Chart entitled Need/Nice To Have. Students may draw pictures and/or use words to complete the chart.
- Have students write a persuasive letter to their parents on something they really want. The letter may also express the student's gratitude to parents for providing for his/her needs.

Presentation

- Have students create a picture or collage showing three needs and three wants. Have students explain orally or write a brief explanation for their choices.

Resources/Notes

Discovery Links

(Authorized Resource)

Big Book

- *In My World*
"All I Really Need"

Little Book

- *What We Really Need*

Poster

- *Homes For You and Me*

Cross Curricular Links

Science

- Life Science: Needs and Characteristics of Living Things
Outcome 100-4

Technology

- Concept Map (Awareness)
Outcome A4.3

Health

- Wellness Choices
Outcome W-1.5

Unit 4: Needs and Wants

Outcomes

Students will be expected to

1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met

Elaborations - Strategies for Learning and Teaching

Teacher Talk

This outcome broadens the concepts of “needs” and “wants” by exploring how needs and wants are met, and the role that services and facilities play in this interaction. Students will gain an understanding of the need for co-operation (e.g., working, sharing, volunteering) among people. This also serves as their introduction into the world as consumers, and to the factors that influence their choices.

- Have students explore how people meet their needs and wants. Discuss with students that there are many jobs that people do for pay, but there is also work that is provided by volunteers who are not paid. Have students brainstorm a list of jobs people do in their school. Beside each job, write P for paid work or V for volunteer work. Discuss with students other ways that they meet their needs and wants in their classroom (sharing, trading, borrowing, recycling). Ask students for similar examples of how people in their families or community meet their needs and wants. Point out to children that people often co-operate with each other to obtain their needs and wants.
- Have students engage with an appropriate book as a read aloud. The selected book should identify services/facilities available in a community. Have students brainstorm services/facilities that are available in their community (such as hospitals, day cares, fire stations, libraries, stores). Using a T-chart, beside each service/facility have students identify the needs and/or wants the service/facility provides.
- Have students discuss what influences them (e.g., brand name, peer pressure, advertising) in their buying decisions. Have the students discuss the question, How do you decide what cereal you want your parents to buy? Teachers may wish to record responses on a chart. Have students use one or two other examples (e.g., game, toy, clothing, snacks) and compare recorded responses to determine what influences students’ choices when purchasing their needs and wants.
 - ♥ Teachers should take care not to promote any fad, product, or brand name.

Unit 4: Needs and Wants

Tasks for Instruction and/or Assessment

Performance

- Have students select one age-appropriate action that they can volunteer to do at school (pick up garbage, tidy book shelves, do errands). Have students explain why this needs to be done, why they want to do it, and how this volunteer work meets the needs and wants of others. Have students draw and/or write how they will volunteer. Have students carry out their action for a selected period of time.

Journal

- Invite students to write a journal response on their selection of one product (e.g., toy) from two or three examples of products. Student responses should indicate whether the product is a need or a want, and include reasons for their choice.
- Have students write a journal response on a service or facility that they use, indicate whether this is a need or a want, and provide a reason for using the service or facility.

Paper and Pencil

- Have students use drawings and key words to show how paid and volunteer work in the community helps people meet their needs and wants. (Teachers may wish to use BLM L-1.6 from the grade 1 health curriculum)
- Have students use drawings and/or sentences to tell how their parents do paid and/or volunteer work in their community. Encourage students to explain how this work meets the needs and wants of others.

Resources/Notes

Discovery Links (Authorized Resource)

Big Book

- *In My World*
“Who Works Here?”
“Come On In!”

Little Books

- *How Paper is Made*
- *Volunteers*

Poster

- *The Community of North Banks*

Cross Curricular Links

Health

- Life Learning Choices
Outcomes L-1.6, L-1.7,
and L-1.8
BLMs L-1.6, L-1.7, and L-1.8

Unit 4: Needs and Wants

Outcomes

Students will be expected to

1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

Elaborations - Strategies for Learning and Teaching

Teacher Talk

As consumers, students will need to recognize the difference between “goods” and “services” (see Glossary in Appendix D). They will also discover that different communities have different services available, and produce different goods. This is why the interaction among communities is so important in meeting people’s needs and wants.

- Have students distinguish between a “good” (something they can touch and use) and a “service” (a kind of work someone does for you). Provide students with pictures and/or word cards depicting goods and services. Use two hula hoops, one labelled “Goods” and the other labelled “Services.” Have students take turns selecting a picture and/or word card to place inside the appropriate hula hoop. Encourage students to provide an explanation for their choice to reinforce the concepts of “goods” and “services”. Discuss with students which goods and services are found within their community and outside their community.
- Have students brainstorm what goods and services are available in their community. Record the results on a chart labelled “Goods” and “Services”. Discuss with the children where they would find the goods or services listed. Have students discuss goods and services that are not available in their community, and where they go to find them. Have them create a journal response on how we depend on other communities for particular goods and services.
- Invite students to bring in labels of goods made in their province (e.g., milk, potatoes, butter, eggs, honey, canned chicken, flowers). Using a map of their province, demonstrate to children where the good was made in relation to where they live. Teachers should point out to the students the interdependence of the communities.
- Have students create a class book *In Our Community/ Outside Our Community*. Discuss with students what goods and services they have and do not have in their community, and where they would go to find those goods and services. Have students create a page describing, (with pictures and/or words), goods and services found in their community, and another page on goods and services found outside their community.

Unit 4: Needs and Wants

Tasks for Instruction and/or Assessment*Formal/Informal Observation*

- Observe students during class discussion to determine their level of understanding of the concepts of “goods” and “services”, and of the ways in which communities depend on each other for the exchange of goods and services.

Performance

- Have students sort pictures and/or word cards into the categories of “goods” and “services”. Have students identify which goods and services are available in their community, and which are found and depended upon outside their community.

Journal

- Have students write a response explaining how their community exchanges goods and/or services with another community.

Presentation

- Have students make a poster/collage using pictures to represent examples under the headings of “Goods” and “Services”. Under each heading, have students write a brief explanation of where they find these goods and services in their community or how they depend upon an outside community.

Resources/Notes**Discovery Links****(Authorized Resource)****Big Book**

- *In My World*
“Eggs: From the Farm to Me”

Little Book

- *Where Would You Like to Live?*

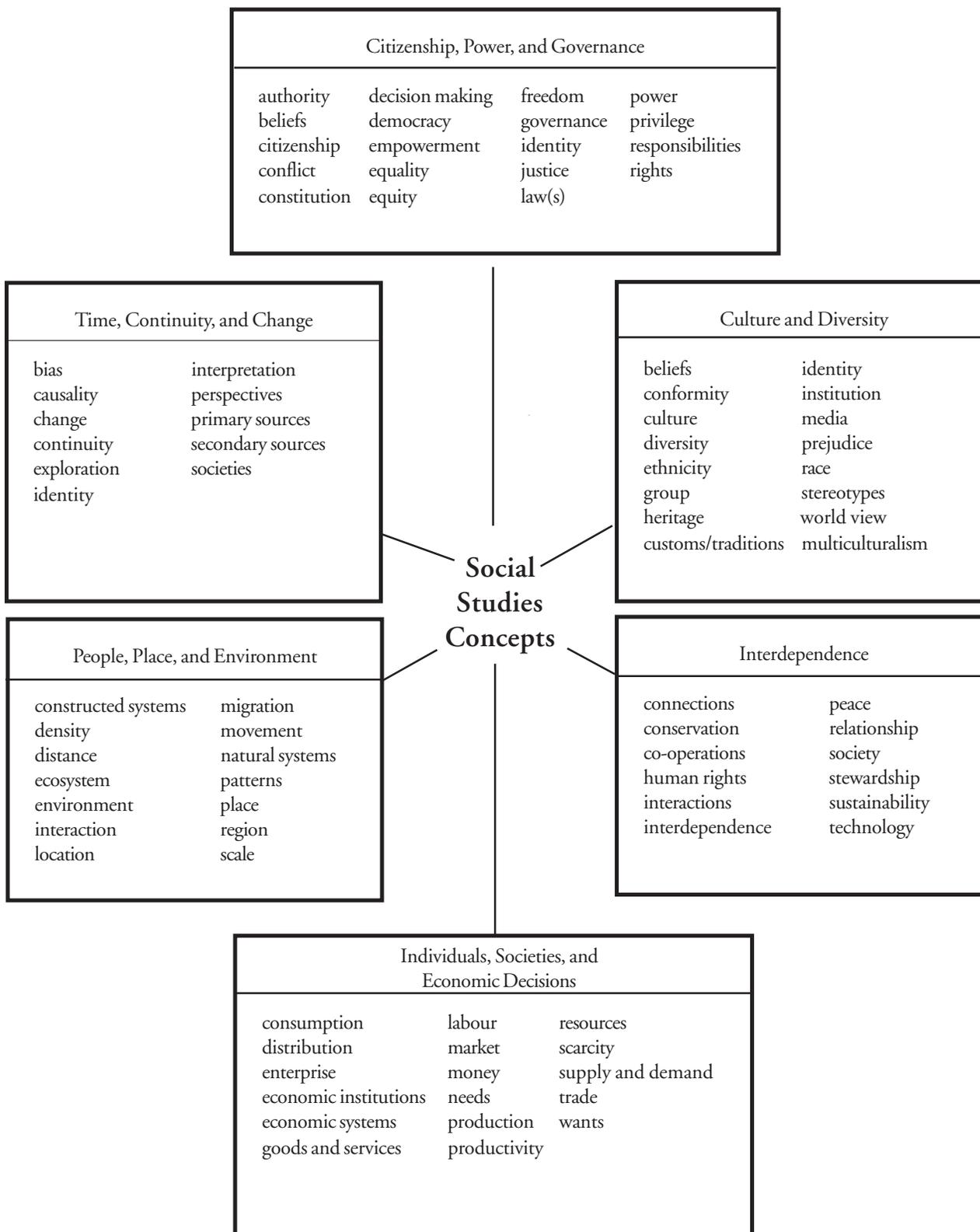
Photo Cards

- *Goods and Services*

Appendices

Appendix A:

Concepts in Entry-Grade 9 Social Studies



Appendix B: Process-Skills Matrix

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

These processes are reflected in the sample suggestions for learning and teaching and in the strategies for assessment that are elaborated in the curriculum guide. These processes constitute a number of skills, some of which are responsibilities shared across curriculum areas and some of which are critical to social studies.

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read critically	<ul style="list-style-type: none"> • detect bias in historical accounts • distinguish fact from fiction • detect cause-and-effect relationships • detect bias in visual material 	<ul style="list-style-type: none"> • use picture clues and picture captions to aid comprehension • differentiate between main and subordinate ideas • use literature to enrich meaning
Communicate ideas and information to a specific audience	<ul style="list-style-type: none"> • argue a case clearly, logically, and convincingly 	<ul style="list-style-type: none"> • write reports and research papers
Employ active listening techniques	(see shared responsibilities)	<ul style="list-style-type: none"> • listen critically to others' ideas or opinions and points of view • participate in conversation, small groups, and whole group discussion
Develop map skills	<ul style="list-style-type: none"> • 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, a legend, a compass rose, and scale • express relative and absolute location • use a variety of information sources and technologies in preparing maps • express orientation by observing landscape, by using traditional knowledge, or by using a compass or other technology 	

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Express and support a point of view	<ul style="list-style-type: none"> • form opinions based on critical examination of relevant material • restate major ideas on a complex topic in a concise form 	<ul style="list-style-type: none"> • differentiate between main and subordinate ideas • respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> • demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	<ul style="list-style-type: none"> • use maps, globes, and geotechnologies • produce and display models, murals, collages, dioramas, artwork, cartoons, and multimedia to present • interpret and use graphs and other visuals 	<ul style="list-style-type: none"> • present information and ideas using visual material, print, or electronic media
Present a summary report or argument	<ul style="list-style-type: none"> • use appropriate maps, globes, and graphics 	<ul style="list-style-type: none"> • 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, classifying, and mediating conflict	<ul style="list-style-type: none"> • participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences 	<ul style="list-style-type: none"> • participate in delegating duties, organizing, planning, making decisions, 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 hypotheses that give clear focus to an inquiry	<ul style="list-style-type: none"> • identify relevant primary and secondary sources • identify relationships between items of historical, geographic, and economic information • combine critical social studies concepts into statements of conclusion based on information 	<ul style="list-style-type: none"> • identify relevant factual material • identify relationship between items of factual information • group data in categories according to appropriate criteria • combine critical concepts into statement of conclusions based on information • restate major ideas in concise form • form opinion based on critical examination of relevant information • state hypothesis for further study
Solve problems creatively and critically	(see shared responsibilities)	<ul style="list-style-type: none"> • identify a situation in which a decision is required • secure factual information needed to make the decision • recognize the values implicit in the situation, and the 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	<ul style="list-style-type: none"> • determine the accuracy and reliability of primary and secondary sources of geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order 	<ul style="list-style-type: none"> • determine the accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether the information is pertinent to the subject

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Recognize significant issues and perspectives in an area of inquiry	<ul style="list-style-type: none"> • research to determine the multiple perspectives on an issue 	<ul style="list-style-type: none"> • review an interpretation from various perspectives • examine critically relationships among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	<ul style="list-style-type: none"> • identify an inclusive range of sources 	<ul style="list-style-type: none"> • identify and evaluate sources of print • use library catalogue to locate sources • use search engine to locate sources on World Wide Web • use periodical index
Gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> • 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, graphs, photographs, tables, and other visuals • organize and record information using time lines • distinguish between primary and secondary sources • identify the limitations of primary and secondary sources • detect bias in primary and secondary sources 	<ul style="list-style-type: none"> • use a variety of information sources • conduct interviews with individuals • analyse evidence by selecting, comparing, and categorizing information
Interpret meaning and the significance of information and arguments	<ul style="list-style-type: none"> • interpret the socio-economic and political messages of cartoons and other visuals • interpret the socio-economic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays) 	<ul style="list-style-type: none"> • identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyze and evaluate information for logic and bias	<ul style="list-style-type: none"> • distinguish among hypotheses, evidence, and generalizations • distinguish between fact and fiction, and fact and opinion 	<ul style="list-style-type: none"> • estimate the adequacy of information • distinguish between relevant and irrelevant information

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Test data, interpretations, conclusions, and arguments for accuracy and validity	<ul style="list-style-type: none"> • compare and contrast credibility of differing accounts of same event • recognize the value and significance of interpreting factual material • recognize changing societal values' effects on the interpretation of historical events 	<ul style="list-style-type: none"> • test the validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models such as diagrams, webs, concept maps, and flow charts to analyse data • state relationships among categories of information
Draw conclusions that are supported by the evidence	(see shared responsibilities)	<ul style="list-style-type: none"> • recognize the tentative nature of conclusions • recognize that values may influence conclusions or interpretations
Make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none"> • access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what they gain and what they give up when they make economic choices • 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 responsibility)	<ul style="list-style-type: none"> • express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit the 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

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Function in a variety of groupings, using collaborative and co-operative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> • contribute to development of a supportive climate in groups • serve as a leader or follower • assist in setting goals for the group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings • participate in persuading, compromising, debating, and negotiating to resolve conflicts and 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	<ul style="list-style-type: none"> • 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 fulfil responsibilities associated with citizenship • articulate personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions 	
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	<ul style="list-style-type: none"> • recognize the economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices 	<ul style="list-style-type: none"> • develop the 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 practices in families, schools, and communities • self-monitor contributions

Appendix C: Disciplines of Social Studies

The social studies program draws from many disciplines to achieve its goals. Social studies is firmly grounded in history, geography, and economics. While these disciplines are the mainstay, there has been extensive borrowing of ideas, materials, and techniques from other fields. Knowledge from other disciplines within the social sciences (political science or government, sociology, anthropology, and social psychology) and from the humanities (literature, the arts, religion, and law) are viewed as equally capable of contributing to the solution of human and societal problems and thus are seen as vital elements of the entire social studies curriculum. This curriculum guide promotes history, geography, and economics as the three major disciplines in social studies since they directly promote the development of temporal and spatial competencies, and sustainable living.

History brings to the field a framework and mind-set drawn largely from literary and humanistic traditions that encourage analysis and discussion of story lines, characters, and context in a fashion specific to time and place that may or may not promote generalizing. Most historians seek to develop carefully drawn descriptions of a time period, event, or personality based primarily on contemporary accounts, statistics, and/or artifacts. History provides social studies with the key concepts of chronology, continuity, change, cause and effect, bias, exploration, colonization, and civilization.

The fundamental themes of geography include location, place, relationships within places, movement, and regions. Geography examines the interaction of humans within their spatial environments, and the effects on the location and development of place and region. The study of geography is focussed on answering four primary questions: Where is it? Why is it there? How is it organized? Why is that significant? The key concepts of geography promoted in the social studies curriculum include landforms, urbanization, habitat, spatial interaction, region, location, diffusion, population density, ecosystem, climate, demographics, migration, resources, and sustainable economic development.

Economics is the study of how we use resources to satisfy needs and wants. Economics provides the knowledge and skills necessary to make personal economic decisions and to participate in the process of societal economic decision making. The study of economic concepts, principles, and systems develops the understanding of how economic decisions affect individuals and societies. Economics supports such key concepts as scarcity, production, distribution, consumption, opportunity, cost, price, supply, demand, needs and wants, productivity, goods and services, money, economic institutions, and enterprise. Economics contributes to other fields of study, such as political science, anthropology, sociology, and social psychology, which are essential to the understandings and competencies of social studies.

Political science is the study of how we attempt to establish and maintain order in society by investigating relationships between power and those subjected to it. It contributes such key concepts as government, federalism, nation, province, parliament, legislative assembly, senate, monarchy, bureaucracy, republic, citizenship, judiciary, rule of law, and due process.

Anthropology is the study of culture, how it is established and how it functions. Anthropological concepts of importance to social studies include culture, archaeology, cultural diffusion, language, ethnology, acculturation, ritual, tradition, customs, innovation, and artifacts.

Sociology is the study of groups and how they function. Sociology contributes such key concepts as groups, socialization, society, social status, social class, social roles, social mobility, segregation, role expectations, stratification, family, norms, and power.

Social psychology is the study of group behaviour. Social psychology exposes the learner to such concepts as learning, achievement, self-concept, behaviour, attitudes, personality, perception, motives, aggression, habits, traits, instinct, conditioning, reinforcement, and punishment.

The humanities reflect our increasing effort to make moral, philosophical, and ethical sense of the world. A society without ethical standards seriously undermines the values widely regarded as providing the optimum social framework. History, literature, drama, art, philosophy, and music (the traditional humanities) express and preserve the wisdom of courageous men and women. For writers, artists, and spiritual leaders, the humanities represent a landscape in which human potential can be explored. For scientists and social scientists, the humanities provide a structure of accountability for the consequences of the knowledge they create. At this stage of human development, when a lack of moral judgment can lead to global destruction, it is imperative that society use ethical standards to guide the use of scientific advances so that knowledge may be used for human betterment and not for destruction.

The utilization of these disciplines provides educators with a great deal of flexibility in selecting content (based on the needs of the learner and the nature of society) and in promoting different methods of learning. The guide neither espouses nor anticipates a discipline-by-discipline approach to the social studies, but rather envisions and advocates their integration in an interdisciplinary approach. The courses at each grade level are designed to reflect a careful, judicious, rich blending of the various disciplines of the social studies program so that students may benefit from the rich and diverse sources of knowledge that are available.

Appendix D: Glossary of Terminology and Teaching Structures

Mapping Terms

Scale - language used to describe the representative size/distance of objects relative to the real objects (e.g., a small toy bus used to represent a real bus in a model/drawing).

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

Positional Language - language used to describe the location of an object.

Economic Terms

Goods - an economic term used to describe products that satisfy a market need or are involved in trade (items that people buy or trade).

Services - an economic term used to describe work done for others (work other people are paid to do for you).

Need - something that is necessary for survival, such as food, clothing, shelter, love, and belonging.

Want - something that a person desires/wishes, such as a toy or trip, but which is not necessary for survival.

Paid - working for pay.

Unpaid - working without pay.

Volunteer - person who works willingly without pay.

Environmental Terms

Natural Feature - a naturally occurring feature in nature (e.g., tree, grass, sand, mountain, water, fish).

Constructed Feature - a constructed feature in our environment that is built by people (e.g., house, paved road, playground equipment).

Writing Genres

Word Splash - a collection of words used to introduce students to vocabulary and concepts. Students categorize and find relationships among the words.

Accordion (fold) book - a book formed from a single sheet of paper folded into three equal parts.

Other Terms

Rights - things that all people need to live or need to be able to do.

Responsibilities - things that people must answer for.

Cultural Group - a human-made system built by a group of people and passed on from generation to generation (e.g., food, music, language, religion).

Social Group - a group of people sharing some social connection (e.g., friends, community, club).

Time line - a visual used to show how related events are arranged in chronological order.

Appendix E: *Journey On* Grade 1 E-mail Buddies Lesson Plan

Outcomes

Technologies: A2.1, B2.1, E2.1, E2.2, E2.3, E2.8

Language Arts: (Emergent) 2.1, 2.3, 5.1, 8.1, 8.2; (Early) 10.4

Health: Life Learning Choices Outcome L-1.2

Activity

Schools are making extensive use of the buddy system where a student from a higher grade becomes a mentor for a student in a lower grade. In this activity, a student from one of the higher grades sends a message or story to a student in grade 1. Once the message has been sent by e-mail, the older buddy assists the younger student with retrieving the e-mail and reading the message. A good activity that encourages collaboration and co-operative learning, this exercise exposes the younger students to the concept of communicating with technology and gives the older students time to reinforce their skills.

Resources

- E-mail access

Instructions

1. The message sent by the older buddy could take many forms. It can be a message about a personal experience, a short story which the older student has written, or discussion about a book that they have read together.
2. The older student can help the younger student login to their account, access the e-mail software, and then read the message that was sent to the younger student.
3. If desired, the younger student, with the help of the buddy, could formulate and send a reply.

