Social Studies Grade 4 Curriculum -Exploration

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New Nouveau Brunswick

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Introduction

Background

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

Aims of Social Studies

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

An effective social studies curriculum prepares students to achieve all essential graduation learnings and 21st century competencies. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities.

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

In particular, the social studies curriculum:

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

Purpose of Curriculum Guide

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

More specifically, this curriculum guide:

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

Guiding Principles

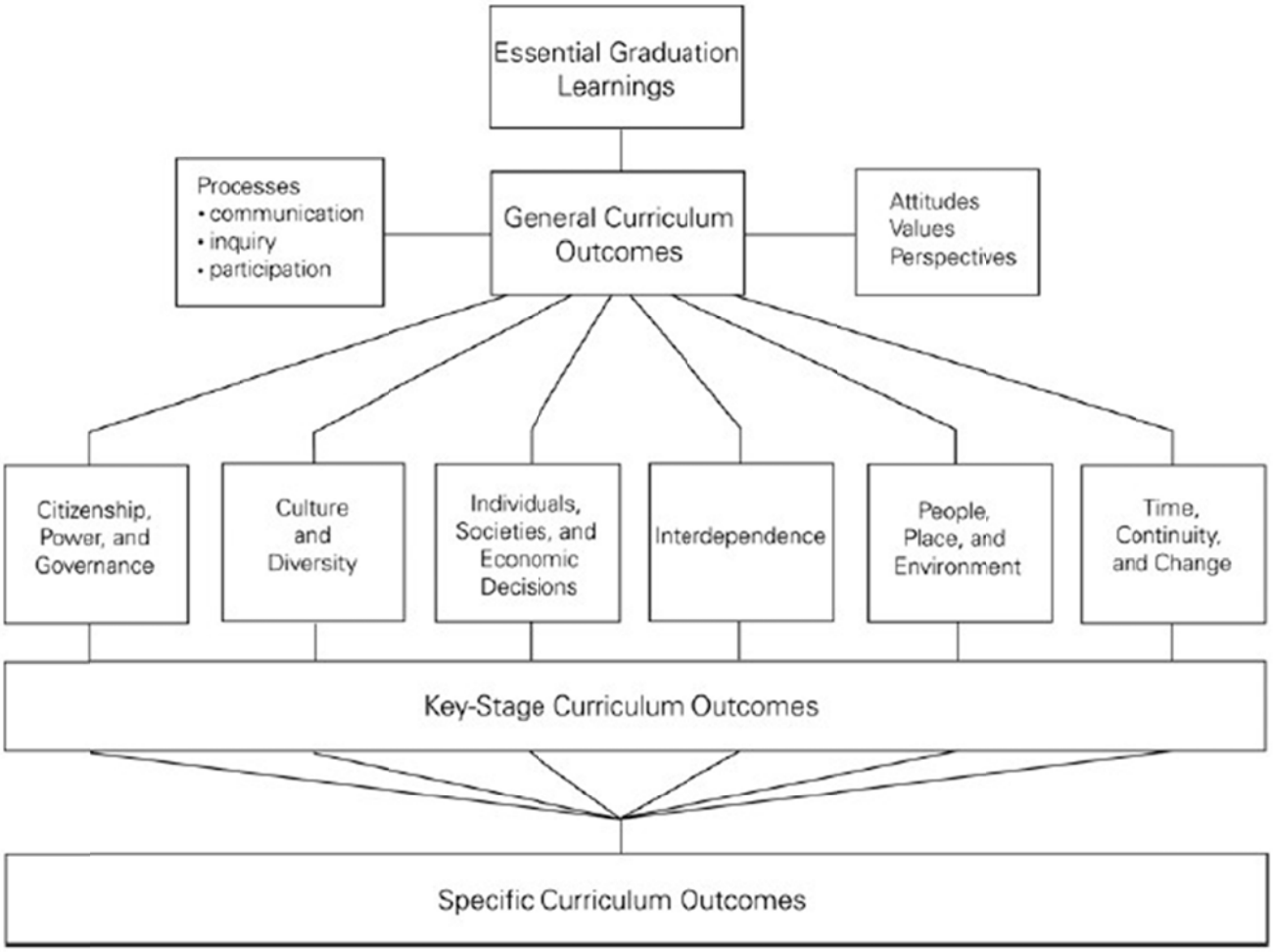
All kindergarten to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by:

- 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 21st Century Competencies, existing Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key- Stage Curriculum Outcomes (KSCOs);
- reflecting a balance of local, national, and global content;
- promoting achievement in the processes of communication, inquiry, and participation;
- promoting literacy through the social studies;
- developing knowledge, skills, and attitudes for lifelong learning;
- promoting the development of informed and active citizens;
- contributing to the achievement of equity and supporting diversity;
- supporting the realization of an effective learning environment;
- promoting opportunities for cross-curricular connections;
- promoting resource-based learning;
- promoting the use of diverse learning and assessment strategies.

Program Design and Outcomes

Overview

This social studies curriculum addresses 21st century competencies and is based on *Foundation for the Atlantic Canada Social Studies Curriculum* (1999). Specific Curriculum Outcomes (SCOs) were developed to be congruent with Key-Stage Curriculum Outcomes (KSCOs), General Curriculum Outcomes (GCOs), and Essential Graduation Learnings (EGLs). In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.



Essential Graduation Learnings

The New Brunswick Department of Education is currently working towards identifying 21st century competencies considered essential for graduates. In 1999 the Atlantic Provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Some examples of Key-Stage Outcomes in social studies that help students move towards attainment of the Essential Graduation Learnings are given below.

Aesthetic Expression

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

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

- describe how perspectives influence the ways experiences are interpreted.

Citizenship

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

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

- describe the purpose, function, powers, and decision-making processes of Canadian governments.

Communication

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

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

- use maps, globes, pictures, models, and technologies to represent and describe physical and human systems.

Personal Development

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

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

- identify trends that may shape the future.

Problem Solving

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

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

- identify and compare events of the past to the present in order to make informed, creative decisions about issues.

Technological Competence

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

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

- identify and describe examples of positive and negative interactions among people, technology, and the environment.

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

General Curriculum Outcomes

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

Citizenship, Power, and Governance

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

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

- identify and explain the rights and responsibilities of individual citizens in a local, national, and global context;
- recognize how and why individuals and groups have different perspectives on public issues.

Culture and Diversity

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

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

- explain why cultures meet human needs and wants in diverse ways;
- describe how perspectives influence the ways in which experiences are interpreted.

Individuals, Societies, and Economic Decisions

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

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

- give examples of various institutions that make up economic systems;
- explain how a government‘s policies affect the living standards of all its citizens.

Interdependence

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

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

- recognize and explain the interdependent nature of relationships among individuals, societies, and the environment.

People, Place, and Environment

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

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

- use maps, globes, pictures, models, and technology to represent and describe physical and human systems;
- describe examples of cause and effect and change over time.

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.
By the end of grade 6, students will be expected to:

- identify trends that may shape the future;
- research and describe historical events and ideas from different perspectives.

Processes

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

Communication

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

Inquiry

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

Participation

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

Attitudes, Values, and Perspectives

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

By Conceptual Strand

Citizenship, Power, and Governance

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

Culture and Diversity

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

Individuals, Societies, and Economic Decisions

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

Interdependence

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

People, Place, and the Environment

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

Time, Continuity, and Change

- value society‘s heritage
- appreciate that there are varying perspectives on a historical issue
- recognize the contribution of the past to present-day society

By Process

Communication

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

Inquiry

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

Participation

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

Contexts for Learning and Teaching

The Learner

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

Physical Development

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

Social Development

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

Intellectual Development

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

Equity and Diversity

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

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

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

Principles Underlying the Social Studies Curriculum

Empowering and effective social studies is meaningful, significant, challenging, active, integrative, and issues-based.

- *Meaningful* 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-centered and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- *Challenging* social studies involves teachers modeling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.
- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

- *Integrative social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making* appropriate and meaningful connections to the human disciplines and to the concepts of time, space, continuity, and change.
- *Issues-based* social studies consider the ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well supported positions, and sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

The Social Studies Learning Environment

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

The Effective Social Studies Classroom

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

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

Respectful of diversity

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

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to

ability, race, ethnicity, culture, gender, or socioeconomic status. Students come with different attitudes, levels of knowledge, and points of view. These differences should not be obstacles, but opportunities to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts through which they can become aware of and transcend their own stereotypical attitudes and behaviours.

Engaging and interactive

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

Relevant and significant

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

Resource-Based Learning

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

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

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

The range of possible resources includes:

- print – books, magazines, newspapers, documents, and publications
- visuals – maps, illustrations, photographs, pictures, and study prints
- artefacts – concrete objects, educational toys, and games
- individuals and community – interviews, museums, field trips
- multimedia – films, audio and video tapes, laser and video discs, television, and radio
- information technology – computer software, databases, CD-ROMs
- communication technology – Internet connections, bulletin boards, e-mail

Literacy Through Social Studies

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

The ability to read is critical for success in school. Therefore, it is vital that Social Studies teachers develop and use strategies that specifically promote students’ abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be

stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

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

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

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

In the context of social studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the social studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

Integration of Technology

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

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

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

Instructional Approaches

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

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

Social studies teachers need to avoid using only a strong transmission approach. Content heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, didactic questions, and drill, and; (2) independent study methods such as homework and responding to recall-level questions. Curriculum developers see the need for transactional and transformational orientations in instruction. These approaches deliberately engage the learner through use of (1) experiential methods such as historical drama, role-play, and visits to historical sites, museums, and archives; (2) indirect instructional strategies such as problem solving, document analysis, and concept formation; and (3) interactive strategies such as debating, brainstorming, discussing, and interviewing.

The rationale for a balance of transmissional, transactional, and transformational approaches rests on the following assumptions:

- Knowledge deemed to be of most worth rests less on the memorization of facts and more on the process of knowing.
- The process of knowing relies largely upon accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.

- Transformational and transactional approaches bring high motivational value to the classroom since they give students a high degree of ownership in the learning process.
- Transformational and transactional approaches allow for the active participation of students as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

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

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

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

In this regard, students will be introduced to the constructivist approach to learning where student knowledge is built upon so that students can derive answers to inquiry questions based upon prior and new knowledge. Teachers will lead students so that students can question and then search for answers as they move through the curriculum. While students need a background to understand new ideas, they should also be given many opportunities to construct new meaning.

Universal Design for Learning

The New Brunswick Department of Education and Early Childhood Development's 2009 definition of inclusive

education states that “every student has the right to expect that his or her learning outcomes, instruction, assessment, interventions, accommodations, modifications, supports, adaptations, additional resources and learning environment will be designed to respect his or her learning style, needs and strengths.”

Universal Design for Learning (UDL) is a “scientifically valid framework for guiding educational practice that (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students with limited proficiency in English” (CAST, 2012, Section: “Universal Design for Learning: New Directions in Higher Education”).
http://www.cast.org/pd/institute/june8.html

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports Universal Design for Learning for all students. New Brunswick curricula is created with UDL principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modalities. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- Multiple means of representation: provide diverse learners options for acquiring information and knowledge
- Multiple means of action and expression: provide learners options for demonstrating what they know
- Multiple means of engagement: tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on Universal Design for Learning, view online information at http://www.cast.org/.

Historical Thinking Concepts

Six *historical thinking concepts* have been identified by Peter Seixas through his work at the University of British Columbia's *Centre for the Study of Historical Consciousness*. "The Historical Thinking Project" is the title of the project associated with his work. These six historical thinking concepts are designed to help students think more deeply and critically about the past as well as their own relationship to the past, including how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the SCOs. When evident, a concept is noted in the applicable outcome elaboration and is best achieved when embedded within the lesson. The six historical thinking concepts are:

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

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

3. Continuity and change – considers what has changed with time and what has remained the same (E.g., what cultural traditions have remained the same and what traditions have been lost over time?) Includes chronology and periodization, which are two different ways to organize time and which help students to understand that "things happen" between the marks on a timeline.

4. Cause and Consequence – examines why an event unfolded the way it did and asks if there is more than one reason for this (there always is). Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (E.g., how has the exchange of technologies over time changed the traditions of a culture?) This concept includes the question of "agency", that is, who (what individual or groups) caused things to happen the way they did?

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

6. Ethical Dimension – assists in making ethical judgments about past events after objective study. We learn from the past in order to face the issues of today (E.g., the Canadian government issuing reparations and an apology concerning Residential Schools. The formal apology issued in 2006 by the Canadian government to the Chinese Canadian community for the use of a head tax and the exclusion of Chinese immigrants to Canada: "we fully accept the moral responsibility to acknowledge these shameful policies of our past" – Prime Minister Stephen Harper) Perspective taking and moral judgement are difficult concepts because both require suspending our present day understandings/context.

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

Geographical Thinking Concepts

The *Critical Thinking Consortium* has identified six *geographical thinking concepts* to help students think deeply and critically about geography. Teachers can use these geographical thinking concepts to extend and deepen the learning of the SCOs. When evident, the concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. The six concepts are:

1. Geographical Importance – assesses the absolute or relative significance of geographic places, features, and phenomena and determining the weight that various geographic factors or considerations deserve when making decisions. E.g., why is the polar cap worth claiming?

2. Evidence and Interpretation – examines how adequately the geographic evidence justifies the interpretations offered and what interpretations might be made from the evidence provided. E.g., given a set of statistics about an unidentified country, what can you tell about that place? What reliable conclusions can you draw about it?

3. Patterns and Trends – considers what changes and what remains constant over a particular time period. E.g., given a set of data for various time periods, what trends can you identify? What changes have taken place in a particular area? What has remained the same?

4. Interactions and Associations – identifies significant factors that influence the interaction of the physical and human environments and the impact of these factors on these environments. Essentially we ask: "How do humans and environmental factors influence each other?"

5. Sense of Place – looks at the uniqueness and connectedness of a particular location – the perspective of a place.

6. Geographical value judgments – assesses what should or should not be E.g., should the oil sands operations be stopped?

Source: Bahbahani, Kamilla Huynh, Nien Tu. *Teaching about Geographical Thinking.* The Critical Thinking Consortium. Vancouver: 2008.

Note: Historical thinking concepts and portals of geographic thinking are, in some cases, too advanced for Grade 4 applications. When students are only expected to gain a cursory understanding - only to be introduced to a concept - this is noted in the Teachers Resource for the Student Book, "Explorations."

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.

Assessing and Evaluating Student Learning

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

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

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

Assessment

To determine how well students are learning, assessment strategies are used to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to the following:

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

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course or is there need for remediation?
Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative – depending on the purpose.
Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyse the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

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

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

Guiding Principles

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

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

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.

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

These principles highlight the need for assessment that ensures:

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

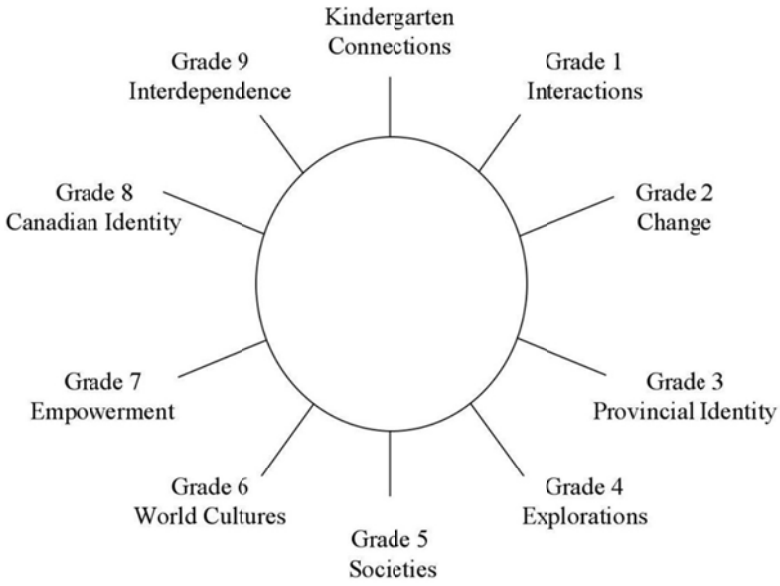
While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

*The -Principles for Fair Student Assessment Practices for Education in Canadaǁ was developed by a Working Group guided by a Joint Advisory Committee representing national educational organizations including (but not limited too): *Canadian Teachers' Federation*, *Canadian Council for Exceptional Children*, Provincial and Territorial Ministries and Departments of Education. While there has not been a revision of the Principles since the original date of publication, the Principles are considered current by educational stakeholders and have been published in assessment documents with copyright dates of 2009. These Principles are informing best practice in the 21st century, e.g., the Principles are the foundation of the *Student Evaluation Standards* published in the United States by Corwin Press in 2003 and are referenced in the Alberta government's student assessment study (2009), to name but two examples. The Principles continue to be cited as their accompanying guidelines are timely and sound.
- W.T. Rogers, personal communication, December 6, 2009.

Curriculum Overview

Entry-9 Social Studies

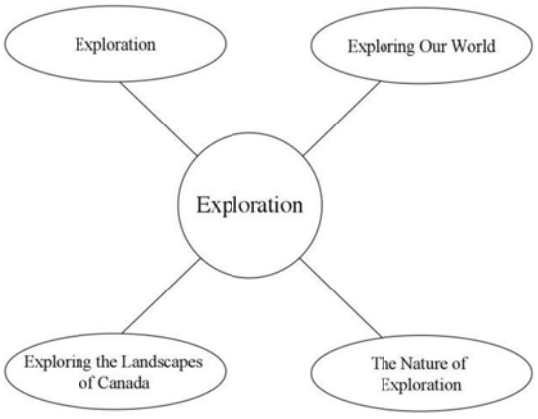
The social studies program for entry to Grade 9 is designed around ten conceptual organizers.



Note: In NB, grade 8 is "Interdependence" and grade 9 is "Canadian Identity."

Aims of Social Studies

Grade 4 social studies is organized around the following units:



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

Grade 4 Specific Curriculum Outcomes

Unit One: Exploration	**4.1.1** Explore the concept of exploration
Unit Two: The Nature of Exploration	**4.2.1** Examine the stories of various explorers of land, ocean, space, and ideas. **4.2.2** Analyze factors that motivate exploration **4.2.3** Evaluate the impact of exploration over time
Unit Three: Exploring Our World	**4.3.1** Examine major physical features of the world **4.3.2** Describe the main characteristics of rivers, islands, mountains, and oceans **4.3.3** Examine the relationship between humans and the physical environment
Unit Four: Exploring the Landscapes of Canada	**4.4.1** Describe the physical landscape of Canada **4.4.2** Examine the human landscape of Canada **4.4.3** Describe the political landscape of Canada **4.4.4** Examine symbols associated with Canada‘s landscape

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

Column 1, Spread 1: Outcomes

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

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

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

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

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

Column 3, Spread 1: Performance Indicators

Column 3, Spread 1 provides teachers with suggestions for assessment of learning through the performance indicator(s). These performance indicator(s) will provide teachers with assessment pieces that encompass the entire outcome

Column 4, Spread 1

Column 4, Spread 1 provides links to other curriculum areas and suggested supplementary resources (including groups and agencies).

Column 1, Spread 2: Suggestions for Learning and Assessment

Column 1, Spread 2 offers a range of strategies for learning and assessment from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning/assessment activity.

Column 2, Spread 2

Column 2, Spread 2 provides links to other curriculum areas and suggested supplementary resources (including groups and agencies).

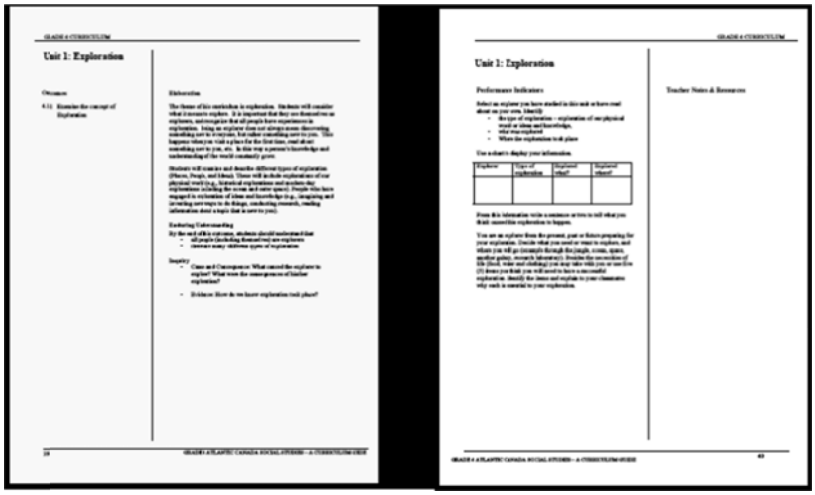
Column 3, Spread 2: Suggestions for Learning and Assessment

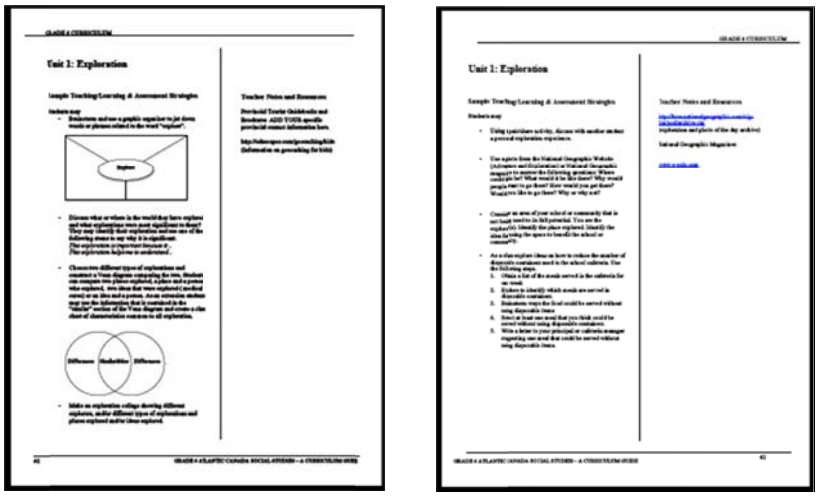
Column 3, Spread 2 is a continuation of strategies for learning and assessment from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning/assessment activity.

Column 4, Spread 2

Column 4, Spread 2 provides links to other curriculum areas and suggested supplementary resources (including groups and agencies).

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





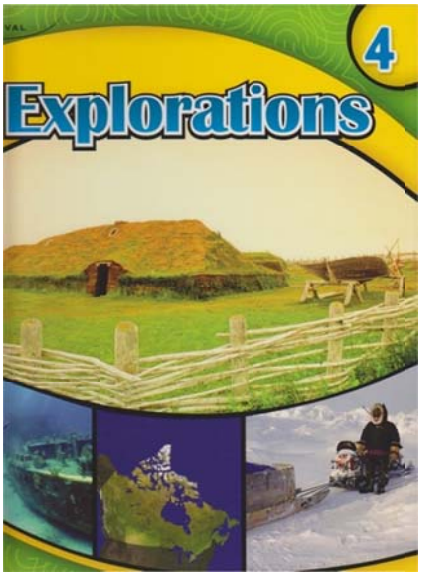
Grade 4: Year Overview

The organizing concept for social studies 4 is “Exploration.” Students will develop both an understanding of what is *exploration*, and the various aspects of exploration including stories of impact on both the people exploring and the people, place, or idea being explored.

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

The last unit of the course concentrates on Canada and examines the physical landscape of the country, the human landscape, the political landscape, and finally the symbols that represent significant aspects of these landscapes.

Note: Teachers have discretion when determining the plan of study and resources best used to address the outcomes of grade 4 social studies. Resource options include the 2011 Student Book and Teachers Resource developed by NELSON, entitled “Explorations.” Below is an image of the Student Book cover:



Grade 4 Curriculum

Unit 1: Exploration

Unit 1: Exploration

Unit Overview

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

Unit Outcomes

Students will be expected to:

4.1.1 Examine the concept of exploration

Processes and Skills

Communication

Organize data with visual representation, write personal narratives, interview, and use communication technology.

Inquiry

Interpret photographs, problem-solve, hypothesize, formulate interview questions, compare and contrast, make decisions, develop strategies to gather information, make predictions.

Participation

Participate in exploratory field trips, contribute to discussions, predict change, and work collaboratively in groups to investigate.

Outcomes

4.1.1 Examine the concept of exploration

Elaboration

The theme of this curriculum is exploration. Students will consider what it means to explore. It is important that they see themselves as explorers and recognize that all people have experiences in exploration. Being an explorer does not always mean discovering something new to everyone, but rather something new to you. This happens when you visit a place for the first time, read about something new to you, etc. In this way a person‘s knowledge and understanding of the world constantly grow.

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

Enduring Understanding

By the end of this outcome, students should understand that:

- all people (including themselves) are explorers;
- there are many different types of exploration.

Inquiry

- Cause and Consequence: What motivated (caused) the explorer to explore? What were the consequences of his/her exploration?
- Evidence: How do we know exploration took place?

Performance Indicators

Select an explorer you have studied in this unit or have read about on your own. Identify:

- the type of exploration – exploration of our physical world or of ideas and knowledge;
- what was explored;
- where the exploration took place.

Use a chart to display your information.

Explorer	Type of exploration	Explored what?	Explored where?

From this information, write a sentence or two to tell what you think caused this exploration to happen.

*You are an explorer from the present, past, or future preparing for your exploration. Decide what you need or want to explore, and where you will go (e.g., through the jungle, ocean, space, another galaxy, in a research laboratory). Besides the necessities of life (food, water, and clothing), you may take with you or use five (5) items you think you will need to have a successful exploration. Identify the items and explain to your classmates why each is essential to your exploration.

*Suggestions for differentiation include:
Allowing students to demonstrate their understanding of the indicators in various ways (e.g., presentation by: SMART board, poster board, dramatization, song etc.).

Teacher Notes and Resources

http://www.library.mun.ca/guides/howto/primary.php
Memorial University Libraries web page on **primary and secondary sources.** Includes links to other sites such as the *Library and Archives of Canada* and *CBC Archives*.

Each Anglophone elementary school library received a copy of four Grass Roots Press books in 2009. ***Rick Hansen*** is part of the "Easy Readers" series and can be used as a supplementary resource for exploration. Hansen traveled the world (exploration of place) during his quest to raise funds for cancer research (exploration of knowledge), while attempting to change society's perceptions of people with disabilities. ISBN 978-1-894-59382-3

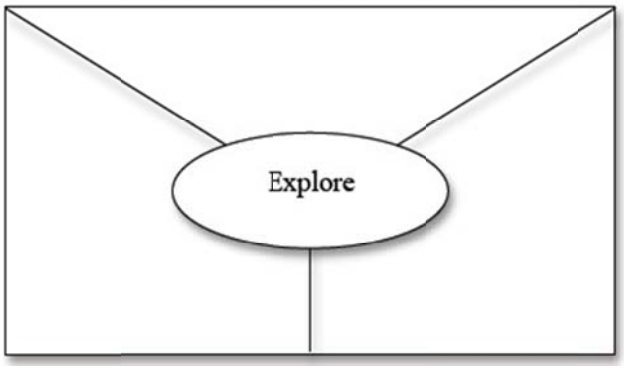
The **New Brunswick Public Libraries Catalogue** can be accessed via this web link: http://vision.gnb.ca/
One of the featured literacy collections, available through NB public libraries, is the "Easy Readers" Biographies collection by Grass Roots Press.

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address:
http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

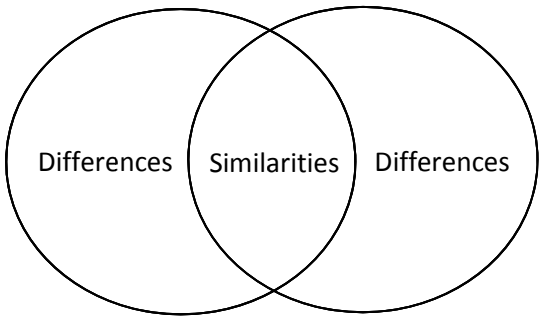
- Brainstorm and use a graphic organizer to jot down words or phrases related to the word “explore.”



- Discuss what or where in the world they have explored and what explorations were most significant to them. They may identify their exploration and use one of the following stems to say why it is significant.

  This exploration is important because it…
  This exploration helps me to understand…

- Choose two different types of explorations and construct a Venn diagram comparing the two. Students can compare two places explored, a place and a person who explored, two ideas that were explored (e.g., medical cures) or an idea and a person. As an extension, students may use the information that is contained in the similar section of the Venn diagram and create a class chart of characteristics common to all exploration.



- Make an exploration collage showing different explorers, and/or different types of explorations and places explored, and/or ideas explored.

Teacher Notes and Resources

Provincial tourism guidebooks and maps are available through the official tourism office of each Province of Canada. Contact information for **Tourism New Brunswick**:
Department of Tourism and Parks
PO Box 12345
Campbellton, NB E3N 3T6.
http://www.tourismnewbrunswick.ca/

Supplementary resource related to geocaching:
Geocaching: Treasure Hunting Around the Globe. (2008).
Scholastic
ISBN: 978-0-7791-7590-1
This book is a detailed explanation of geocaching told from the view point of a family that enjoys exploring. It is text heavy but is informative and supported by colorful visuals. Under a section entitled “Geocaching 101” readers are cautioned not to geocache on private property or “anywhere dangerous.” Also adult supervision is recommended. These and other safety precautions are important to stress.

Parks Canada (www.pc.gc.ca) web page about geocaching:
http://www.pc.gc.ca/docs/pc/guide/geocache/geocache1.aspx (English)
http://www.pc.gc.ca/fra/docs/pc/guide/geocache/geocache1.aspx (French)

Note: Geocaching is only one form of exploration, however, an image of a youth geocaching appears in chapter 3 of the student book, therefore teachers may wish to learn more about this topic.

Sample Learning & Assessment Strategies

Students may:

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

- Use a photo from the *National Geographic* Website (Adventure and Exploration) or *National Geographic* magazine to answer the following questions: Where could this be? What would it be like there? Why would people want to go there? How would you get there? Would you like to go there? Why or why not?

- Consider an area of their school or community that is not being used to its full potential. They are the explorer(s) and should: Identify the place explored. Identify the idea for using the space to benefit the school or community.

- As a class, explore ideas on how to reduce the number of disposable containers used in the school cafeteria. Use the following steps:

    1. Obtain a list of the meals served in the cafeteria for one week
    2. Explore to identify which meals are served in disposable containers.
    3. Brainstorm ways the food could be served without using disposable items
    4. Select at least one meal that you think could be served without using disposable containers.
    5. Write a letter to your principal or cafeteria manager suggesting one meal that could be served without using disposable items.

Teacher Notes and Resources

http://photography.nationalgeographic.com/photography/photo-of-the-day/adventure-exploration/
National Geographic **Photo of the Day: Adventure and Exploration** web page.

On the **NBED Portal** under the "Teacher" tab there is a section entitled "Special Learning Opportunities." On this web page are links to numerous online and collaborative projects. For example: **Knowing Our Neighbours.** KON is a curriculum based themed project in which NB students learn about people and communities in their province. Teachers and classes from schools in different parts of the province are partnered to form a virtual learning team. Teachers interested in suggesting a project idea and taking part should contact their district technology mentor.

Dialogue New Brunswick promotes twinning between Anglophone and Francophone classes. For more information on how to collaborate with schools via this initiative, please use the following web link:
http://www.dialoguenb.org/
Note: Students exchange letters as well as electronic slide shows or scrapbooks prepared by each class. Students communicate in their first language but practice their second language when reading the correspondence received. Dialogue NB organizes the twinning process and provides all necessary materials for the program.

Unit 2: The Nature of Exploration

Unit 2: The Nature of Exploration

Unit Overview

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

Unit Outcomes

Students will be expected to:

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

Processes and Skills

Communication

Organize data using visual and written representations, write in many genres, use communication technology, read for information, listen to and ask questions, interview, communicate orally, organize and represent information.

Inquiry

Deduce ideas, synthesize facts, formulate questions for inquiry, listen and respond critically, identify issues, interpret and analyze observations, data, text and graphic organizers, gather and record information.

Participation

Work collaboratively, compile data, develop and carry out an action plan.

Outcomes

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

4.2.2 Analyze factors that motivate exploration

4.2.3 Evaluate the impact of exploration over time

Elaboration

Unit 2 considers the nature and impact of exploration over time. This unit examines the stories of a wide variety of explorers, both past and present, in a wide variety of environments (land, ocean, outer space, ideas). The purpose is to consider explorations and explorers from many parts of the world over time. It will be advantageous to include local (i.e., Atlantic Canadian and/or Canadian) explorations and explorers. Teachers may wish to have students examine primary and secondary sources, as they relate to stories of exploration.

The intent of this outcome is to examine the stories of various explorers, paying particular attention to the challenges they faced and their responses to these challenges. While the intent is not to focus on what motivated them to explore (SCO 4.2.2) or what the consequences of their explorations were (SCO 4.2.3), motivations and consequences may be introduced as parts of the stories. The stories should engage students, particularly when challenges faced by the explorers (e.g., climate, transportation, inadequate tools/ technology, opposition from others) are identified and the explorers' responses to the challenges are examined. To overcome challenges, explorers must become problem solvers and creative thinkers. This may lead to innovations, whether these are new ways of doing things or the development of new tools/technologies.

While the primary focus here is innovation, the term "invention" may well arise. In this regard, an innovation may be defined as "a new idea, method, or device." It should be clear then, that an invention (i.e., a new device) is a particular type of innovation.

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

Enduring Understanding

By the end of this outcome, students should understand that:

- explorers face and overcome challenges;
- exploration encourages innovation.

Inquiry

- Historical significance: Was this exploration historically significant? Why or why not?
- Historical perspective taking: Within this story of exploration, whose perspective is missing?
- Geographic importance: Was the exploration of this location of particular geographic importance? If so, in what way?
- Geographic interactions: How did human actions and environmental factors influence each other?

Performance Indicators

You have decided to explore either: land, ocean, space, or ideas. Choose one and identify three challenges that you will face in your exploration. For each challenge, explain what you will do to overcome it.

Create a log entry. Imagine you are an explorer from the past and it is the end of a difficult day. Write about where/what you are exploring and about a challenge you faced and how you overcame it. What type of creative problem solving did you use to overcome this challenge?

As a class, develop material for a web page, or power point presentation, with each student (or group of students) contributing one explorer. The explorers chosen should be diverse in nature, representing past and present. There should also be diversity in gender, race, etc. Students should contribute the following information for the presentation: name of explorer, a challenge the explorer faced, and how he/she overcame that challenge. Students should also name any innovations that resulted.

Note: the following activity may be used as an extension to any of the above performance indicators.

Create a journal entry to answer the following questions:

1. Which type of exploration: land, ocean, space, or ideas is most challenging? Explain why, giving at least two reasons.
2. Which type of exploration – land, ocean, space, or ideas has led to the most significant innovations? Use examples to explain your answer.

The following may be used as a performance indicator to evaluate the entire Unit 2.

You and your fellow students are the explorers of the future.

Based on what you know about exploration in the past, plan a future exploration. Include in your plan:

- the motivation of the exploration;
- the mode of transportation you will use;
- a map of your route;
- ideas for minimizing the negative consequences of your exploration.

Teacher Notes & Resources

Each Anglophone elementary school library was sent a copy of four Grass Roots Press books in 2009, including: ***The Famous Five***, and ***Rosa Parks.*** These titles are part of the "Easy Readers" series and can be used as supplementary resources for study of exploration. Exploration includes exploring ideas (including new ways of thinking) e.g., *Rosa Parks* (challenging segregation), and *The Famous Five* (rights for women).
ISBN 9781894593526 (The Famous Five)
ISBN 9781894593441 (Rosa Parks)

Google Earth:
http://earth.google.com/ (English)
http://earth.google.fr/intl/fr/ (French)

Suggested supplementary material related to exploration:
Nelson Literacy 4
In the grade 4 Atlantic version of this Nelson resource, 4C contains ***Adventure*** (along with "Pulleys and Gears", "Rocks and Minerals", and "Getting Along.")
Nelson Literacy 4 Student Book 4C
ISBN: 9780176333263
Nelson Literacy at 4 Teacher's Resource Box ISBN: 9780176333270

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address:
http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

- Identify possible challenges faced by explorers past and present underwater, in space, and on land (including different land terrains).

- Choose two explorations – one from the past and one from the present – and compare using a comparison chart. The chart could compare modes of transportation, navigation tools, challenges, and ways of overcoming challenges. Use the information in the chart to discuss the following questions with a partner: Which challenges do you think would be the most difficult to overcome? How would the modern explorer survive on the past journey and vice versa?

Comparing explorations		
Exploration 1	Criteria	Exploration 2
	Transportation	
	Navigation tools	
	Challenges	
	Overcoming challenges	

- Select an exploration story you have read (land, ocean, space). Use a world map to locate places mentioned in the story. Use string to trace the explorer's journey.

- Research an exploration that was not successful. What were the challenges of this exploration? Why were these challenges not met?

- After listening to or reading a new story of exploration, students will list the challenges faced by the explorer and for each challenge identify a possible solution.

- Engage with an appropriate piece of literature about exploration and create a response through narrative, poetry, illustrations, or art, etc., to show one of the challenges the explorer faced.

Teacher Notes and Resources

Library and Archives Canada publishes a web section entitled **Passageways: True Tales of Adventure for Young Explorers** in both English and French.
http://epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers/www.collectionscanada.gc.ca/explorers/kids/index-e.html (English)
http://epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers/www.collectionscanada.gc.ca/explorers/kids/index-f.html (French)
The introduction to the material highlights that "explored" lands were often already inhabited. The "Passageways" site allows students to travel back in time, explore, and make their own discoveries. Includes teacher resources and a link to the *Library and Archives of Canada* **Learning Centre for Teachers**:
http://www.collectionscanada.gc.ca/education/008-100.01-e.php (English)
http://www.collectionscanada.gc.ca/education/008-100.01-f.php (French)

Note: The Passageways site focuses on explorers of place, and it is important to stress that exploration can also be related to ideas and to exploring the lives of people.

Sample Learning & Assessment Strategies

Students may:

- Read an excerpt from a primary document (diary, letter, log, or blog) written by an explorer (e.g., Captain Bob Bartlett). Students may discuss what challenges the explorer faced and how the explorer solved a problem he or she met.

- Visit a local simulator if possible. How does a simulator help modern day explorers? What did you learn about challenges explorers face?

- Invent a new way to do a simple task either at home or at school. Identify the challenges that you faced. Show your new invention to your class or family and explain how your invention will make the task easier.

Teacher Notes and Resources

Retrospective: Canadian Innovation:
http://thecanadianencyclopedia.com/customcode/Media.cfm?Params=E1ret-inovation.swf
The Canadian Encyclopedia's interactive presentation of examples of Canadian innovation

Gens (Les) célèbres du Nouveau Brunswick (2001)
This title is listed as a supplementary resource on the NB Department of Education's IRC (**Instructional Resources Catalogue**) for grade three FI social studies. This resource may also support grade four (re: exploration of ideas and new ways of thinking).

Outcomes

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

4.2.2 Analyze factors that motivate exploration

4.2.3 Evaluate the impact of exploration over time

Elaboration

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

Both the stories of explorers already studied, and additional stories, may be examined in terms of motivating factors. Were the explorations to meet particular needs (e.g., for land, a cure for a disease)? Were they in search of wealth (via exploiting resources or trade)? Were they to consolidate power and extend influence over others (e.g., the Space Race between the USSR and the USA)? Or did the explorations simply reflect a desire for knowledge, a desire to improve quality of life, a desire to know the unknown?

The number of specific explorations examined in this context should be limited. The intention here is not to consider the motivations of every explorer studied, but to get a brief idea of the variety of motivations. Remember that when thinking historically *cause and consequence* illustrates that there is never one single motivation for an event or action – there are underlying causes as well. In this SCO, students need only focus on the causes that motivated exploration – the consequences of exploration will be examined in 4.2.3.

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

Enduring Understanding

By the end of this outcome, students should understand that:

- There are three primary motivations for exploration: wealth, power, and knowledge.

Inquiry

- Historical perspective taking: How would certain explorers have described their motivations at the time of their explorations? Do we view these motivations differently today?
- Cause and Consequence: What was the main motivation for the exploration? What were the underlying motivations?
- Geographic importance: Was this exploration of particular geographic importance? If so, how or why was the location of the exploration important?

Performance Indicators

Using information from the explorers you have studied so far in this course, answer the following:

- Find an example of an exploration where people on the same exploration had a different motivation for participating. Describe the different motivations.

- In order of importance, rank these motivations for exploration: Wealth, power, and knowledge. Give two reasons to support your answer.

- Read a short description of an exploration. Identify the main motivation for the exploration and state whether this is an example of pursuing wealth, power, or knowledge. What other possible motivations may the explorer(s) have had?

- *What do you think you or someone else would explore today to become wealthy? Draw an image to show this. What would you or someone else explore to become powerful? Draw an image to show this. What would you or someone else explore to become more knowledgeable? Draw an image to show this. Write captions for your images. Display your images in a poster.

*Suggestions for differentiation include:
Provide students with an alternative to drawing (e.g., student provides a photo, creates a collage, etc.).

Teacher Notes & Resources

National Geographic:
http://www.nationalgeographic.com/

Canadian Space Agency:
http://www.asc-csa.gc.ca/eng/default.asp
(English)
http://www.asc-csa.gc.ca/fra/default.asp
(French)
The Canadian Space Agency (CSA) website contains links for teachers, educational resources, and information about school visits (and much more).

New Brunswick Museum:
http://www.nbm-mnb.ca/
(Available in both official languages)

McCord Museum of Canadian History:
http://www.mccord-museum.qc.ca/en/
(English)
http://www.mccord-museum.qc.ca/fr/
(French)

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address:
http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

- As a class list some of their explorations. Place the explorations into the categories of knowledge, power, or wealth.

- Use a graphic organizer to compare a present day explorer's motivation for exploring with the motivation of an explorer from another century.

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

- Create an innovation (a creative answer to a problem). Describe (or draw) your innovation and write a paragraph in which you explain: a) What was your motivation for wanting this innovation? b) Did you have more than one motivation for creating this?

Teacher Notes and Resources

http://www.histori.ca/minutes/default.do?page=.index (Available in both official languages).
History by the Minute (Historica Minutes, Footprints, Radio Minutes, Screen Legends)

In addition to "History by the Minute" the **Historica Dominion Institute** offers many on-line educational resources: http://www.histori.ca/default.do?page=.index (Available in both official languages)

Sample Learning & Assessment Strategies

Students may:

- Research to find examples of archaeological digs that are taking place or have taken place across Canada. What are or were the motivations behind these explorations? Use a T-chart to name each dig in column one with the motivations for each dig opposite in column two.

- Invite a guest speaker to the class to talk about an exploration. Prepare questions for the speaker that will help the class understand the motivation(s) for this exploration. What were or what are the results of the exploration?

Teacher Notes and Resources

Culture, Tourism and Healthy Living offer information on-line about **archaeology**:
http://www.gnb.ca/0131/archaeology/index-e.asp (English)
http://www.gnb.ca/0131/archaeology/index-f.asp (French)
Under the "Frequently Asked Questions" section, answers are given to questions such as "What is an archaeological site?" "Do archaeologists dig for dinosaur bones?" "How many archaeological sites do we have in New Brunswick?" "What do I do if I find an artefact?" "What does it take to become an archaeologist?"

Parks Canada has an **archaeological website** with several related sites/links:
http://www.pc.gc.ca/progs/arch/index_e.asp (English)
http://www.pc.gc.ca/progs/arch/index_f.asp (French)

Outcomes

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

4.2.2 Analyze factors that motivate exploration

4.2.3 Evaluate the impact of exploration over time

Elaboration

Following students' examination of motivations for exploration in the previous outcome (4.2.2), students will now examine the consequences of exploration.

All explorations have impacts – some trivial, others much more profound. The environment explored may be changed in the short term (e.g., garbage left behind) and/or the long term (e.g., open pit mining). The peoples indigenous to explored areas often experience changes in lifestyle and living conditions. The explorers themselves are often changed (e.g., altered world view).

This study on the impact of exploration over time should comprise at least three points. The first is the identification of positive and negative consequences of exploration. Students should consider Place, People, and Ideas and consider some of the negative and positive impacts on each. This includes consequences for the explorer.

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

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

Enduring Understanding

By the end of this outcome, students should understand that:

- all exploration has consequences (impacts), both positive and negative;
- exploration changes our understanding of the world.

Inquiry

- Historical Perspective Taking: How did a particular exploration lead to changes in peoples' attitudes or views?
- Historical Significance: What explorations were particularly significant and why?
- Cause and Consequence: What were the consequences of a particular exploration? What were the unexpected consequences?

Performance Indicators

Choose a natural resource in your area such as fish, seafood, minerals, wood, oil. Ask an older person who has worked at getting the resource to market to tell you the following:

- first method used to obtain the resource;
- method used to obtain the resource today.

List the positive and negative consequences of each method of exploring on:

- the environment;
- the people; and
- the resource.

Write a brief summary of these points to answer the question: Which method is best for the environment, the people, and the resource? Use a graphic organizer to support your answer.

Comparison of Methods to obtain Natural Resource			
Method	Environment	People	Resource
Old Method			
New Method			

Exploring is sometimes a risky business. Think of three examples of exploration where the benefits outweigh the risks. Use a graphic organizer to show this information. Choose one of these explorations. In a few sentences give examples of the impact of the exploration and how it may have changed our understanding of the world.

Risks and Benefits of Exploration		
Risk	Exploration	Benefit

*Are some explorations more important than others? Choose two explorations and write a paragraph about why you think one is more important than the other. Read your paragraph for your class. Identify the positive and negative impacts of the explorations.

* Suggestions for differentiation include:
Rather than having students write and read a paragraph, allow students to convey this information in an alternative format, e.g. an oral presentation or dramatization.

Teacher Notes & Resources

http://news.bbc.co.uk/2/hi/south_asia/4672545.stm
Sam Wilson of BBC News wrote this article in 2005 concerning the impact of climbers on Mt. Everest's environment: ***Getting on top of Everest's rubbish***.

Each Anglophone elementary school library was sent a copy of four Grass Roots Press books in 2009, including: ***Edmund Hilary & Tenzing Norgay.*** These titles are part of the "Easy Readers" series and can be used as supplementary resources for study of exploration.
ISBN 9781894593656 (*Edmund Hilary & Tenzing Norgay*)

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address:
http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

- In a small group, brainstorm to identify the positive and negative consequences of explorations. Share this information with the class.

- Imagine that ___[insert scenario here]_____. What might be some of the consequences of this exploration?

- Read an article about _____, a technology developed to meet the needs of _____exploration. Construct a chart to show the positive consequences of this technology. Are there any negative consequences of this technology?

- Choose two maps of the same area (or the world) from two different time periods (e.g., a classroom wall map and one in an atlas or other book). Compare how the mapped area has changed over time and hypothesize (suggest) reasons for the changes. Use a graphic organizer for the comparison.

Map comparison		
Then	Map	Now
	Map 1	
	Map 2	

- Choose two photos of the same area from two different time periods. (See -Teacher Notes and Resources) Compare the two photos to determine how the area has changed over time and hypothesize (suggest) reasons for the changes. Use a graphic organizer for the comparison.

Photo comparison		
Then	Photo	Now
	Photo 1	
	Photo 2	

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

- We now have an international space station as part of our world. What is one impact of this space station on our world today? What could be one impact of this station on our world in the future?

- Write a journal entry commenting on how an exploration has impacted the place where they live. Use one of the following stems to help you:
  This exploration is important because it …
  Without this exploration or explorer…

Teacher Notes and Resources

The New Brunswick **Provincial Archives** collection preserves, and makes available for research, documents and records pertaining to the history of New Brunswick:
http://archives.gnb.ca/Archives/Default.aspx?culture=en-CA (English)
http://archives.gnb.ca/Archives/Default.aspx?culture=fr-CA (French)
It is possible to search the database on-line, for example the "Historical Images of New Brunswick" section contains 2,274 images as of 2009. This site will support comparison of photos of the same area from different time periods.

Canadian Geographic's mapping web page contains a link to historical maps of Canada:
http://www.canadiangeographic.ca/mapping/

Sample Learning & Assessment Strategies

Students may:

- Record on a class chart the information they know about vaccines. As a class, develop questions about the discovery and uses of these vaccines that they want a medical professional to answer. Invite that person to visit the class and answer their questions. Add any new information to the class chart. Correct any misinformation.

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

- Construct a timeline for an invention that has evolved or changed over time (e.g., the invention of radio, television, audio tapes, video recorders, CDs DVDs, etc.) Consider how this invention has influenced the way we live.

- Using a poster or other visual, show how improvements in technology or transportation support the statement: "The world is a much smaller place today."

- Write a letter or an e-mail to a pen pal asking about that person's experiences exploring. Remember to ask about how important the exploration was to the person or to the area explored.

Teacher Notes and Resources

On the **NBED Portal** under the "Teacher" tab, there is a section entitled "Special Learning Opportunities." On this web page are links to numerous online and collaborative projects. For example: **Knowing Our Neighbours.** KON is a curriculum based themed project in which NB students learn about people and communities in their province. Teachers and classes from schools in different parts of the province are partnered to form a virtual learning team. Teachers interested in suggesting a project idea and taking part should contact their district technology mentor.

Dialogue New Brunswick promotes twinning between Anglophone and Francophone classes. For more information on how to collaborate with schools via this initiative, please use the following web link: http://www.dialoguenb.org/
Note: Students exchange letters as well as electronic slide shows or scrapbooks prepared by each class. Students communicate in their first language but practice their second language when reading the correspondence received. Dialogue NB organizes the twinning process and provides all necessary materials for the program.

Note: Both of these opportunities were referenced earlier within this document (see outcome 4.1.1)

Unit 3: Exploring Our World

Unit 3: Exploring Our World

Unit Overview

In Grade three, students explored the physical features of their own province and region. In the Exploring Our World unit, they will extend their knowledge and skills to a study of the world. Students will examine the major physical features of the world. They will describe the main characteristics of these features and examine both the benefits the physical features offer humans and the challenges posed by the physical environment. When examining the challenges they will consider how humans have responded to them.

Unit Outcomes

Students will be expected to:

4.3.1 Examine major physical features of the world

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

4.3.3 Examine the relationship between humans and the physical environment

Processes and Skills

Communication

Organize data with visual representations, write in many genres, interview, communicate and express ideas in small group and class discussions, use communication technology, read for information, interpret maps.

Inquiry

Develop strategies to gather and record information, formulate ideas for research, investigate, synthesize and classify information, interpret photographs, deduct information from text, generate questions and ideas, make choices, compare and contrast, take a stand.

Participation

Develop and carry out an action plan with classmates, create maps, create posters, role play, participate in field trips, create books, play simulation games.

Outcomes

4.3.1 Examine major physical features of the world

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

4.3.3 Examine the relationship between humans and the physical environment

Elaboration

This unit is students' first formal study of the physical geography of the world**.** The first features to be identified are the continents and oceans. Students will need to identify these and their relative positions and sizes. For the purpose of this study, seven continents (Africa, Antarctica, Asia, Australia, Europe, North America, and South America) and five oceans (Arctic, Atlantic, Indian, Pacific and Southern) will be identified.

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

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

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

Enduring Understanding

By the end of this outcome, students should:

- have a mental map of the world (continents/oceans) which includes a few prominent features;
- begin to use location, direction, distance, and size.

Inquiry

- Geographic Importance: Why are these physical features important to their location?

Performance Indicators

Using a world map (which includes a compass rose and scale), label one major physical feature and one type of vegetation for each continent with symbols. Create a legend for the symbols. You may include different physical features, climate, and/or vegetation for each continent.

Teacher Notes & Resources

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

Examples of major physical features are Everest (mountain), Greenland and New Guinea (islands), Superior and Baikal (lakes), and Nile and Amazon (rivers). For your information, Everest is clearly the world's tallest mountain (in terms of height above sea level), and Greenland is the largest island (in area). Regarding the latter, however, some students may argue that continents like Antarctica and Australia should be considered as islands (that would be larger than Greenland). Criteria for judging the largest lake and river are less clear-cut. Lake Superior is the largest freshwater lake by surface area, while Lake Baikal is the largest by volume. However, some geographers are beginning to classify the Caspian Sea (which, although salty, is land-locked) as a lake. In this case, it would be the largest, both by surface area and volume. As for rivers, the Amazon is largest in terms of volume of water carried. Much debate continues, however, as to which is longest – the Amazon or the Nile.

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address: http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

- On a class chart, identify which types of maps they use or have seen in their daily life.
- Create a mental map of Canada.
- Make an "I wonder" chart by posting what, where, when and why questions they have about the world. Students can post the answers beside the questions as they find them. (E.g., I wonder why there are no deserts in Europe.)

I wonder			
Question	What I Think I know	Confirmed	New information

- Choose three to five (3-5) cities. Identify where these places are in relation to where they live using cardinal and intermediate directions.

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

- Using a physical map answer the following questions: What are some things that all continents have in common? What are some differences between them? Students could use a comparison chart to help them organize their information if they wish.
- Using a world map, cut pieces of string to match the scale of the map. Students can make estimates and calculate distances from their community to a place in Canada, and between two places in the world using the pieces of string. (Students may use calculators to calculate long distances).
- Prepare a collage display of the physical features of the continents.
- Describe their school in terms of relative location to their house. Discuss when it would be important to use absolute location instead of relative location.

Teacher Notes and Resources

For an explanation of how to draw a mental map of the world (in 30 seconds) please see **Appendix E** at the back of this document.

Mapping skills are part of the grade three social studies curriculum. To review these skills consider this supplementary resource:
Follow That Map! A First Book of Mapping Skills (2009) Kids Can Press ISBN: 978-1-55453-274-2 (bound)
ISBN: 978-1-55453-275-9 (paperback)
Suivons la carte (2009) Scholastic ISBN: 978-0-545-98739-4

The Atlas of Canada is *Natural Resources Canada*'s website "Telling Canada's Story with Maps."
http://atlas.nrcan.gc.ca/site/english/index.html (English)
http://atlas.nrcan.gc.ca/site/francais/index.html/document_view (French)

Sample Learning & Assessment Strategies

Students may:

- Create a game similar to *Jeopardy* or *Trivial Pursuit* using the continents/physical features as headings. The class can play and add to this game as they work through this unit.

- Send a postcard to a friend from each of the three climate regions. On the front of the card, draw a picture that shows the climate region. On the reverse side of the card, describe what they are doing to enjoy the climate on a vacation.

- Play a game in which players divide into two groups or teams, each taking turns spinning the globe while blindfolded. When the globe stops spinning, they must take off their blindfold and tell a fact about the physical features, climate, or vegetation of the continent that their finger is touching. Answers will be assessed for accuracy by the opposing team and the team will be awarded points accordingly.

- Play a game called "Where in the World am I?" Students can create cards for 5 places in the world. The cards should contain a clue about the direction of the place from the school community; a clue about the distance of the place from the school community using the scale on the classroom world map; and a clue about the place related to its physical feature, climate or vegetation.

- Create an acrostic poem entitled either "Mountains," "Oceans", "Rivers" or "Islands" that describe the characteristics of the physical feature.

- Pose a question about the physical features of a region or country. Use GIS software to find out the answer to the question.

Teacher Notes and Resources

Acrostic poems: A word is written vertically down the left-hand margin of the page. Each line then starts with a word beginning with the designated letter. The lines can be either single words or complete sentences.

The Canadian Cartographic Association:
http://www.cca-acc.org/links.asp
(English)
http://www.cca-acc.org/links_fr.asp
(French)

In 2009 (November) **Service New Brunswick's GeoNB Map Viewer** was launched. This online source of NB geographic information uses **GIS technology** (or geographic information system technology) to provide a free, internet-based application for viewing aerial photos and maps of New Brunswick:
http://www.snb.ca/geonb2/index.html
(Information available in both English and French).

Outcomes

4.3.1 Examine major physical features of the world

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

4.3.3 Examine the relationship between humans and the physical environment

Elaboration

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

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

When considering examples of physical features, remember that students worked with local (i.e., provincial and Atlantic Canadian) physical features in Grade 3. Consequently, the primary foci at Grade 4 should be national and global. As well, the number of examples of each should be limited. (For example, perhaps two or three major rivers in Canada and two or three more around the world.)

Enduring Understanding

By the end of this outcome, students should understand that:

- examples of any particular physical feature are found throughout the world; and
- the characteristics of a physical feature are much the same no matter where in the world an example is located.

Inquiry

- Geographic Importance: How are mountains, rivers, oceans, and islands important to a particular location?

Performance Indicators

Choose a river, island, mountain, and an ocean. For each physical feature, give its name and location, and illustrate it showing its characteristics.

Choose a different physical feature (river, island, mountain, or ocean) in another part of the world. Give its name and location.

Answer the following question using an illustration.

- What makes this a river, island, mountain, or ocean? Write a journal entry reflecting on what you have discovered about these physical features.

*Use a paper bag to describe the main characteristics of mountains, rivers, oceans, and islands. Choose one side of the bag for each physical feature. Draw an illustration and label it to show the main characteristics of each physical feature.
*Suggestions for differentiation include: Allow students to place a photograph or image on each side of the bag (versus a drawing).

Prepare a travel brochure advertising one river, one island, one mountain, and one ocean somewhere in the world. Talk about the characteristics of each one that would make a person want to go to see it.

Prepare a talk for Earth Day. Talk about the characteristics of mountains, rivers, islands, and oceans and why we should be environmentally aware of these physical features and preserve them.

Teacher Notes & Resources

Notre monde, atlas de l'élémentaire (2005) Duval House
This French language resource includes maps and supporting text/images.

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address:
http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

- Write a definition for the following physical features: mountain, river, ocean, and island. Pair with another student and combine definitions for each physical feature. Join with another pair of students and once again combine definitions. Share these definitions with the class to develop a class definition for each of the physical features.
- Using maps, globes, and GIS software (if available) find mountains, islands, rivers, and oceans which they know and identify which of these are local, national or global in terms of location. Students may use a chart to organize their information.
- On a class chart, identify the characteristics of mountains, rivers, islands, and oceans. Students can confirm or change the information on the chart as they work through this chapter.
- Participate in a field trip to a local physical feature. Students can draw or make notes on what they observe and learn. They can then use this information to compare the local physical feature to the same kind of physical feature in other parts of the world.
- Use a provincial topographic map to locate and identify local physical features. List the characteristics of the physical features. Use a Canadian topographic map to find similar physical features in other parts of Canada. Use a world topographic map to find similar physical features in the world. Discuss their observations with the class.

Teacher Notes and Resources

GIS software is referenced in the "Teachers Notes and Resources" column for outcome 4.3.1.:
In 2009 (November) **Service New Brunswick's GeoNB Map Viewer** was launched. This online source of NB geographic information uses **GIS technology** (or geographic information system technology) to provide a free, internet-based application for viewing aerial photos and maps of New Brunswick: http://www.snb.ca/geonb2/index.html (Information available in both English and French).

Topographic Map Samples can be found on **Natural Resources Canada's** "Centre for Topographic" website:
http://maps.nrcan.gc.ca/topo101/topo_ex_e.php (English)
http://maps.nrcan.gc.ca/topo101/topo_ex_f.php (French) Additionally "The National Topographic System of Canada" information can be found at:
http://maps.nrcan.gc.ca/topo_e.php (English)
http://maps.nrcan.gc.ca/topo_f.php (French)
Note: Natural Resources Canada has many interesting web pages such as "Origins of Canada's Geographical Names," and all information is available in both official languages.

NASA's Topography of the World: Image of the Day:
http://earthobservatory.nasa.gov/IOTD/view.php?id=3741
Includes an "images of the day" archive.

Sample Learning & Assessment Strategies

Students may:

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

- Invite someone to the classroom who works on an ocean or a river. Develop powerful questions they would like answered about the type of work the person does.

Teacher Notes and Resources

Criteria for "powerful questions"

- give you lots of information
- are specific to the person or situation
- are open-ended—cannot be answered by yes or no
- may be unexpected
- are usually not easy to answer

This list of criteria was generated by a multi-aged class of K-3 students at Charles Dickens Annex in Vancouver, British Columbia

Source: *Critical Challenges for Primary Students.* The Critical Thinking Consortium, 1999

Outcomes

4.3.1 Examine major physical features of the world

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

4.3.3 Examine the relationship between humans and the physical environment

Elaboration

Students will describe both the benefits the physical environment offers humans and the challenges posed by the physical environment. In this context physical environment may include mountains, rivers, islands, and oceans, but may also encompass lakes, plains, lowlands, deserts, the atmosphere, etc. When examining these challenges, it would be appropriate to consider human responses to the challenges.

Continue by examining the impact of human activity on the physical environment and by predicting the future consequences of these interactions. This should lead to discussions on the response of humans to these impacts/consequences and sustainability.

Enduring Understanding

By the end of this outcome, students should understand that:

- the physical environment affects the way we live and provides the means to live;
- people need to be sensitive to the impacts they have on their physical environment.

Inquiry

- Geographic Interactions: How do humans impact the environment? How does the environment impact where people live, how they live, and how they meet the challenges posed by the environment?
- Constancy and Change: How has the physical environment changed over time and how has it remained the same?
- Normative Judgment: Are our environmental practices providing sustainability?

Performance Indicators

Describe the physical environment of your local area.

- How does this environment affect the way people live?
- How have people benefited from this environment?
- What challenges do people face in this environment?
- What might be the positive and the negative future consequences of human interaction with this environment?
- Identify one sustainable practice that you could use to protect the environment in which you live.

Study a photo of a physical environment that shows human interaction (e.g., logging operation; ski slope; a new housing development in your community). Use the following headings to complete a graphic organizer for the photo: Benefits to Humans; Challenges to Humans; Human Impact; Sustainable practices.

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

Choose one river, ocean, mountain, and island in Canada. In a sentence or two for each:

1. Tell how each physical environment positively and negatively affects the lives of the people who live on it or near it.

2. Tell how people positively and negatively affect each of these physical environments.

Teacher Notes & Resources

Note: For the purpose of this SCO, the term **physical environment** will be used rather than the term physical landscape (in order to highlight human interaction with surroundings).

EnviroZine is Environment Canada's Online Newsmagazine:
http://www.ec.gc.ca/envirozine/default.asp?lang=En (English)
http://www.ec.gc.ca/envirozine/default.asp?lang=Fr (French)

Kids and Youth: Calculate your impact on the environment!:
http://www.ec.gc.ca/education/default.asp?lang=En&n=DDD28422-1 (English)
http://www.ec.gc.ca/education/default.asp?lang=Fr&n=DDD28422-1 (French)

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address:
http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

- Think about and discuss as a class their local physical environment to brainstorm both positive and negative ways that human activity has impacted their environment.
- Develop an action plan to help protect one of the physical features in their community.
- Draw a picture of how their physical environment challenges them.
- Study population maps from various parts of the world, noting settlement patterns around specific physical environments. Students can list the ways people's needs and wants might be met from each physical environment. They can then answer the question: What are the challenges of living in this environment?
- Use population maps of sparsely settled areas of the world to explain how specific physical environments can limit human activities. Use a chart to display their conclusions.
- Invite a meteorologist to speak to the class about how human impact on the environment affects weather patterns. What might be the future consequences of human impact on the environment?
- Choose a natural disaster such as earthquakes, tsunamis, hurricanes, or floods. Create a timeline that shows this natural disaster over the last century. What observations can they make about this disaster over the past century? Can they suggest reasons for any changes?

Teacher Notes and Resources

The Atlas of Canada is *Natural Resources Canada*'s website "Telling Canada's Story with Maps." http://atlas.nrcan.gc.ca/site/english/index.html (English) http://atlas.nrcan.gc.ca/site/francais/index.html/document_view (French)
Note: This resource was referenced earlier in 4.3.1.

The Weather Channel Kids!
Features information about careers in meteorology and other weather related topics:
http://www.theweatherchannelkids.com/weather_ed/careers_in_meteorology/

Sample Learning & Assessment Strategies

Students may:

- Work in pairs to create an Opportunity Cost Chart that presents the pros and cons of a change in a physical environment. Identify the change, the opportunity it provides, and the cost of taking that opportunity.

Change	Opportunity	Opportunity cost
Building dams on rivers	More energy	loss of animal habitat

- Identify occupations that rely on rivers, oceans, mountains, and islands. Select one of the occupations for each feature, and develop a one-minute speech to explain why this occupation is ideal for this location.

- In a one-minute speech talk about the benefits and challenges of a specific human impact on the environment. The example could be local (e.g., a new store in the area) or national (e.g., a new national park for recreation).

- The development of the fishing and forestry industries leads to an increased human impact on our environment. What are some sustainable practices companies can put in place to limit negative impact on the environment and ensure resources are there for future generations?

Teacher Notes and Resources

Note: Opportunity in the physical environment is how human impact creates benefits such as employment and recreation for humans.
Opportunity cost is the choice humans make between having the benefit and creating a possible negative impact on the physical environment.

Unit 4: Exploring the Landscapes of Canada

Unit 4: Exploring the Landscapes of Canada

Unit Overview

The focus of *Exploring the Landscapes of Canada* unit is an investigation of the six physical regions of Canada and the diverse characteristics of each. Students will explore the five themes of geography: location, place, human and environmental interaction, movement, and regions. They will identify and describe population patterns and develop an understanding of the impact communication and transportation have had on the history of Canada. They will also examine and explain the significance of heritage symbols as a way to heighten their awareness of the interconnectedness of the physical, human and political landscapes of this country.

Unit Outcomes

Students will be expected to:

4.4.1 Describe the physical landscape of Canada

4.4.2 Examine the human landscape of Canada

4.4.3 Describe the political landscape

4.4.4 Examine symbols associated with Canada‘s landscapes

Processes and Skills

Communication

Ask questions and conduct interviews, prepare persuasive arguments, collate facts, write in many genres, interpret videos and maps, explain criteria, organize data with visual representation, present findings of inquiry process, use communication technology.

Inquiry

Gather and analyze information, interpret photographs and maps, formulate and answer questions, deduct information from text, generate questions and ideas, make choices, compare and contrast, take a stand.

Participation

Participate in field trips, work collaboratively with peers, make class presentations, role play, create maps and models, contribute to project discussions and actions, draw and paint, design flags and symbols.

Outcomes

4.4.1 Describe the physical landscape of Canada

4.4.2 Examine the human landscape of Canada

4.4.3 Describe the political landscape of Canada

4.4.4 Examine symbols associated with Canada‘s landscapes

Elaboration

In Unit 4 the attention focuses on Canada. Outcome 4.4.1, an exploration of Canada‘s physical geography, builds on what students learned about their province and region in Grade 3.

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

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

Enduring Understanding

By the end of this outcome, students should understand that:

- the physical landscape of Canada varies significantly from one part of the country to another;
- Canada can be described in terms of six physical regions.

Inquiry

- Geographic Importance: What is the importance or value of this particular physical region?

Performance Indicators

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

Your teacher has divided the class into six small groups and assigned each group a physical region of Canada. Each group must create a diorama to show the four parts (physical landscape, climate, vegetation, and resources) of the assigned physical region. A shoebox or other similar container would be ideal for this. Diorama's are not to be labeled. When each group has completed the diorama, the class will do a gallery walk looking at the displays. Bring a chart like the one below and complete the chart to identify which diorama box represents which physical region.

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

Teacher Notes & Resources

Discovering Canada (2000) Oxford University Press. This supplementary resource examines the political and physical geography of Canada, as well as providing more detailed information regarding the land, climate, resources and industries of each province and the territories.
ISBN: 978-0-195414875

Geographical Regions, 7 Book Resource Kit (2004) Nelson. This supplementary resource series examines "The Arctic", "The Cordillera", "The Interior Plains", "The Canadian Shield", "The Great Lakes Lowland", "The St. Lawrence Lowland", and "The Appalachian Highland."
ISBN: 9780176278731

Cheneliere supplementary resource:
Je découvre le Canada – (2002) (360920, SE)
Je découvre le Canada – guide d'enseignement (2003) (360930, TE)

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address: http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

- Create a word web for the word “region”, then take a walking tour of their school grounds, identifying areas that may be considered regions. Discuss why they have chosen each region.

- Define the word “region.” Create a simple map showing the areas of your school and grounds that they feel are regions. Write one statement about why each area is a region.

- Invite community members to the class to show pictures of various regions of Canada that they have lived in or visited. Have students prepare questions for the visitors relating to the features of the regions and their experiences living or travelling there. Sample question: What physical feature did you find most interesting in that region?

- Describe which other region of Canada they would like to live in if they had to move from their region. List the features of the new region and explain why these are appealing to them.

- Describe the region of Canada they live in using a graphic organizer with the headings: climate, topography, vegetation, and resources. Use this information to compare their region to any other physical region in Canada. Use a comparison chart to display their information.

Regions of Canada		
Region 1		Region 2
	Climate	
	Topography	
	Vegetation	
	Resources	

- Select one physical region of Canada and learn about this region. Include physical landscape, climate, vegetation, and natural resources. Use a jig saw method to teach others and learn about the region.

Teacher Notes and Resources

Definition for **topography**:

- The configuration of a surface and the relations among its human-made and natural features.
- The precise detailed study of the surface features of a region.

Jig-Saw Strategy for Cooperative Learning:

- Students are divided into small groups.
- Each student in the group is given one aspect of a topic to research or learn about (a piece of the puzzle)
- The student meets with students in other groups who are researching the same topic.
- These students become experts in this aspect of the topic.
- Each person then goes back to his/her original group and teaches the group his/her topic.

Sample Learning & Assessment Strategies

Students may:

- Write to either the Department of Tourism/Environment/ Natural Resources for each province and territory to request brochures related to recreational activities/physical landscape, vegetation and climate/natural resources there. As a class, sort the information according to the appropriate physical region of Canada.
- Write a poem that describes their physical region of Canada, including physical landscape, vegetation, climate and natural resources.
- Invite a landscape artist to visit the class to teach them techniques for painting landscapes. Students can work on painting a physical landscape in Canada. Completed pictures may be placed on the appropriate region on a map of Canada.
- Create a stamp that depicts one of the physical landscapes of one of the regions of Canada. There are six (6) possible stamps. Each student should create one stamp. Students can display their stamps in a classroom collage that represents each region.
- Create a poster to show the six physical regions of Canada. Students should include physical landscape, climate, vegetation, and natural resources found in the region they have chosen.

Teacher Notes and Resources

Provincial tourism guidebooks and maps are available through the official tourism office of each Province of Canada. Contact information for **Tourism New Brunswick**:
Department of Tourism and Parks
PO Box 12345
Campbellton, NB E3N 3T6.
http://www.tourismnewbrunswick.ca/
Note: Referenced earlier in document (4.1.1).

Canada Post's website includes a web page outlining its "Stamp Selection Policy." Canada Post welcomes all Canadians to participate in proposing stamp subjects.
http://www.canadapost.ca/cpo/mc/personal/productsservices/collect/stampselection.jsf
(English)
http://www.canadapost.ca/cpo/mc/personal/productsservices/collect/stampselection.jsf?LOCALE=fr
(French)

Outcomes

4.4.1 Describe the physical landscape of Canada

4.4.2 Examine the human landscape of Canada

4.4.3 Describe the political landscape of Canada

4.4.4 Examine symbols associated with Canada's landscapes

Elaboration

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

One consideration related to this outcome is population patterns. These patterns should be related to physical regions, environment, and climate. As well, teachers need to take advantage of the excellent opportunity here to examine changes in population distribution over time. For instance, population distribution today is less a function of the location of resources than was the case a century ago.

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

Enduring Understanding

By the end of this outcome, students should understand:

- where people live, why they live there, and how they interact with each other.

Inquiry

- Constancy and Change: How has population distribution in Canada changed over time?
- Geographic Interaction: How has the environment influenced where people live and work?
- Geographic Perspective Taking: How might the lives and attitudes of people in the various regions of Canada be different if they lived elsewhere in our country?

Performance Indicators

Examine a population density map (students may also use the "World at Night" wall map from *National Geographic*). Provide evidence for why some parts of Canada are heavily populated and other parts are not. How do people in various parts of Canada connect with one another?

Atlantic Canada has a small population. Using a population density map, answer the following question: Where do the majority of people live in Atlantic Canada? Now look at the rest of Canada. Can you say the same for other provinces? Are there provinces/territories that are like your province? Which ones? What are all the ways that people can connect with one another across the country no matter where they live?

Compare two population density maps from two different time periods.

1. How has the population density changed over time?
2. Why do people live where they do?
3. Do people live in the same places as 100 years ago?
4. How do you think transportation and communications have made a difference?

Teacher Notes & Resources

Statistics Canada: Canada's National Statistical Agency
http://www.statcan.gc.ca/
(From this site users may choose either official language).

http://apod.nasa.gov/apod/image/0011/earthlights2_dmsp_big.jpg
NASA photo (November 2000) showing the **Earth at Night**.

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address:
http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

- Discuss why they live in the region they do and some advantages and disadvantages of living there.
- Brainstorm the various communication and transportation methods that connect the people of Canada.
- Create a class list of jobs available in their community. Discuss where their family members live, compared to where they work (locally or elsewhere). Students could use a map of Canada/world to represent this with pushpins.
- Invite to their class someone who lives in their community or local area, but who works (at times) in another part of Canada. Ask this person why they have chosen to do this and how communication and transportation have made this possible.

Teacher Notes and Resources

Statistics Canada: Canada's National Statistical Agency
http://www.statcan.gc.ca/
(From this site users may choose either official language).
Note: Stats Canada offers many features, one of which is **2006 Community Profiles**. This section can be used to determine what types of employment exist within a community (based upon latest census data):

Sample Learning & Assessment Strategies

Students may:

- Write a paragraph about why they would rather live in an urban or rural area. Students may choose any area throughout Canada. They should identify the area they have chosen and should give three (3) reasons related to specific transportation, resources, vegetation, or climate in that area.

- Plan an imaginary trip to their community from another province or territory of Canada. Using the information on a map of Canada such as a compass rose, legend and scale, students should determine the distance they must travel. Students then can choose a mode of transportation and a travel route. Using their map of Canada, they can present this imaginary trip orally to their classmates.

- Study a population density map to determine if transportation and communication are factors that have influenced where people have chosen to live. If you have SMART board technology, you could do this interactively and watch the map change as you add data to the map for several time periods.

Teacher Notes and Resources

Statistics Canada: Canada's National Statistical Agency:
http://www.statcan.gc.ca/
(From this site users may choose either official language).
Note: Stats Canada offers many features, one of which is **Urban and Rural Communities** within its *Learning Resources* section:
http://www.statcan.gc.ca/kits-trousses/edu04_0147-eng.htm (English) http://www.statcan.gc.ca/kits-trousses/edu04_0147-fra.htm (French)
Worksheets include maps of Canada (e.g., PDF version of blank outline map, PDF version of population map by province and territory [2006 data]).

Outcomes

4.4.1 Describe the physical landscape of Canada

4.4.2 Examine the human landscape of Canada

4.4.3 Describe the political landscape of Canada

4.4.4 Examine symbols associated with Canada's landscapes

Elaboration

The focus of this outcome is Canada's political landscape. Canadian federation and the federal system of government should be highlighted, and not the operation of government in the provinces and territories. Local and provincial governments are part of the Grade 3 social studies curriculum.

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

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

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

Enduring Understanding

By the end of this outcome, students should understand that:

- Canada is a country comprising provinces and territories;
- Canada has a central, federal government;
- The Federal government makes decisions and laws for the entire country in areas for which it has responsibility.

Inquiry

- Change and Continuity: Why do we have laws? What are some old laws that may not be needed anymore? What are some new laws that may be needed? Why have some laws remained the same over time?
- Significance: What is the most important law (past or present) ever enforced in Canada?

Performance Indicators

You are part of an interest group trying to get a bill that will benefit all Canadians passed into law. Follow these steps:

1. Use a map outline of Canada to identify the ten provinces, three territories, and their capitals to show where members of your group will go to gain support for your bill.

2. Luckily for you a federal election gets called. Explain how the election process can help your group achieve its goal.

3. The election is over and members of Parliament are back in the capital of Canada. Identify the capital on your map.

4. Your Member of Parliament is going to present your bill to Parliament. Name the steps your bill must take before it will be passed into law.

On an outline map of Canada, identify the provinces and territories and name their capitals. Include the capital of Canada. Put your map in the center of an election placard. You will lobby for a bill that you would like the Federal government to pass because it will benefit all Canadians. Under what department of the Federal government does this bill fall? On your placard indicate what each level of the federal government will need to do to make your bill become a law.

Teacher Notes & Resources

Activity 11: Bill on the Hill is a Library of Parliament lesson plan aimed at Grades 5-8 which may be modified for grade 4:
http://www2.parl.gc.ca/Sites/LOP/Education/ESL/activities-sect4-e.asp#act11 (English)
This lesson is connected with the free resource "Our Country, Our Parliament" which discusses the *Process of Passing a Bill* on page 30-31.
11e activité : Du projet à la loi
http://www2.parl.gc.ca/sites/lop/education/esl/activities-sect4-f.asp?Language=F (French)

The Library of Parliament resource ***Our Country, Our Parliament*** is available free and an online Teachers Guide is available
http://www2.parl.gc.ca/Sites/LOP/Education/ESL/howto02-e.asp (English)
http://www2.parl.gc.ca/sites/lop/education/esl/howto02-f.asp?Language=F (French)
To order class sets in either official language, free of charge, contact:
Information Services Parliament of Canada
Ottawa, Ontario K1A 0A9
Info@parl.gc.ca
Telephone: 613-992-4793
Note: While this full colour booklet is designed for ESL/FSL learners at the secondary level, it works as a teachers' resource at any level as a comprehensive introduction to Canada's system of governance and parliamentary institutions.

The Canadian Charter of Rights and Freedoms is **"**in some respects, Canada's most important law because it can render invalid or inoperative… [other] laws." This quote is taken from:
http://www.pch.gc.ca/pgm/pdp-hrp/canada/frdm-eng.cfm
For more information use the above **Canadian Heritage** web link. To find this information in French please use the following link:
http://www.pch.gc.ca/pgm/pdp-hrp/canada/frdm-fra.cfm

Sample Learning & Assessment Strategies

Students may:

- On a map identify the provinces and territories they know.
- Research to determine why Ottawa was chosen as the capital of Canada.
- Determine the name of their federal riding. Find out who their Member of Parliament is and write a couple of sentences about him or her. Note: If the member is home (working within the riding), he/she might visit if asked.
- Create a graphic organizer that shows at least three areas of responsibility of the Federal government. For each area, write a sentence that explains what it does.

Federal department	What this department does
Choose one of these government departments and tell why you think this should be a federal responsibility.	

- Identify the three levels of the Federal government. They may choose a law they wish to have passed for the country. In a sentence or two, students should tell the role each level of government plays in getting the bill passed into law.

Teacher Notes and Resources

Statistics Canada: Canada's National Statistical Agency: http://www.statcan.gc.ca/ (From this site users may choose either official language).
Note: Stats Canada offers many features, within its *Learning Resources* section: http://www.statcan.gc.ca/kits-trousses/edu04_0147-eng.htm (English) http://www.statcan.gc.ca/kits-trousses/edu04_0147-fra.htm (French)
Worksheets include maps of Canada (e.g., PDF version of blank outline map,).

How Canadians Govern Themselves 6th Edition is available free as part of the Library of Parliament's *Teachers Kit*: http://www2.parl.gc.ca/Sites/LOP/Education/TeacherKit/index-e.asp (English) http://www2.parl.gc.ca/sites/lop/education/teacherkit/index-f.asp?Language=F (French)
The above websites give instructions to teachers for requesting a kit (or class set) and also contain PDF and html versions of the document. This kit may serve as a background resource for teachers wishing to learn more about the history, role and work of the Canadian parliamentary system.

About Parliament is the home page of the Library of Parliament's educational web pages: http://www.parl.gc.ca/common/AboutParl_Education.asp?Language=E (English) http://www.parl.gc.ca/common/AboutParl_Education.asp?Language=F (French)

Elections Canada On-Line: http://www.elections.ca/home.asp (English) http://www.elections.ca/accueil.asp?textonly=false (French)

Sample Learning & Assessment Strategies

Students may:

- List two important points in the platform of any two of Canada's main political parties. Students may put their information on a class chart.
- Write a paragraph defending their opinion on the importance of voting in a federal election.
- Use a storyboard to show how a bill gets passed into law.
- In pairs, write a proposal to make a new law about something that is important to them (related to something of significance, e.g., the environment, health care). What process must their proposal go through before it can become a law?
- Create a "Wanted" poster for a Prime Minister. They should include a list of qualifications for the job and identify some of the responsibilities this person will have.
- Run as a candidate in their federal riding. Students will choose an established party they wish to run for (or they may create a new party, if they wish). Students will develop a slogan for their campaign and will identify at least three areas of concern for the constituents in their riding that are a federal responsibility.

Teacher Notes and Resources

Canada's main political parties (in alphabetical order):

Bloc Quebecois:
http://www.blocquebecois.org/fr/

Canada's New Democrats:
http://www.ndp.ca/ (English)
http://www.npd.ca/accueil (French)

The Conservative Party:
http://www.conservative.ca/ (English)
http://www.conservative.ca/?section_id=2444&language_id=2 (French)

The Green Party
http://www.greenparty.ca/ (English)
http://www.greenparty.ca/fr/node/12384 (French)

The Liberal Party:
http://www.liberal.ca/ (English)
http://www.liberal.ca/ (French)

Student Vote:
http://www.studentvote.ca/
From this web page the user can choose to continue in either official language.
Student Vote provides experiential learning opportunities … engaging young Canadians through the school system. This is a non-partisan organization/activity.

Take Action – Make a Difference: A Social Studies Handbook is a supplementary resource by Pearson (2008) which highlights student examples of active citizenship e.g., the Grade 12 *Leo Hayes High School* political science class (Fredericton, NB) who worked with their MP to develop a Private Member's Motion calling on the federal government to develop a National Autism Strategy. This book can be used as a read-aloud and as a background resource for teachers. It is also available in French under the title:
Engage-toi! Change les choses
(Cheneliere, 2009).
ISBN: 978-0-13-514582-1 (English)
ISBN: 978-2-7650-2025-7 (French)

Outcomes

4.4.1 Describe the physical landscape of Canada

4.4.2 Examine the human landscape of Canada

4.4.3 Describe the political landscape of Canada

4.4.4 Examine symbols associated with Canada's landscapes

Elaboration

By examining symbols representative of Canada students will begin to see the interconnectedness of the physical, human, and political landscapes of this country.

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

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

Enduring Understanding

By the end of this outcome, students should understand that:

- there are numerous symbols that represent significant aspects of the physical, human, and political landscape of Canada.

Inquiry

Continuity and Change: How have symbols of Canada changed over time (and how have they remained the same). Have the reasons for using these symbols changed over time?

Performance Indicators

Select three symbols of Canada that you think represent the political, human, and physical landscape of Canada. For each symbol explain briefly why this symbol is representative of Canada. Include an image of each symbol.

Using what you have learned about symbols, create a new coin that you think will be a good symbol for the physical, political, and human landscapes of Canada. In a few sentences describe the symbol and why you chose it.

The Canadian Coat of Arms is a symbol that represents history and culture. Study this coat of arms. Draw a new symbol that you think should be included on the coat of arms. Give one or two reasons for including your symbol.

Teacher Notes & Resources

Electronic Revised Edition of the ***Symbols of Canada*** publication by Canadian Heritage (2009): http://www.pch.gc.ca/pgm/ceem-cced/symbl/pub_symb-eng.cfm (English) http://www.pch.gc.ca/pgm/ceem-cced/symbl/pub_symb-fra.cfm (French) This free resource contains colour illustrations of symbols of Canada and includes brief histories along with maps, statistics, coats of arms, mottos, flags and other symbols. All symbols are included in a folded poster insert (within the print version) and teacher activities are included. The PDF and html versions are located on the websites listed above, but to order a print copy of the 2008 version (free of charge) write to:
Department of Canadian Heritage
15 Eddy Street (15-7-A)
Gatineau, Quebec, K1A 0M5
or via electronic mail:
CeremonialetSymboles-CeremonialandSymbols@pch.gc.ca
or phone 819-997-0055, toll-free: 1-866-811-0055,
Quantities are limited. One copy per individual or two copies per organization in the official language of your choice. You must provide a Canadian address.

Michael Mitchell's ***Canada in my Pocket*** is a popular children's song referencing Canadian symbols on Canadian coins. As an extension teachers may wish to have students create additional lyrics to depict symbols used on more recent coins.

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address:
http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Sample Learning & Assessment Strategies

Students may:

- In a class discussion, determine the difference between a sign and a symbol. Students should verify their conclusion by consulting their class dictionary. Students should identify ten symbols they see every day and explain why symbols are important.

- As a class, research to find the nine official symbols of Canada. Write a sentence or two describing how each one represents our country.

- Identify as many Canadian symbols as they can. In a graphic organizer, use a checkmark to sort these symbols into physical, human, or political. (Note: some symbols may fit into more than one category.) When you have completed your chart, pair-share to see if your chart is the same as another student's. Make changes to your chart if you think it is necessary.

Symbol	Physical √	Political √	Human √

Teacher Notes and Resources

Canadian Symbols at Parliament is a resource available on-line: http://www2.parl.gc.ca/Sites/LOP/Education/CanSymbols/index-e.asp (English) http://www2.parl.gc.ca/sites/lop/education/cansymbols/index-f.asp?Language=F (French)

Canadian Heritage site: **The Symbols of Canada**: http://www.pch.gc.ca/pgm/ceem-cced/symbl/index-eng.cfm (English) http://www.pch.gc.ca/pgm/ceem-cced/symbl/index-fra.cfm (French)

Sample Learning & Assessment Strategies

Students may:

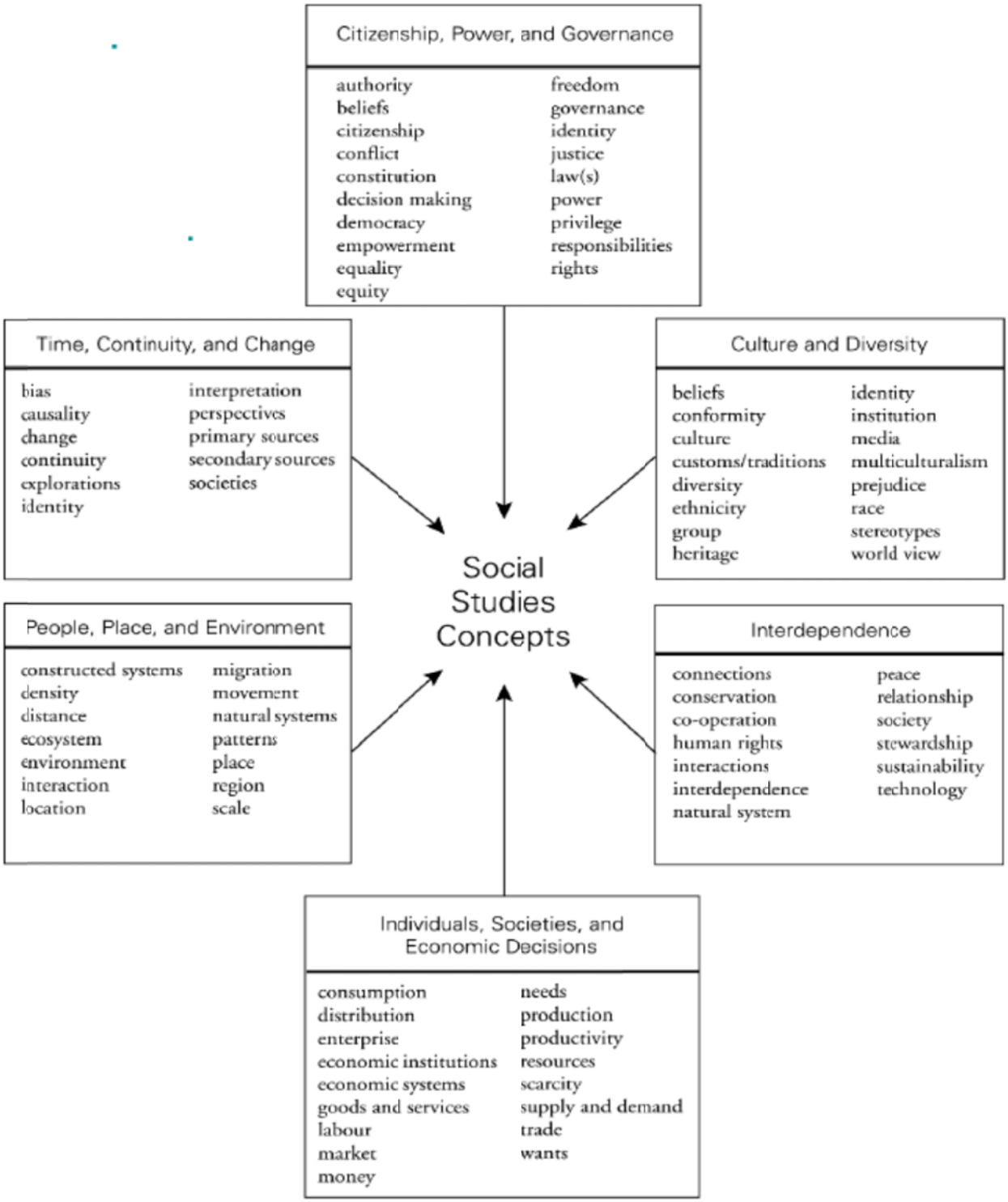
- Research to find out what the flag of Canada was prior to 1964. What other flag designs were considered for the Canadian flag in 1964 besides the chosen design?
- Design another Canadian flag that represents Canada in the 21st Century. Explain why they have chosen the symbols and colours for their flag.

Teacher Notes and Resources

Canadian Heritage's The National Flag of Canada site:
http://www.pch.gc.ca/pgm/ceem-cced/symbl/df1-eng.cfm (English)
http://www.pch.gc.ca/pgm/ceem-cced/symbl/df1-fra.cfm (French)

Appendices

Appendix A: Concepts in Entry – 9 Social Studies



Appendix B: Process-Skills Matrix

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

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

Process: Communication

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

Process: Communication (continued)

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

Process: Inquiry

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

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Solve problems creatively and critically	(see shared responsibilities)	• identify a situation in which a decision is required • secure factual information needed to make the decision • recognize values implicit in the situation and issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained • select an appropriate strategy to solve a problem • self-monitor decision-making process
Apply a variety of thinking skills and strategies	• determine accuracy and reliability of primary and secondary sources and geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order	• determine accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not information is pertinent to subject
Recognize significant issues and perspectives in an area of inquiry	• research to determine multiple perspectives on an issue	• review an interpretation from various perspectives • examine critically relationships among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	• identify an inclusive range of sources	• identify and evaluate sources of print • use library catalogue to locate sources • use Internet search engine • use periodical index

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Gather, record, evaluate, and synthesize information	• interpret history through artefacts • use sources of information in the community • access oral history, including interviews • use map- and globe-reading skills • interpret pictures, charts, tables, and other visuals • organize and record information using time lines • distinguish between primary and secondary sources • identify limitations of primary and secondary sources • detect bias in primary and secondary sources	• use a variety of information sources • conduct interviews • analyze evidence by selecting, comparing, and categorizing, information
Interpret meaning and significance of information and arguments	• interpret socioeconomic and political messages of cartoons and other visuals • interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays)	• identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyze and evaluate information for logic and bias	• distinguish among hypotheses, evidence, and generalizations • distinguish between fact and fiction and between fact and opinion	• estimate adequacy of the information • distinguish between relevant and irrelevant information
Test data, interpretations, conclusions, and arguments for accuracy and validity	• compare and contrast credibility of differing accounts of same event • recognize value and dimension of interpreting factual material • recognize the effect of changing societal values on interpretation of historical events	• test validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models, such as diagramming, webbing, concept maps, and flow charts to analyze data • state relationships between categories of information
Draw conclusions that are supported by evidence	(See shared responsibilities)	• recognize tentative nature of conclusions • recognize that values may influence their conclusions/interpretations

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Make effective decisions as consumers, producers, savers, investors, and citizens	• access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what is gained and what is given up when economic choices are made • use economic data to make predictions about the future	

Process: Participation

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

Process: Participation (continued)

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

Appendix C: Studying Exploration

The study of various aspects of exploration provides a real opportunity for students to apply the concepts and skills they acquire throughout the grade 4 social studies program. Exploration studies is an avenue of research as students develop concepts and skills in a limited but familiar context that can be connected to those found in an expanded but more unfamiliar context. One of the challenges for the social studies teacher is to make social studies meaningful, significant, challenging, and active (See "Principles Underlying the Social Studies Curriculum," page 11). Studying exploration provides an opportunity to incorporate these qualities into teaching and learning, and at the same time, to incorporate resource-based learning in the classroom. The following outline uses the topic "Impact of Humans on the Environment" as an example of how to develop concepts and skills in a meaningful way, but the framework can apply to other research topics.

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

1. Choose your area of study.

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

Steps for developing a Human Impact Study and Action Plan

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

2. Analysis of Environmental Impact Issues

Outcome 4.3.3 provides examples of how the world's physical environment has played a role in shaping human activities and how these physical features have been modified as a result. Studying and examining the impact on a global level will allow students a broader understanding for the analysis of local issues. For example:

- Examining population maps from various places in the world;
- Studying how physical environment can influence the choice of home building styles;
- Examining pictures of alterations to the physical environment in many places in the world;
- Researching ways humans have modified land and waterways for recreation, agriculture, housing, and industrial purposes.
- Finding out actions taken by citizens in other countries to protect their physical features.

3. Become familiar with the sources of information.

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

Familiarization with the sources of information

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

Teacher Preparation for the Study and Intended Plan of Action

1. Fully brief students of the purpose of a study

Purpose (example)

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

2. Research and become familiar with the issue and ideas for implementing a plan.
(Talk to local officials, and local residents. Research and contact other groups /schools who have participated in a similar plan)

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

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

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

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

Out-of-class tasks

1. Engage students in the assigned tasks.

Field tasks

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

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

2. Monitor student activities.

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

In-class synthesis

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

Presentation formats

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

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

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

4. Elicit support for the plan from community leaders.

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

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

Appendix D: Terminology and Teaching Structures

Mapping

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

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

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

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

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

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

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

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

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

Map Projections

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

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

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

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

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

Cooperative Learning Structures

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

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

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

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

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

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

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

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

Think Pair Share: students turn to a partner and discuss, talk over, or come up with an idea.

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

Writing Genres

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

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

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

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

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

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

Journey Stories: a story in which the central character makes a significant journey.

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

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

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

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

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

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

Other Terms

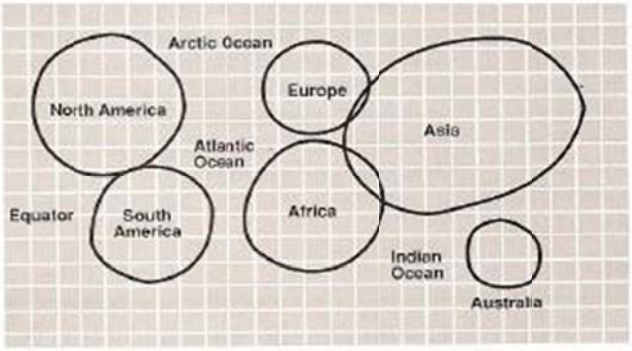
Anchored Instruction Approach: learning and teaching activities designed around an anchor which is often a story, photograph, adventure, or situation that includes a problem or issue to be dealt with that is of interest to the students.

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

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

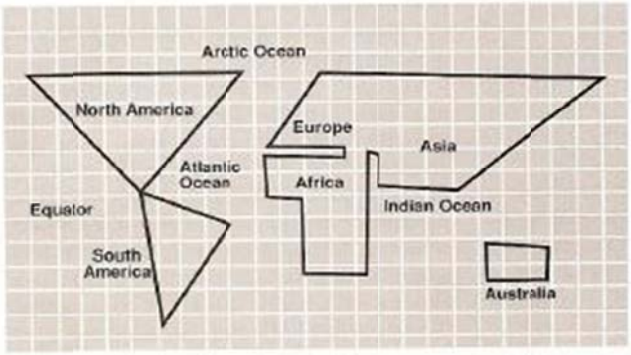
Trust Games: games that help people build mutual respect, openness, understanding, and empathy. They can break down barriers and build feelings of trust and reliance between individuals and small groups.

Appendix E:
How to Draw the World in 30 Seconds

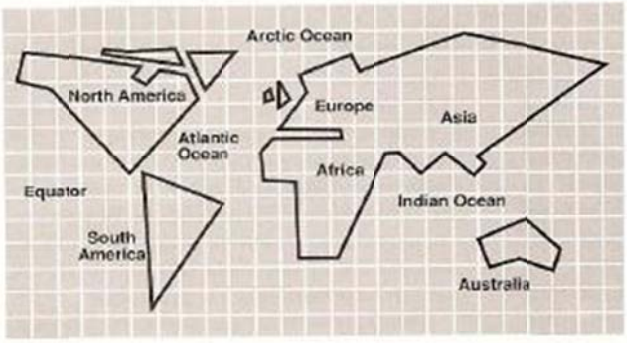


How to Draw the World in 30 Seconds:

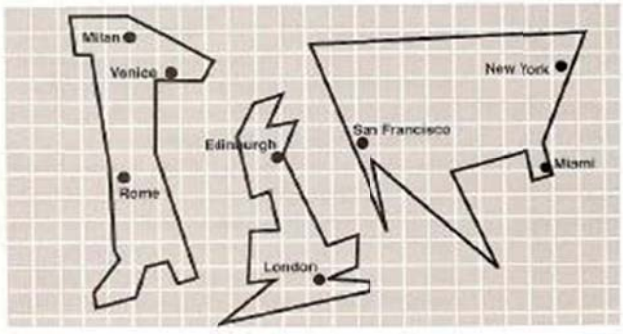
Six quickly sketched circles, roughly in the right places, and in roughly proportionate sizes, make a working map of the continents. Asia is the biggest, Australia the smallest.



Turn the continents into squares, rectangles, and triangles. Remember that the Africa bulge is over the Equator, the Tropic of Cancer underpins Asia, and the Tropic of Capricorn cuts Australia in half.



With a few more lines, regional and national identities emerge. India is one more triangle; Scandinavia is the beak of Europe. Here is a valid map for making political and economic points.



For everyday use, reduce your own country to a simple shape. With important cities as spatial markers, you have the working outline for most non-technical geographic needs.

Source: *The Real World*, Houghton Mifflin Company

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

Land

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

Ocean

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

Space

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

Appendix G: Examining Issues in a Study of Exploration

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

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

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

Appendix H: Student Response Journals

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

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

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

Student Response Journals (continued)		
Possible Type of Entry	Cue Question for the Journal Response	Sample Key Lead-ins
Metacognitive Example: *Suggestions Assessment* *Outcome 4.1.2*	How did you learn this? What did you experience as you were learning this?	I was surprised . . . I don‘t understand . . . I wonder why . . . I found it funny that . . . I think I got a handle on this because . . . This helps me to understand why . . .
Reflective Example: *Suggestions for Assessment,* *Outcome 4.1.2*	What do you think of this? What were your feelings when you read (heard, experienced) that . . .?	I find that . . . I think that . . . I like (don‘t like) . . . The most confusing part is when . . . My favourite part is . . . I would change . . . I agree that . . . because . . .

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

Grade 4 Social Studies: Entry Date	
Learning Event	My Response

Appendix I: Portfolio Assessment

Portfolio assessment is based on a collection of a student's work products across a range of outcomes that gives evidence or tells a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a student assembles a portfolio, the teacher should help to:

- establish criteria to guide what will be selected, when, and by whom
- show evidence of progress in the achievement of course outcomes and delineations
- reference the pieces of work to these outcomes and delineations
- keep in mind other audiences (e.g., teachers, administrators, and parents)
- understand the standards on which the portfolio will be assessed

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

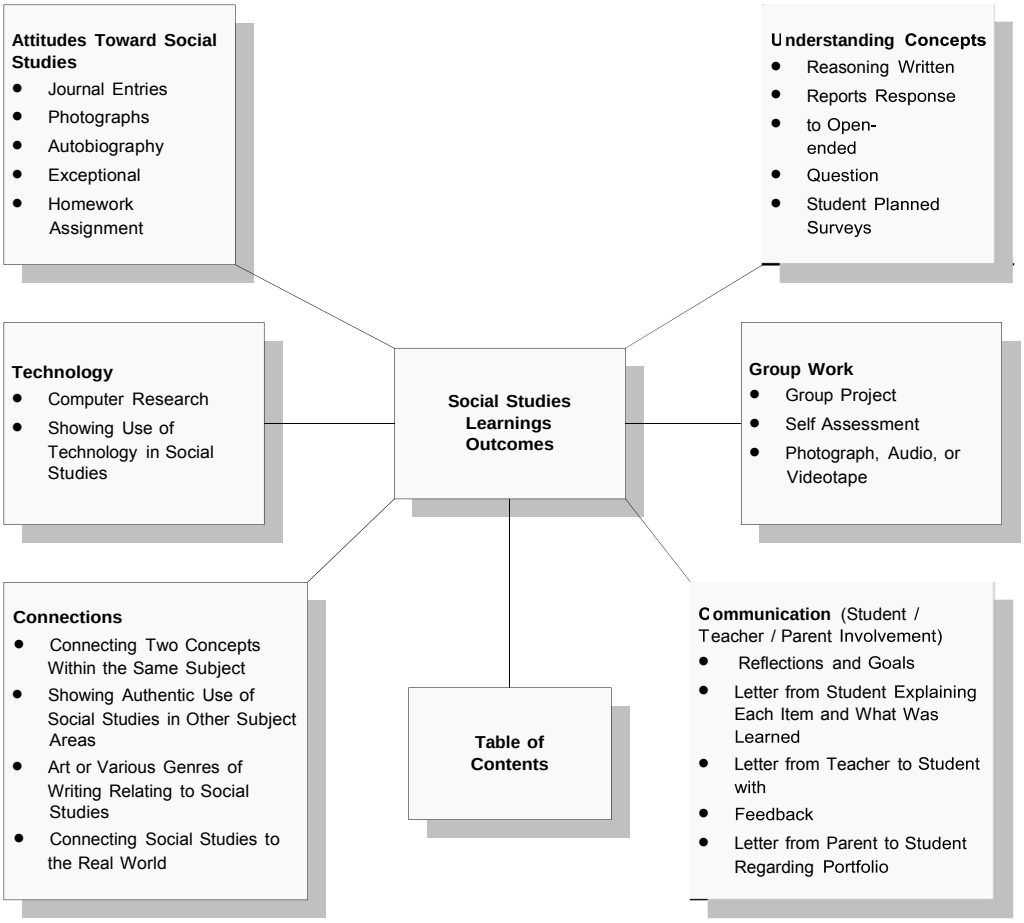


Chart developed by Shirley-Dale Easley and Kay Mitchell, *Portfolios Matter* (Pembroke Publishers) 2003

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

Guidelines for the Student	Commentary for the Teacher
Evaluation In June, you may be required to hand in your portfolio for final evaluation.	It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part. Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provide it is also for the student to use in his or her self-assessment.
Communication Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.	The skills list for grade 4 social studies includes: expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to present information, arguments, and conclusions; and presenting a summary report or argument. To make these outcomes more specific, conference with the student about how he or she would like to publicize the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school website.

Appendix J: Rubrics in Assessment

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

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

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

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

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

Appendix K: Rubrics for Writing, Reading / Viewing, Listening, Speaking, and Group Participation

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

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

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

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

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

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