Social Studies 4

Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2011

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Social Studies 4

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

Social Studies 4

Implementation Draft,
November 2011

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Social Studies 4 (Implementation Draft, November 2011)

Prepared by the Department of Education

Acknowledgements

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

New Brunswick
John Hildebrand
Barbara Hillman

Nova Scotia
Mary Fedorchuk
Bruce Fisher
Rick MacDonald
Jennifer Burke

Newfoundland and Labrador
Darryl Fillier

Prince Edward Island
Bethany Doiron
Laura Ann Noye

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

Contents

Introduction

Background

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

Aims of Social Studies

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

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

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

In particular, the social studies curriculum

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

Purpose of the 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 Social Studies 4 program
- informs both educators and members of the general public about the philosophy and scope of social studies education for the middle school level in the Atlantic provinces
- promotes the effective learning and teaching of social studies for students enrolled in Social Studies 4 classrooms

Guiding Principles

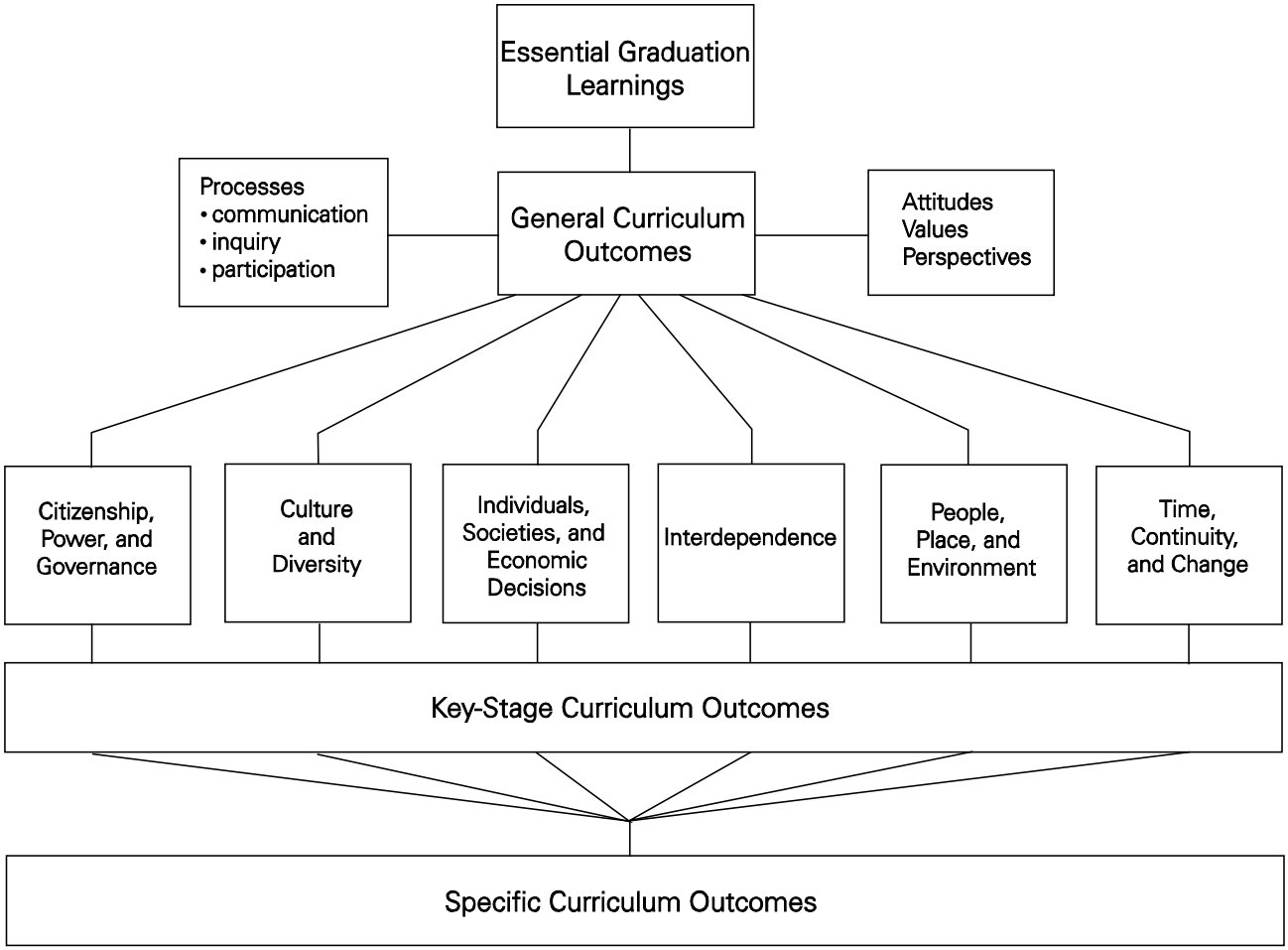
All primary to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by

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

Program Design and Outcomes

Overview

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



Essential Graduation Learnings

The Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Some examples of KSCOs in social studies that help students move towards attainment of the EGLs are given below.

Aesthetic Expression

Graduates will be expected 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 in which experiences are interpreted

Citizenship

Graduates will be expected 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 expected 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 expected 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 expected 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 expected 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 KSCOs within all of the six conceptual strands of social studies, as articulated in *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 GCOs for the social studies curriculum are organized around six conceptual strands. These GCOs 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: Concepts in Social Studies Primary–9). Examples of KSCOs by the end of grade 6 are given for each GCO.

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, 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 relationship 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
- ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level

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: 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 Social Studies 4 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 or 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 promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

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

Principles Underlying the Social Studies Curriculum

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

- *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.
- *Significant* social studies is student-centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- *Challenging* social studies involves teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments supported by evidence.
- *Active* social studies encourages students to assume increasing responsibility for managing their own learning within the classroom and in secure interactive online environments. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- *Integrative* social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate and meaningful connections to the human disciplines and to the concepts of time, space, continuity, and change.
- *Issues-based* social studies considers the ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, research, 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. Access to well-selected multimedia, print and interactive resources and environments, problem solving, critical

and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment comprises both digital and classroom contexts, and 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, strategies, and print, multimedia, and digital resources 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 multiple perspectives through access to information, human, and cultural resources available within the classroom and accessible through interactive online technologies. Regardless of backgrounds, students should be given equal access to educational opportunities. Technological access can be a key equitable access strategy for urban and rural students in Nova Scotia.

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. They will collaborate with students and experts close to home and at a geographic remove through classroom interactive technologies. They will communicate their understandings to audiences beyond the classroom.

RELEVANT AND SIGNIFICANT

The Social Studies 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.

Social Studies for EAL/ESL Learners

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

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

To this end,

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

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, multimedia, online digital and interactive resources, 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 and using a range of classroom technologies 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 and digital technologies and face-to-face secure and online contexts. When students engage in their own research with appropriate resources, technologies, and 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 of 21st-century learners.

The range of possible resources include

- print—books, magazines, newspapers, documents, and publications
- visuals—maps, illustrations, photographs, pictures, and study prints in paper and digital formats
- artifacts—concrete objects, educational toys, and games
- individuals and community—interviews, museums, field trips
- multimedia—digital audio, video and interactive media, television, and digital repositories and collections
- information and communication technology—computers and hand-held digital devices, computer software, email and data feeds, databases, and secure online interactive environments provided by school boards and the Department of Education

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, visual, and multimedia texts and secure, collaborative, interactive environments to aid in their understanding of content and concepts and to better prepare them for full and effective participation in local and global communities. 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 a full range of traditional print and newer digital texts appropriate for students at this level. Similarly, writing as a process should be stressed as a means that allows students to critically inquire and 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, email, audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance the learning of social studies. In that context, technological resources can provide a variety of opportunities.

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

Instructional Approaches

Social Studies 4 builds an active learning approach for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills for social studies research and provides a context in which students can analyze and evaluate 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 Social Studies 4 since students differ in interests, abilities, and learning styles, and components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

Social studies teachers have long emphasized a strong transmission approach. Content was heavily factual and descriptive, and instruction relied upon direct instructional methods such as lecture, didactic questions, and drill, and 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 experiential methods such as historical drama, role-play, and visits to historical sites, museums, and archives; indirect instructional strategies such as problem solving, document analysis, and concept formation; and 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 Social Studies 4. 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, Social Studies 4 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.

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 as they examine the stories of exploration; evaluate how humans have impacted earth; and identify why people, events, and ideas in our history were significant.

The Social Studies 4 curriculum challenges students to think critically. The course is structured so that students can begin to inquire into why events or people or ideas in our history are significant, what has changed over time, and why that change has occurred. In the geography sections, students look at the significance of place and the interaction of humans and the environment. These opportunities to inquire into our past as a way to understand the present are enhanced by a hands-on approach to teaching, learning, and assessment where students use both traditional and non-traditional methods to show their understanding of the concepts.

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

HISTORICAL THINKING CONCEPTS

Six historical thinking concepts called "Benchmarks of Historical Thinking" have been identified by Dr. Peter Seixas through his work at the University of British Columbia's Centre for the Study of Historical Consciousness. These six concepts were designed to help students think more deeply about the past and how it can be linked to the present. Teachers can use these Historical Thinking Concepts to extend and deepen the learning of the SCO. The concepts are noted in applicable explorations and best achieved when embedded within the lessons. The six concepts include:

1. **Historical Significance**—looks at why an event, person, or development from the past is important (e.g., What is the significance of a particular person in history? What would have happened if this person had not existed? Compare two places and develop arguments on which place had a greater significance.)

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

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

4. **Cause and Consequence**—examines why an event unfolded in a particular manner and investigates the possibility of a number of causes (There is almost always more than one cause for an event. Explain that causes are not always obvious and can be varied and interwoven; (e.g., How has the exchange of technologies over time changed the traditions of a culture?)

5. **Historical Perspective**—any historic event involves people who may have held different perspectives on an event (e.g., How can a place be found or *discovered* if people already live in that location? Perspective taking is about trying to understand a person's perspective of an event as it happened.)

6. **Moral Dimension**—assists in making ethical judgments about past events after objective study. (We strive to learn from the past in an effort to understand how events occurred and how they continue to influence our lives. Moral judgment, within a historical context, is a difficult concept as it requires a suspension in present-day understandings and concepts; e.g., the Canadian government issuing a formal apology in 2006 to the Chinese Canadian community for the use of a head tax and the exclusion of Chinese immigrants to Canada.)

GEOGRAPHICAL THINKING CONCEPTS

As with the Historical Thinking Concepts, the Critical Thinking Consortium has identified six (6) Geographical Thinking Concepts to help students think about geography. The level of analysis associated with these concepts is advanced and not easily accessible to all students. For the purpose of this curriculum, students will be engaging in these concepts only as introductory models, and only within the framework of basic geographic skills. Teachers are encouraged to use the Geographic Thinking Concepts to extend and deepen specific geographic skills. Concepts are noted in applicable elaborations and are best achieved when embedded within the lessons. The six concepts include the following:

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 (Students can look at where a geographic location is within the hemispheres and consider the impact and/or relevance of climate and physical environment upon the location.)

2. **Evidence and Interpretation**—examines how adequately the geographic evidence justifies the interpretations offered and what interpretations might be made from the evidence provided (Students will be exploring the use of geographic data in making determinations and interpretations; e.g., given a set of statistics about an unidentified country, what can you tell about the 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 (Students will explore how geographic data can emerge as a pattern; 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 (Students need to consider how humans and environmental factors influence each other; e.g., how will hurricanes affect the Atlantic region as the climate changes?)

5. **Sense of Place**—looks at the uniqueness and connectedness of a particular location—the perspective of a place (Students will consider basic characteristics of a geographic location with a particular focus on landforms, climate, and vegetation; e.g., How do images of a place identify its sense of place?)

6. **Geographical Value Judgments**—assesses what should or should not be (e.g., Should the oil sands operations be stopped? A geographic value judgment is a higher-order geographic inquiry portal. Students will be considering many of the factors that are used in geographic value judgments but will not necessarily engage in making these judgments.)

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 interrelated and interdependent.

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

Assessing and Evaluating Student Learning

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

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

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

Assessment

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

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

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 are the data gathered? What do the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course or is there need for remediation? Teacher-developed assessments and the evaluations based on them have a variety of uses:

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

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative—depending on the purpose.

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

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

Guiding Principles

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

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

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment method 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 goals and objectives of instruction for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audiences for whom they are intended.

These principles highlight the need for assessment that ensures

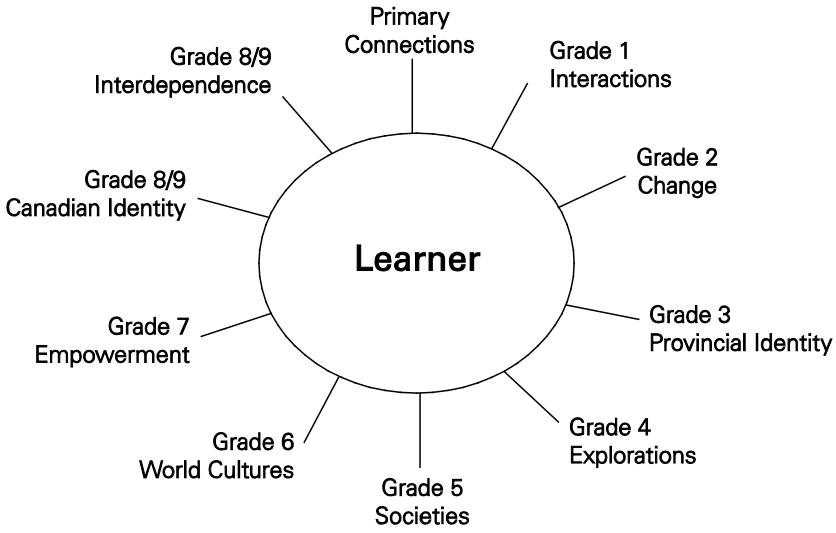
- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources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

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

Curriculum Overview

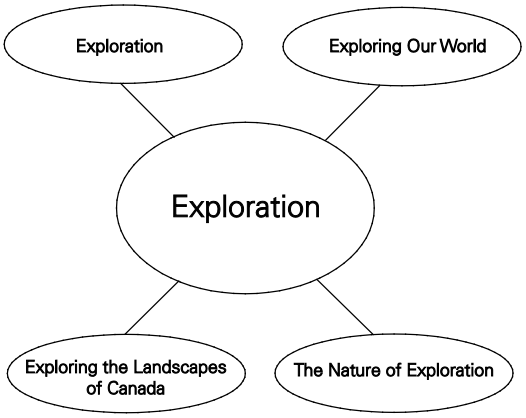
Social Studies Primary–9 Program

The Social Studies Primary–9 program is designed around ten conceptual organizers.



Aims of Social Studies

Social Studies 4 is organized around the following units:



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

Social Studies 4 Specific Curriculum Outcomes

Students will be expected to

Unit One: Exploration

4.1.1 examine 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 landscapes

Connections to Social Studies 3 *Students will be expected to*	
3.1.2 describe the major physical features, climates, and vegetation of their province and the Atlantic region	**4.3.1** examine major physical features of the world **4.3.2** describe the main characteristics of rivers, islands, mountains, and oceans **4.4.1** describe the physical landscape of Canada
3.1.3 examine where people live and how people make a living in their province	**4.3.3** examine the relationship between humans and the physical environment **4.4.2** examine the human landscape of Canada
3.3.1 examine the purpose, function, and structure of governments in their province	**4.4.3** describe the political landscape of Canada
Connections to Social Studies 5 *Students will be expected to*	
4.3.3 examine the relationship between humans and the physical environment	**5.2.1** explain how place and geographic feature(s) influenced the development of an ancient society **5.2.2** describe how place and environment affected, and were affected by, the lifestyle of an ancient society

Curriculum Outcomes Format

Outcomes

The curriculum has been organized into four sections 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

This section provides specific curriculum outcomes students are expected to know, be able to do, and value by the end of the year.

ELABORATION, ENDURING UNDERSTANDING, INQUIRY

This sub-section 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.

Suggestions for Assessment

This section 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.

Suggestions for Learning and Teaching

These suggestions offer 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 or assessment activity.

Notes and Resources

The Notes and Resources section provides links to other curriculum areas and suggested supplementary resources (including groups and agencies).

Social Studies 4: Course Overview

The organizing concept for Social Studies 4 is “Exploration.” Students will develop both an understanding of what constitutes exploration and the various aspects of exploration, including stories of the impact of people exploring and the people, places, or ideas being explored.

Students will study the physical environment of the world, noting similarities and differences in physical features in various parts of the planet. Students then examine the concept of how humans and the environment interact. This is an important concept as it engages students in education for sustainable development. 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 can determine where people live and work.

The last unit of the course concentrates on Canada. Here, students examine the physical landscape of the country, the human landscape, the political landscape, and the symbols that represent aspects of Canadian identity.

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 a historical and modern perspective. The Community of Practice: Social Studies 4 Implementation Moodle has additional resources, links, and graphic organizers. Your staff.EDnet.ns.ca user name and email password provide entry. The one-time enrolment key is "allaboutlearning."

Unit Outcome

4.1.1 Students will be expected to examine the concept of exploration.

Processes and Skills

COMMUNICATION

- Organize data with visual representation, write personal narratives, interview, 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, work collaboratively in groups to investigate

Outcome

4.1.1 Students will be expected to 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, watch a documentary video, speak with a new e-pal, and in other ways, experience a place. 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 or her exploration?
- **Evidence:** How do we know exploration have taken place?

Suggestions for Assessment

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?

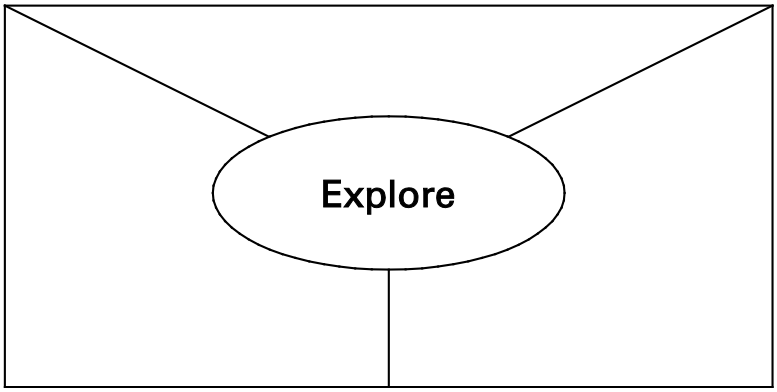
From this information, write a sentence or two to tell what you think caused this exploration to happen.

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 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. Students may demonstrate their discoveries and understandings through various presentation methods, such as posters, dramatizations, and songs, using various technologies.

Suggestions for Learning and Teaching

Students may

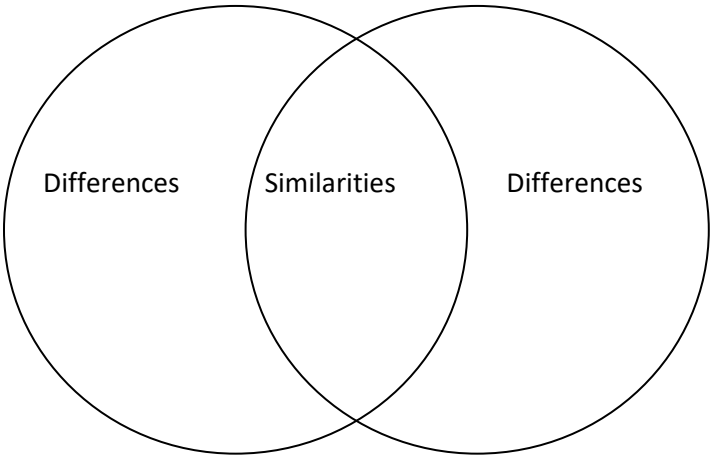
- brainstorm and use a graphic organizer to jot down words or phrases related to the word “explore”
-
-



- 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
- using a pair/share activity, discuss with another student an exploration experience
- project, but do not copy or download 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? Use Google Earth or Google Maps to identify how you would 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. Document their explorations and solutions photographically.)
- 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.

Notes and Resources

Print Resources

- Community Construction Kit (51201)
- *Exploration in Art Overhead Transparencies, Grade 4* (19023)
- *Moving up with Literacy Place Grade 4 Sampler: Geocaching: Treasure Hunting around the Globe* (18466)
- *National Geographic Explorer! Collection* (18925)
- *The Power of Pictures: Creating Pathways to Literacy through Art* (19109)
- *Why Explore?* (found in most schools)

Internet Resources

- *National Geographic*
  http://lava.nationalgeographic.com/cigbin/pod/archive.cig (exploration and photo of the day archive)
- *National Geographic Kids* has an online site with stories about modern-day explorers.
  http://kids.nationalgeographic.com/kids/stories/peopleplaces
- *National Geographic Photo of the Day: Adventure and Exploration*
  http://photography.nationalgeographic.com/photography/photo-of-the-day/adventure-exploration/
- *Parks Canada* (www.pc.gc.ca) web page about geocaching:
  http://www.pc.gc.ca/docs/pc/guide/geocache/geocache1.aspx
- Provincial tourism guidebooks and maps are available through the official office of each province of Canada. Information on the Nova Scotia Department of Tourism, Culture, and Heritage can be found at
  http://www.gov.ns.ca/tch
- Information on geocaching for kids: http://eduscapes.com/geocaching/kids

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 re-examine 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.

Note: The opportunity cost of a decision is based on what is given up (the next best choice) as a result of a decision.

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, create, organize, and compile data to identify patterns and relationships among data, develop and carry out an action plan

Outcome

4.2.1 Students will be expected to examine the stories of various explorers of land, ocean, space, and ideas.

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 or 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 or 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 perspectives:** How might this historical figure have thought about his or her journey of exploration? Within an exploration story, whose perspective is missing? Do we think of the exploration in the same terms today? Why might this be?
- **Geographic importance:** Was the exploration of this location of particular geographic importance? If so, in what way?
- **Geographic interactions and associations:** How did human actions and environmental factors influence each other?

Suggestions for Assessment

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, Wiki, photostory, Comic Life, or Power Point/Keynote 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 or 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, blog, or audio MP3 recording or 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.
3. Share students' MP3 files as an in-school broadcast.

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 text, imagery, sound, and multimedia components to present your plan that identifies

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

Suggestions for Learning and Teaching

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, 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, digital illustrations and art, digital audio, animations, or video recordings to show one of the challenges the explorer faced
- 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.)

Notes and Resources

Print Resources

- *Cape Breton Wonders* (18936)
- *Go Facts, Set 10, Oceans* (17483)
- *Literacy Moves On: Popular Culture, New Technologies and Critical Literacy in the Elementary Classroom* (17005)
- National Geographic Explorer! Collection (18925)
- *Save our Coasts* (18092)
- *The Primary Source Artifact Kit: Artifacts from Historic Parks of Nova Scotia*
- *Through Other Eyes* (17503)
- *Windows on Literacy. Fluent Plus, Social Studies Classroom Set* (13647)

Internet Resources

- *CBC's Top Canadian Inventor*–learning activities
  http://archives.cbc.ca/for_teachers/1149
- *Great Canadian Scientists*
  http://www.science.ca
- *Library and Archives Canada: Passageways: True Tales of Adventure for Young Explorers*
  http://epe./ac-bac.gc.ca/100/206/301/ac-bac/explorers/www.collectionscanada.gc.ca/explorers/kids/index-e.html
- *Library and Archives Canada–Learning Centre*
  http://www.collectionscanada.gc.ca/education/008-100.01-e.php
- *National Geographic–Explorations* (interactive exhibits, such as climbing a mountain, exploring the ocean floor)
  http://www.nationalgeographic.com/expeditions/hall
- *Nova Scotia Archives*
  http://www.gov.ns.ca/nsarm/virtual
- *Retrospective: Canadian Innovation*
  http://thecanadianencyclopedia.com/customcode/Media.cfm?Params=E1ret-innovation.swf
- *Scientists and Innovators in Schools*–a resource for information and inventors as guests to classrooms
  http://atlanticsciencelinks.dal.ca

The following software is generally available on classroom computers to support a full range of appropriate responses and representations of student learning:

- PhotoStory software (Windows; free)
- Audacity audio recording and editing software with LAME MP3 encoder (Windows/Mac; free)
- Scratch software from MIT (Windows/Mac; free)
- PhotoShop Elements (Windows/Mac; NSSBB)
- iMovie or Windows movie maker (Windows/Mac; included on all computers/platform)

Outcome

4.2.2 Students will be expected to analyze factors that motivate exploration.

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, or a desire to explore 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: economics, power, and knowledge.

Inquiry

- **Historical perspective:** 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?

Suggestions for Assessment

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. Write two sentences describing 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 Learning and Teaching

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
  - What was your motivation for wanting this innovation?
  - Did you have more than one motivation for creating this?)
- 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 (Students might meet with the explorer in person or through video conferencing technology available upon request by contacting the school board technology department. Prepare questions for the speaker that will help the class understand the motivation for this exploration. What were or what are the results of the exploration?)

Notes and Resources

Print Resources

- *Why Explore?* (found in most schools)

Internet Resources

- *Archeology in Nova Scotia*
  http://museum.gov.ns.ca/arch/
- *History by the Minute (Historica Minutes*)
  http://www.museevirtuel-virtualmuseum.ca/index-eng.jsp
- *National Geographic*
  http://www.nationalgeographic.com/
- *Nova Scotia Archeology Society*
  http://www.novascotiaarchaeologysociety.com/
- *Nova Scotia Museum*
  http://museum.gov.ns.ca/en/home/default.aspx
- *Parks Canada—Archeology*
  http://pc.gc.ca/progs/arch/index_e.asp
- *The Virtual Museum of Canada*
  http://www.museevirtuel-virtualmuseum.ca/index-eng.jsp

Outcome

4.2.3 Students will be expected to 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 identify some of the negative and positive impacts on each. This study should also include an examination of the consequences for the explorer.

The second point is that exploration, over time, has 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 thoughtfully speculate 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:** 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? Were there unexpected consequences?

Suggestions for Assessment

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

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

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

- the environment
- the people
- 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 Resources			
Method	**Environment**	**People**	**Resource**
Old Method			
New Method			

Exploring is sometimes a risky business. Think of three examples of exploration where the results 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 Learning and Teaching

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 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. ([These photos are often available at local town or community councils.] 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 ...)
- 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 email 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.)
- brainstorm examples of explorations that involved a disaster or loss of human life (Have a class discussion to analyze the impact of this exploration on future exploration.)

Notes and Resources

Print Resources

- *Earth Rescue: Grade 4 Book Club Unit* (18756)
- *Literacy Moves On: Popular Culture, New Technologies and Critical Literacy in the Elementary Classroom* (17005)
- *Why Explore?* (found in most schools)

Internet Resources

- *Canadian Astronomy Education—Canadian Contributions to Space Technology and Exploration*
  http://www.cascaeducation.ca/files/cdn_spacetech.html
- *Canadian Space Agency*
  http://www.asc-csa.gc.ca/eng/default.asp
- *GeoNova*—This site offers a range of historic and modern maps of Nova Scotia.
  http://www.gov.ns.ca/geonova/home/default.asp
- *National Geographic—Historical Maps of Canada*
  http://www.canadiangeographic.ca/mapping
- *Nova Scotia Archives, Virtual Archives* (This site will support comparison of photos of the same area/region from different time periods.)
  http://www.gov.ns.ca/nsarm/virtual
- *Nova Scotia Agriculture*
  http://www.gov.ns.ca/agri
- *Nova Scotia Department of Energy*
  http://www.gov.ns.ca/energy
- *Nova Scotia Department of Natural Resources*
  http://www.gov.ns.ca/natr
- *Nova Scotia Fisheries and Aquaculture*
  http://www.gov.ns.ca/fish
- *The Greatest Canadian Invention—CBC: Insulin*
  http://www.cbc.ca/inventions/inventions.html?inventionID=25

Unit 3:
Exploring Our World

Unit 3: Exploring Our World

Unit Overview

In Social Studies 3, 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 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

Outcome

4.3.1 Students will be expected to examine major physical features of the world.

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 Social Studies 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, Social Studies 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 × 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) that 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?

Suggestions for Assessment

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.

Suggestions for Learning and Teaching

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 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 another 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.)
- 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, or search for and insert a Creative commons licensed photograph, 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 called “Amazing Race” (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 “Where in the World Am I?” (Students can create cards for five 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 their question.)

Notes and 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.

Print Resources

- *My World: An Elementary Atlas* (17159)
- *National Geographic Reading Expeditions: World Regions* (1000491)
- *Practical Poetry: A Nonstandard Approach to Meeting Content-Area Standards* (17385)
- *The Poetry Experience: Choosing and Using Poetry in the Classroom* (18594)

Internet Resources

- *Google Earth*
  http://www.google.com/earth/index.html
- *The Atlas of Canada, Telling Canada's Story with Maps*
  http://atlas.nrcan.gc.ca/site/english/index.html

Video Resources

- *Earth's Physical Features* (21331)
- *Types of Map and Map Projections* (21329)

Outcome

4.3.2 Students will be expected to describe the main characteristics of rivers, islands, mountains, and oceans.

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 Social Studies 3. Consequently, the primary foci at Social Studies 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
- 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?

Suggestions for Assessment

- 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 or blog 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.
- 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. Presentation options can include projected Creative Commons licensed or student-created images, student-created video and audio that illustrate key ideas.

Suggestions for Learning and Teaching

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 find mountains, islands, rivers, and oceans that 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.)
- 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 in person or through a video conference (Develop “powerful” questions they would like answered about the type of work the person does.)

Notes and Resources

Criteria for powerful questions

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

Print Resources

- *My World: An Elementary Atlas* (17159)
- *National Geographic Reading Expeditions: World Regions* (1000491)
- *Our Country, Canada*, second edition (1000220)

Internet Resources

- *Earth Day Canada*
  http://www.earthday.ca
- *GeoNova*
  www.gov.ns.ca/geonova
- *Google Earth*
  http://www.google.com/earth/index.html
- *NASA's Topography of the World: Image of the Day*
  http://earthobservatory.nasa.gov/IOTD/view.php?id=3741
- *Natural Resources Canada—The National Topographic System of Canada*
  http://maps.nrcan.gc.ca.topo101/topo_ex_e.php
- *Nova Scotia Fisheries and Aquaculture*
  http://www.gov.ns.ca/fish

Video Resource

- *Earth's Physical Features* (21331)

Outcome

4.3.3 Students will be expected to examine the relationship between humans and the physical environment.

Elaboration

Students will describe both the benefits the physical environment offers humans and the challenges it poses. In this context, the 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 and associations:** 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?

Suggestions for Assessment

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

- tell how each physical environment positively and negatively affects the lives of the people who live on it or near it
- tell how people positively and negatively affect each of these physical environments

Suggestions for Learning and Teaching

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
- create a visual that depicts 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?)
- 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?)

Notes and Resources

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).

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.

Print Resources

- *Earth Rescue: Grade 4 Book Club Unit* (18756)
- *Our Country, Canada* (1000220)
- *National Geographic Reading Expeditions: World Regions* (1000491)

Internet Resources

- *Atlas of Canada*—maps illustrating various themes/statistics, such as population maps, climate maps, etc.
  http://atlas.nrcan.gc.ca/site/english/index.html
- *EnvioYouth Edition*
  http://www.ec.gc.ca/envirozine/english/issues/27/enviroyouth_e.cfm
- *EnviroZine–Environment Canada's Online Newsmagazine*
  http://www.ec.gc.ca/envirozine/default.asp?lang=EN
- *GeoNova*
  http://www.gov.ns.ca/geonova/home/default.asp
- *Kids and Youth: Calculate your impact on the environment!*
  http://www.ec.gc.ca/education/default.asp?lang=En&n=DDD28422-1
- *Nova Scotia Department of Environment*
  http://www.gov.ns.ca/nse
- *Nova Scotia Department of Natural Resources*
  http://www.gov.ns.ca/natr
- *The Weather Channel Kids!*
  http://www.theweatherchannelkids.com/weather_ed/careers_in_meteorology

Video Resources

- *O Canada* (23811)
- *Over Canada* (23560)
- *Weather and Climate* (21332)

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 links 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 certain aspects of Canadian identity.

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 of Canada
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, and 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, and 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 and make photographs, design flags and symbols

Outcome

4.4.1 Students will be expected to describe the physical landscape of Canada

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 Social Studies 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 are some physical geographic characteristics that would determine the importance or value of a particular physical region?

Suggestions for Assessment

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

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 labelled. When each group has completed the diorama, the class will do a gallery walk looking at the displays. Bring a chart like the one on the following page 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						

Suggestions for Learning and Teaching

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. Using a jigsaw method to teach others and to learn about the region.)
- research online to locate informational brochures related to recreational activities and physical landscape, vegetation and climes and natural resources of the province or territory (Create and share bookmarks in folders to sort the information and place in 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 possible stamps. Each student should create one stamp. Students can display their stamps in a classroom collage that represents each region.)
- create a hand-drawn or Comic Life poster to show the six physical regions of Canada (They should include physical landscape, climate, vegetation, and natural resources found in the region they have chosen.)

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.

Jigsaw Strategy for Co-operative 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 or her original group and teaches the group his or her topic.

Print Resources

- *Kids in Canada* (18781)
- *Our Country, Canada*, second edition (1000220)
- *Practical Poetry: A Nonstandard Approach to Meeting Content-Area Standards* (17385)
- *The Arctic Tundra: Life on Top of the World* (18769)
- *The Poetry Experience: Choosing and Using Poetry in the Classroom* (18594)
- *The Power of Pictures: Creating Pathways to Literacy through Art* (19109)

Internet Resources

- *ArtReach*: The Art Gallery of Nova Scotia and Department of Education program offers inspiring original exhibitions and print making workshops around Nova Scotia. For more information on the program, please visit http://www.artgalleryofnovascotia.ca/en/AGNS_Halifax/learn/schools/artreach/default.aspx
- *Canada Post—Stamp Selection Policy* http://www.canadapost.ca/cpo/mc/personal/productsservices/collect/stampselection.jsf
- *Canadian Geographic* (Make your own maps of Canada with mapmaker tool.) http://www.canadiangeographic.ca/mapping/mapmaker

Video Resources

- *Map Skills* (21330)
- *O Canada* (23811)
- *Over Canada* (23560)
- *Types of Maps and Map Projections* (21329)

Outcome

4.4.2 Students will be expected to examine the human landscape of Canada.

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 Social Studies 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 interactions and associations:** How has the environment influenced where people live and work?
- **Sense of place:** How does the physical geography of the various regions of Canada affect the lives of people who live there? How might the lives and attitudes of people in the various regions of Canada be different if they lived elsewhere in our country?

Suggestions for Assessment

Examine a population density map. 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 or 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?

Suggestions for Learning and Teaching

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 or the 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.)
- 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 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 and the legend, 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.)

Notes and Resources

Print Resources

- *My World: An Elementary Atlas* (17159)
- *Our Country, Canada*, second edition (1000220)

Internet Resources

- *GeoNOVA Portal* (This site has a wide range of geographic information for the province of Nova Scotia)
  http://www.gov.ns.ca/geonova/home/default.asp
- NASA photo showing the Earth at night
  http://apod.nasa.gov.apod/image/0011/earthlights2_dmsp_bog.jpg
- *Nova Scotia Government—Rural and Economic Development*
  http://gov.ns.ca/econ/
- *Statistics Canada*—**Note:** Stats Canada offers many features, one of which includes the 2006 Community Profiles. This section can be used to determine what types of employment exist within a community.
  http://www.statscan.gc.ca
- *Statistics Canada—Urban and Rural Communities*—This site offers a learning resources section on urban and rural communities.
  http://www.statscan.gc.ca/kits-trousses/edu04_0147-eng.htm

Outcome

4.4.3 Students will be expected to describe the political landscape of Canada.

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 Social Studies 3 curriculum.

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: What are some old laws that may not be needed anymore? What are some new laws that may be needed? What are some laws that have remained the same over time?

Suggestions for Assessment

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 in a paragraph 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 this on your map.
4. Your member 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 centre 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 show what each level of the federal government will need to do to make your bill become a law.

Suggestions for Learning and Teaching

Students may

- 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.)
- list two important points in the platform of any two of Canada's main political parties (Put their information on a class chart.)
- write a paragraph defending their opinion on the importance of voting in a federal election
- 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 or 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.)

Notes and Resources

Print Resources

- *Discovering Canada's Government* (13112)
- *Faces of Government* (1000002)
- *Take Action!: A Guide to Active Citizenship* (17341)
- *The Power of Pictures: Creating Pathways to Literacy through Art* (19109)
- *The Writing Genre* (23561)
- *Writing Anchors* (23574)

Internet Resources

- About Parliament
  http://www.parl.gc.ca/common/AboutParl_Education.asp?Language=E
- *Activity 11: Bill on the Hill* (This site is designed through the Library of Parliament to aid students' in their understanding the processing of a parliamentary bill.)
  http://www2.parl.gc.ca/Sites/LOP/Education/ESL/activities-sect4-e.asp#act11
- *Bloc Quebecois*
  http://www.blocquebecois.org/fr
- *Canada's New Democrats*
  http://www.ndp.ca
- *Elections Canada*
  http://www.elections.ca/home.asp
- *How Canadians Govern Themselves, 6th Edition, Teacher's Kit* (The Teacher's Kit provides information on the history, role, and functions of the Canadian parliamentary system.)
  http://www2.parl.gc.ca/Sites/LOP/Education/TeacherKit/index-e.asp
- *Library of Parliament—Our Country, Our Parliament, Teacher Resource*
  http://www2.part.gc.ca/Sites/LOP/Education/ESL/howto02-e.asp
- *Student Vote* (This site offers a range of resources that allow students to create a range of election experiences in the classroom.)
  www.studentvote.ca
- *The Conservative Party*
  http://www.conservative.ca
- *The Green Party*
  http://www.greenparty.ca
- *The Liberal Party*
  http://www.liberal.ca

Outcome

4.4.4 Students will be expected to 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 or 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 some stayed the same? Why have some symbols changed and others stayed the same?

Suggestions for Assessment

Select three symbols of Canada that you think represent the political, human, and physical landscape of Canada. For each symbol write a paragraph that explains 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.

Suggestions for Learning and Teaching

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** √

- 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.)

Notes and Resources

Print Resources

- *A Visual Guide to Flags of the World* (25111)
- *Literacy Moves On: Popular Culture, New Technologies and Critical Literacy in the Elementary Classroom* (17005)
- *Our Country, Canada*, second edition (1000220)
- *The Power of Pictures: Creating Pathways to Literacy through Art* (19109)

Internet Resources

- *Canadian Heritage: The National Flag of Canada*
  http://www.pch.gc.ca/pgm/ceem-cced/symbl/dg1-eng.cfm
- *Canadian Heritage: The Symbols of Canada*
  http://www.pch.gc.ca/pgm/ceem-cced/symbl/index-eng.cfm
- *Canadian Symbols at Parliament*
  http://www2.parl.gc.ca/Sites/LOP/Education/CanSymbols/index-e.asp
- Michael Mitchell's *Canada in My Pocket* is a popular children's song referencing Canadian symbols and coins.
  http://www.songsforteaching.com/canada/canadainmypocket.htm

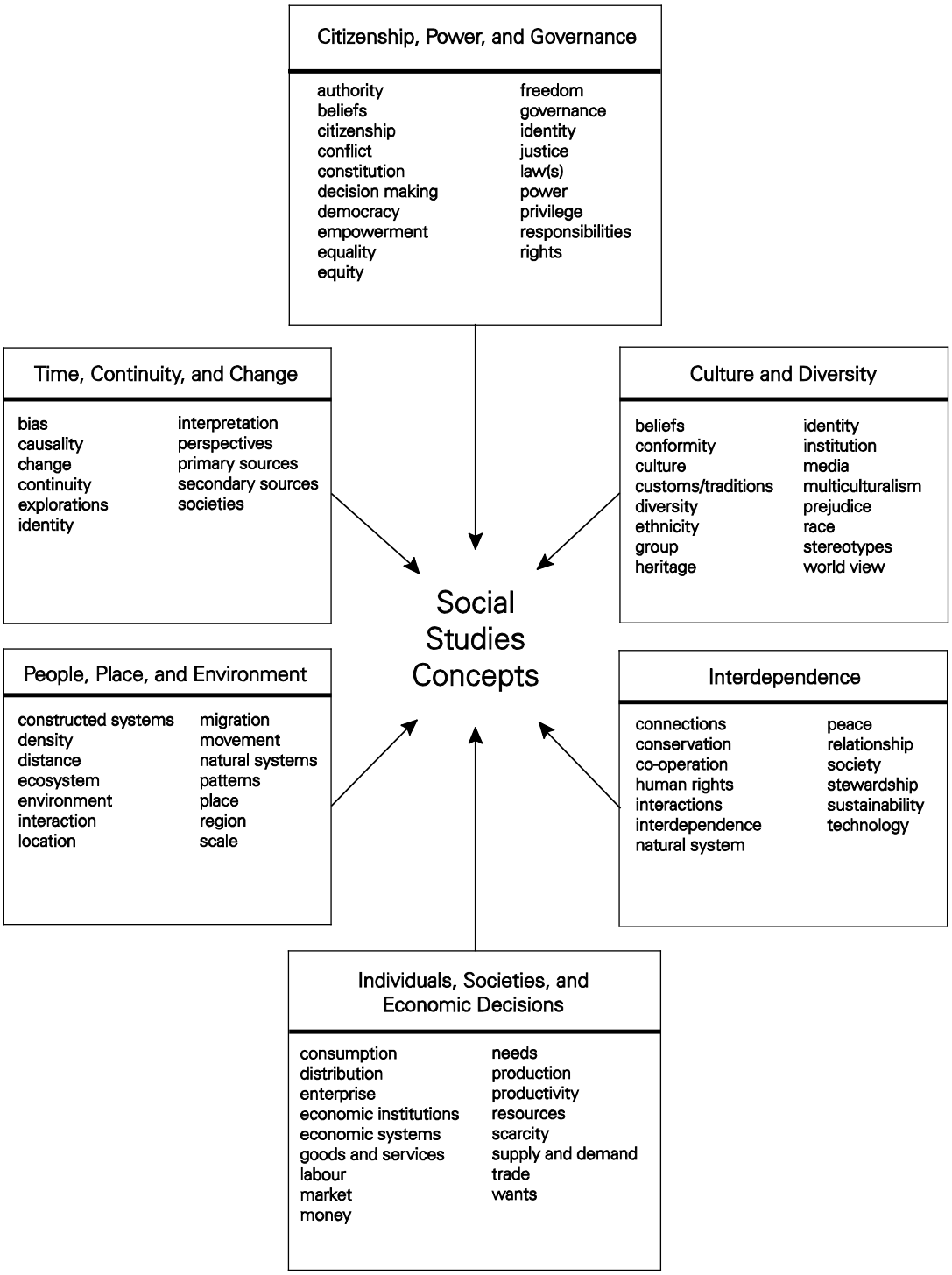
- *Symbols of Canada—Canadian Heritage, Revised Electronic Edition*
  http://www.pch.gc.ca/pgm/ceem-cced/symbl/pub_symb-eng.cfm

Video Resources

- *O Canada* (23811)
- *Over Canada* (23560)

Appendices

Appendix A: Concepts in Social Studies Primary–9



Appendix B: Process-Skills Matrix

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

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

Process: Communication

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

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
	and multimedia ▪ interpret and use graphs and other visuals	
▪ Present a summary report or argument	▪ use appropriate maps, globes, and graphics	▪ create outline of topic ▪ prepare summaries ▪ take notes ▪ prepare a bibliography
▪ Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, clarifying, and mediating conflict	▪ participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences	▪ participate in delegating duties, organizing, planning, and taking action in group settings ▪ contribute to developing a supportive climate in groups

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
▪ Frame questions or hypotheses that give clear focus to an inquiry	▪ identify relevant primary and secondary sources ▪ identify relationships among items of historical, geographic, and economic information ▪ combine critical social studies concepts into statement of conclusions based on information	▪ identify relevant factual material ▪ identify relationships between items of factual information ▪ group data in categories according to criteria ▪ combine critical concepts into statement of conclusions based on information ▪ restate major ideas concisely ▪ form opinion based on critical examination of relevant information ▪ state hypotheses for further study
▪ Solve problems creatively and critically	▪ (see Shared Responsibilities)	▪ identify a situation in which a decision is required ▪ secure factual information needed to make the decision ▪ recognize values implicit in the situation and issues that flow from them ▪ identify alternative courses of action and predict likely consequences of each ▪ make decision based on data obtained ▪ select an appropriate strategy to solve a problem ▪ self-monitor decision-making process
▪ Apply a variety of thinking skills and strategies	▪ determine accuracy and reliability of primary and secondary sources and geographic data ▪ make inferences from primary and secondary materials ▪ arrange related events and ideas in chronological order	▪ determine accuracy and reliability of data ▪ make inferences from factual material ▪ recognize inconsistencies in a line of argument ▪ determine whether or not information is pertinent to subject
▪ Recognize significant issues and perspectives in an area of inquiry	▪ research to determine multiple perspectives on an issue	▪ review an interpretation from various perspectives ▪ examine critically relationships among elements of an issue or 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

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
▪ Gather, record, evaluate, and synthesize information	▪ interpret history through artifacts ▪ use sources of information in the community ▪ access oral history, including interviews ▪ use map- and globe-reading skills ▪ interpret pictures, charts, tables, and other visuals ▪ organize and record information using timelines ▪ distinguish between primary and secondary sources ▪ identify limitations of primary and secondary sources ▪ detect bias in primary and secondary sources	▪ use a variety of information sources ▪ conduct interviews ▪ analyze evidence by selecting, comparing, and categorizing information
▪ Interpret meaning and significance of information and arguments	▪ interpret socio-economic and political messages of cartoons and other visuals ▪ interpret socio-economic 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 the 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, and 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 or interpretations
▪ Make effective decisions as consumers, producers, savers, investors, and citizens	▪ access, gather, synthesize, and provide relevant information and ideas about economic issues ▪ generate new ideas, approaches, and possibilities in making economic decisions ▪ identify what is gained and what is given up when economic choices are made ▪ use economic data to make predictions about the future	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
▪ Engage in a variety of learning experiences that include both independent study and collaboration	▪ (see Shared Responsibilities)	▪ express personal convictions ▪ communicate own beliefs, feelings, and convictions ▪ adjust own behaviour to fit dynamics of various groups and situations ▪ recognize human beings' mutual relationship in satisfying one another's needs ▪ reflect upon, assess, and enrich their learning process
▪ Function in a variety of groupings, using collaborative and co-operative 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 and differences ▪ use appropriate conflict resolution and mediation skills ▪ relate to others in peaceful, respectful, and non-discriminatory ways
▪ Respond to class, school, community, or national public issues	▪ 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

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 Social Studies 4 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 12). 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 or 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 or schools who have participated in a similar plan.

3. Map out the calendar (timeline) 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 audiovisual 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 modelled 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
- Audiovisual presentation
- Poster board display
- Published article (e.g., on the school website or in the school or community newspaper)

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

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

4. Elicit support for the plan from community leaders.

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

Appendix D: Using Primary Sources in the Classroom

Suggested Uses

Primary sources provide students with opportunities to have more direct encounters with past events and people. Students can link to the human emotions, aspirations, and values that prevailed in another time. Key to these learning opportunities is the use of such primary sources as written documents, press releases, newspaper articles, journals, diaries, letters, songs, poetry, video and sound recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, and maps. The following chart illustrates instructional approaches that primary source documents can support.

Suggested Uses of Primary Sources in the Classroom	
Instructional Approach	**Commentary**
Visualization	Create a visually rich classroom by setting up a mini-museum of local history to include not only artifacts, but also photos, posters, letters, and other original documents. These documents may be changed as units change.
Focusing	At the beginning of each unit or outcome within a unit, refer to a document as a “window” into the theme.
Reading and Viewing	Provide students with a graphic organizer to help them understand the content of an original document.
Listening	Provide students with an audio or video recording to give them a sense of being “present” at an event.
Writing	A document may be used to prompt a writing activity. Provide students with a self-checklist.
Finding Connections	Students can be given an opportunity to analyze two or more documents to see relationships and/or differences in what they are saying, and draw conclusions from this analysis.
Reflection	Students should be encouraged to make journal entries at appropriate times as they reflect upon the feelings and values evoked by certain documents. (See Appendix H: Student Response Journals.)
Assessment	Use of documents in constructed-response questions in an assessment enhances the quality of the assessment. Students can use the documents not only to recall previously learned knowledge, but also to apply and integrate that knowledge.

Analyzing Primary Sources

As stated previously, primary resources include resources that may not come in the form of written documents. The following are suggested graphic organizers that the student may use to analyze such resources as a family heirloom, a tool or implement, a historical document, a photo, a poster, a sound recording, and a cartoon. Although the questions and exercises may differ slightly from one graphic to another, the underlying approach is the same: namely, to identify facts relating to a specific situation, issue, or problem; to find relationships among the facts and the patterns in these relationships; and to give an interpretation and draw a conclusion.

Analyzing an Heirloom

Analysis Sheet: Family Heirloom	
Question	**Observations**
1. How may the object be described?	
2. For what purpose was it created?	
3. What does the object tell us about the past?	
4. Is there a particular point of view portrayed by the object?	
5. How would you find out if it is a reliable source?	

Analyzing a Tool or Implement

Analysis Sheet: Tool/Implement	
Question	**Information**
1. How is the object constructed?	
2. Who constructed it?	
3. Where was it kept on the owner's property?	
4. How and when was it used?	
5. Who mainly used it and why?	
6. What do the object and its use say about living conditions and lifestyle?	

Analyzing a Photo

Analysis Sheet: Photo	
Photo	**What I See**
(Identify the photo)	Describe the setting and time. Identify the people and objects. How are they arranged? What's happening in the photo? Was there a purpose in taking the picture? Explain. What would be a good caption for the photo?
From this photo, I have learned that . . .	

Analyzing a Sound Recording

Analysis Sheet: A Sound Recording	
Question	**Notes**
1. Listen to the sound recording and tell who the audience is.	
2. Why was the broadcast made? How do you know?	
3. Summarize what it tells you about (insert the topic).	
4. Is there something the broadcaster left unanswered in this sound recording?	
5. What information do you get from the recording that you would not get from a written transcript?	

Analyzing a Cartoon

Analysis Sheet: Analyzing a Cartoon	
Question	**Response**
1. What symbols are used in this cartoon?	
2. What does each symbol represent?	
3. What do the words (if any) mean?	
4. What is the main message of the cartoon?	
5. Why is the cartoonist trying to get this message across?	

Appendix E: Terminology and Teaching Structures

Mapping

Aerial View: A photographic 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 that 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 that 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 that 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 that 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.

Co-operative Learning Structures

Carousel Model: Allows each student time to share with several teams. Student one in each team remains seated while his or 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 artwork 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 or inform his or her teammates about the material learned.

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

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

Value Line: Students take a stand on an imaginary line that 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 that 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 seven lines, which move from one idea to its opposite in the last line.

Haiku Poetry: A 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: A 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 that 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 Pangaea. It slowly split into smaller pieces forming what we know today to be continents.

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

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

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

Land

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

Ocean

- Ferdinand Magellan–Portuguese
- James Cook–England
- Sebastian Cabot–Italian
- Cheng Ho–Chinese
- Jacques Piccard–France
- Jacques Cousteau–France
- Dr. Robert Ballard–American
- Leif Ericsson–Denmark
- Christopher Columbus–Spain
- Thor Heyerdahl and the Polynesians–Kon Tiki Expedition

Space

- Robert Goddard–United States
- Yuri Gagarian–Russia
- Neil Armstrong–United States
- Roberta Bondar–Canada
- Marc Garneau–Canada
- Chris Hadfield–Canada
- Galilei Galileo–Genoa
- Sally Ride–United States
- Sir Isaac Newton–England
- Wright Brothers (Orville and Wilbur)–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 Social Studies 4. 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, makes 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 … Without this individual, … This was a turning point because … When I read this (heard this), I was reminded of … This helps me to understand why …
Metacognitive Example: *Suggestions for 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.

Social Studies 4: 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 "artifacts" tend to relate to the concepts and skills of the course. The purpose of a process-orientation focuses more on the "journey" of acquiring the concepts and skills; the artifacts include students' reflections on what they are learning, problems they encountered, and possible solutions to problems. For this orientation, journal entries form an important part of the portfolio.

Guidelines for the Student	**Commentary for the Teacher**
Task One of the purposes of Social Studies 4 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 toward the goals set.	Explain to the students that the portfolio can have a range of artifacts in it and that they have to be carefully selected according to the purpose set. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes.
Learning Goals After you have selected an item for your portfolio, we will meet to write down the goals that are worth achieving. For example, What knowledge and skills have you gained? What will be your reflections on what you are learning and how you are learning?	In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course. To help the student focus on the knowledge to be learned, write the outcomes in student language. Then identify the skills that you consider essential in the acquisition of the knowledge. Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal-related outcomes as a student guide.

Guidelines for the Student	Commentary for the Teacher
Contents ▪ Cover page (with your name and note to the viewer) ▪ Table of contents ▪ An explanation of why you chose this theme ▪ A completed checklist you used to guide your work ▪ Work products ▪ Graphics with audio (can be in CD format) ▪ A reflections journal ▪ A self-assessment of your work ▪ An assessment by a peer ▪ A rubric used in the assessment	Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included—work samples and other artifacts that reflect his or her best effort and are tied to the course outcomes.
Conferences You and I will meet periodically to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.	Provide the student with a conferencing schedule.
Evaluation In June, you may be required to hand in your portfolio for final evaluation.	It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part. Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provide it also for the student to use in his or her self-assessment.
Communication Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.	The skills list for Social Studies 4 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 ▪ presenting a summary report or argument To make these outcomes more specific, conference with the student about how he or she would like to "publicize" the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school website.

Appendix J: Rubrics in Assessment

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

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

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

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

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

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

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

1. Holistic Writing Rubric	
Proficiency Level	**Traits**
5 Outstanding	▪ Outstanding content that is clear and strongly focused ▪ Compelling and seamless organization ▪ Easy flow and rhythm with complex and varied sentence construction ▪ Expressive, sincere, engaging voice that always brings the subject to life ▪ Consistent use of words and expressions that are powerful, vivid, and precise ▪ Outstanding grasp of standard writing conventions
4 Strong	▪ Strong content that is clear and focused ▪ Purposeful and coherent organization ▪ Consistent flow and rhythm with varied sentence construction ▪ Expressive, sincere, engaging voice that often brings the subject to life ▪ Frequent use of words and expressions that are vivid and precise ▪ Strong grasp of standard writing conventions
3 Adequate	▪ Adequate content that is generally clear and focused ▪ Predictable organization that is generally coherent and purposeful ▪ Some flow, rhythm, and variation in sentence construction, but that tends to be mechanical ▪ Sincere voice that occasionally brings the subject to life ▪ Predominant use of words and expressions that are general and functional ▪ Good grasp of standard writing conventions, with so few errors that they do not affect readability
2 Limited	▪ Limited content that is somewhat unclear, but does have a discernible focus ▪ Weak and inconsistent organization ▪ Little flow, rhythm, and variation in sentence construction ▪ Limited ability to use an expressive voice that brings the subject to life ▪ Use of words that are rarely clear and precise with frequent errors ▪ Poor grasp of standard writing conventions beginning to affect readability
1 Very Limited	▪ Very limited content that lacks clarity and focus ▪ Awkward and disjointed organization ▪ Lack of flow and rhythm with awkward, incomplete sentences that 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 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); miscues frequently affect meaning.
1 Very Limited	▪ No demonstrated ability to understand text critically; comments not supported from text ▪ Very limited ability to analyze and evaluate text ▪ No demonstrated ability to connect personally with and among texts (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 Listening 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)

Recommended Resources

Print Resources

Cairo, Mary, and Luci Soncin. Faces of Government. Edmonton, AB: Duval House Publishing, 2008. (1000002)

Cairo, Mary, and Luci Soncin. Our Country, Canada, Second Edition. Edmonton, AB: Thomson Duval, 2007. (1000220)

de Kleer, D. S. A Visual Guide to Flags of the World. Halifax, NS: Nimbus Publishing Limited, 2005. (25111)

Evans, Janet. Literacy Moves On: Popular Culture, New Technologies and Critical Literacy in the Elementary Classroom. Portsmouth, NH: Heinemann Publishing, 2005. (17005)

Everett, Shirley, and Chris Augusta Scott. Cape Breton Wonders. Sydney, NS: Cape Breton University Press, 2008. (18936)

Fleming, Sarah. Save Our Coasts. Don Mills, ON: Oxford University Press, 2005. (18092)

Francis, Daniel. Discovering Canada's Government. Don Mills, ON: Oxford University Press Canada, 2001. (13112)

French, Lew, and T. Dickson Mansfield. Classroom Atlas of Canada and the World. Markham, ON: Rand McNally Canada, Inc., 2006.

Harte, Tara. Kids in Canada. Markham, ON: Scholastic Canada Ltd., 2008. (18781)

Holbrook, Sara. Practical Poetry: A Nonstandard Approach to Meeting Content-Area Standards. Portsmouth, NH: Heinemann Publishing, 2005. (17385)

Isabella Hatkoff, Craig Hatkoff, and Paula Kahumbu. Earth Rescue: Grade 4 Book Club Unit. Markham, ON: Scholastic Canada Ltd., 2007 (18756)

Johnston, Ethel. My World: An Elementary Atlas, Edmonton, AB: Duval House Publishing, 2005. (17159)

Kielburger, Marc, and Heather Kissock. Take Action!: A Guide to Active Citizenship. Scarborough, ON: Gage Learning Corporation, 2009. (17341)

Lendroth, Susan. Why Explore?. Berkeley, CA: Tricycle Press, 2005. (1000314)

Nova Scotia Department of Education. The Primary Source Artifact Kit: Artifacts from Historic Parks of Nova Scotia. Halifax, NS: Province of Nova Scotia (future publication)

Olshansky, Beth. The Power of Pictures: Creating Pathways to Literacy through Art. Mississauga, ON: Jossey-Bass, Inc., 2009. (19109)

Peetoom, Laura. Moving up with Literacy Place Grade 4 Sampler, Geocaching: Treasure Hunting around the Globe. Markham, ON: Scholastic Canada Ltd., 2008. (18466)

Pike, Katy. Go Facts, Set 10, Oceans. Markham, ON: Scholastic Canada Ltd., 2004. (17483)

Rog, Lori Jamison, and Paul Kropp. The Writing Genre. Markham, ON: Pembroke Publishers, Ltd., 2004. (23561)

Skolnick, Joan, and Nancy Dulberg. Through Other Eyes. Don Mills, ON: Pippin Publishing Corporation, 2004. (17503)

Spandel, Vicki. Creating Writers through 6-Trait Writing Assessment and Instruction, Fourth Edition. New York, NY: Pearson Prentice Hall, 2005

Stewart, Marilyn. Exploration in Art Overhead Transparencies, Grade 4. Markham, ON: Fitzhenry & Whiteside, Ltd., 2008. (19023)

The Poetry Experience: Choosing and Using Poetry in the Classroom (18594)

Various authors. National Geographic Explorer! Collection. Burlington, ON: National Geographic School Publishing, 2007. (18925)

Various authors. National Geographic Reading Expeditions: World Regions. Burlington, ON: National Geographic School Publishing, 2003. (1000491)

Veregin, Howard. Goode's World Atlas, 21st edition. Markham, ON: Rand McNally Canada Inc., 2005 (24064)

Wagner, Michael. The Arctic Tundra: Life on Top of the World. Markham, ON: Scholastic Canada Ltd., 2005. (18769)

Waldman, Debby. Windows on Literacy. Fluent Plus, Social Studies Classroom Set. Burlington, ON: National Geographic School Publishing, 2002. (13647)

Wells, Jan, and Linda Reid. Writing Anchors. Markham, ON: Pembroke Publishers, Ltd., 2004. (23574)

Software

- Audacity audio recording and editing software with LAME MP3 encoder (Windows/Mac; free)
- Community Construction Kit (Scholastic Canada Ltd.) (Windows/Mac; 51201)
- iMovie or Windows movie maker (Windows/Mac; included on all computers/platform)
- PhotoShop Elements (Little & Brown) (Windows, 51408; Mac, 5000020)
- PhotoStory software (Windows; free)
- Scratch software from MIT (Windows/Mac; free)

Internet Resources

Name / Description	URL
About Parliament	http://www.parl.gc.ca/common/AboutParl_Education.asp?Language=E
Activity 11: Bill on the Hill—This site is designed through the Library of Parliament to aid students' in their understanding the processing of a parliamentary bill.	http://www2.parl.gc.ca/Sites/LOP/Education/ESL/activities-sect4-e.asp#act11
Archeology in Nova Scotia	http://museum.gov.ns.ca/arch/
ArtReach: The Art Gallery of Nova Scotia and Department of Education program offers inspiring original exhibitions and print making workshops around Nova Scotia.	http://www.artgalleryofnovascotia.ca/en/AGNS_Halifax/learn/schools/artreach/default.aspx
Atlas of Canada (maps illustrating various themes/statistics, such as population maps, climate maps, etc.)	http://atlas.nrcan.gc.ca/site/english/index.html
Bloc Quebecois	http://www.blocquebecois.org/fr
Canada Post—Stamp Selection Policy	http://www.canadapost.ca/cpo/mc/personal/productsservices/collect/stampselection.jsf

Name / Description	URL
Canada's New Democrats	http://www.ndp.ca
Canadian Astronomy Education—Canadian Contributions to Space Technology and Exploration	http://www.cascaeducation.ca/files/cdn_spacetech.html
Canadian Geographic—Make your own maps of Canada with mapmaker tool.	http://www.canadiangeographic.ca/mapping/mapmaker
Canadian Heritage: The Symbols of Canada	http://www.pch.gc.ca/pgm/ceem-cced/symbl/index-eng.cfm
Canadian Heritage: The National Flag of Canada	http://www.pch.gc.ca/pgm/ceem-cced/symbl/dg1-eng.cfm
Canadian Space Agency	http://www.asc-csa.gc.ca/eng/default.asp
Canadian Symbols at Parliament	http://www2.parl.gc.ca/Sites/LOP/Education/CanSymbols/index-e.asp
CBC's Top Canadian Inventor–learning activities	http://archives.cbc.ca/for_teachers/1149/
Earth Day Canada	http://www.earthday.ca
Elections Canada	http://www.elections.ca/home.asp
EnvioYouth Edition	http://www.ec.gc.ca/envirozine/english/issues/27/enviroyouth_e.cfm
EnviroZine–Environment Canada's Online Newsmagazine	http://www.ec.gc.ca/envirozine/default.asp?lang=EN
GeoNova—This site offers a range of historic and modern maps of Nova Scotia.	http://www.gov.ns.ca/geonova/home/default.asp
Google Earth	http://www.google.com/earth/index.html
Great Canadian Scientists	http://www.science.ca
History by the Minute (Historica Minutes)	http://www.museevirtuel-virtualmuseum.ca/index-eng.jsp
How Canadians Govern Themselves, 6th Edition, Teacher's Kit—The Teacher's Kit provides information on the history, role, and functions of the Canadian parliamentary system.	http://www2.parl.gc.ca/Sites/LOP/Education/TeacherKit/index-e.asp
Information on geocaching for kids	http://eduscapes.com/geocaching/kids
Kids and Youth: Calculate your impact on the environment!	http://www.ec.gc.ca/education/default.asp?lang=En&n=DDD28422-1
Library and Archives Canada: Passageways: True Tales of Adventure for Young Explorers	http://epe./ac-bac.gc.ca/100/206/301/ac-bac/explorers/www.collectionscanada.gc.ca/explorers/kids/index-e.html
Library and Archives Canada–Learning Centre	http://www.collectionscanada.gc.ca/education/008-100.01-e.php
Library of Parliament—Our Country, Our Parliament, Teacher Resource	http://www2.part.gc.ca/Sites/LOP/Education/ESL/howto02-e.asp
Michael Mitchell's Canada in My Pocket is a popular children's song referencing Canadian symbols and coins.	http://www.songsforteaching.com/canada/canadainmypocket.htm
NASA's Topography of the World: Image of the Day	http://earthobservatory.nasa.gov/IOTD/view.php?id=3741
National Geographic	http://www.nationalgeographic.com/
National Geographic (exploration and photo of the day archive)	http://lava.nationalgeographic.com/cigbin/pod/archive.cig
National Geographic Kids has an online site with stories about modern-day explorers.	http://kids.nationalgeographic.com/kids/stories/peopleplaces
National Geographic Photo of the Day: Adventure and Exploration	http://photography.nationalgeographic.com/photography/photo-of-the-day/adventure-exploration/
National Geographic–Explorations (interactive exhibits, such as climbing a mountain, exploring the ocean floor)	http://www.nationalgeographic.com/expeditions/hall
National Geographic—Historical Maps of Canada	http://www.canadiangeographic.ca/mapping

Name / Description	URL
Natural Resources Canada—The National Topographic System of Canada	http://maps.nrcan.gc.ca.topo101/topo_ex_e.php
Nova Scotia Archeology Society	http://www.novascotiaarchaeologysociety.com/
Nova Scotia Archives, Virtual Archives—This site will support comparison of photos of the same area/region from different time periods.	http://www.gov.ns.ca/nsarm/virtual
Nova Scotia Department of Energy	http://www.gov.ns.ca/energy
Nova Scotia Department of Environment	http://www.gov.ns.ca/nse
Nova Scotia Department of Natural Resources	http://www.gov.ns.ca/natr
Nova Scotia Department of Tourism, Culture and Heritage—Provincial tourism guidebooks and maps are available through the official office of each province of Canada.	http://www.gov.ns.ca/tch
Nova Scotia Museum	http://museum.gov.ns.ca/en/home/default.aspx
Nova Scotia—Agriculture	http://www.gov.ns.ca/agri
Nova Scotia—Fisheries and Aquaculture	http://www.gov.ns.ca/fish
Parks Canada (www.pc.gc.ca) web page about geocaching:	http://www.pc.gc.ca/docs/pc/guide/geocache/geocache1.aspx
Parks Canada—Archeology	http://pc.gc.ca/progs/arch/index_e.asp
Resources for Rethinking	http://r4r.ca/en
Retrospective: Canadian Innovation	http://thecanadianencyclopedia.com/customcode/Media.cfm?Params=E1ret-innovation.swf
Scientists and Innovators in Schools–a resource for information and inventors as guests to classrooms	http://atlanticsciencelinks.dal.ca
Student Vote— This site offers a range of resources that allow students to create a range of election experiences in the classroom.	www.studentvote.ca
Symbols of Canada—Canadian Heritage, Revised Electronic Edition	http://www.pch.gc.ca/pgm/ceem-cced/symbl/pub_symb-eng.cfm
The Atlas of Canada, Telling Canada's Story with Maps	http://atlas.nrcan.gc.ca/site/english/index.html
The Conservative Party	http://www.conservative.ca
The Greatest Canadian Invention—CBC: Insulin	http://www.cbc.ca/inventions/inventions.html?inventionID=25
The Green Party	http://www.greenparty.ca
The Liberal Party	http://www.liberal.ca
The Virtual Museum of Canada	http://www.museevirtuel-virtualmuseum.ca/index-eng.jsp
The Weather Channel Kids!	http://www.theweatherchannelkids.com/weather_ed/careers_in_meteorology

Videos

- *Earth's Physical Features* [VHS, 15 min.]. Marina Del Rey, CA : Tell Me Why Sales Company, 1991. (21331)
- *Map Skills* [VHS, 15 min.] Marina Del Rey, CA : Tell Me Why Sales Company, 1991. (21330)
- *O Canada* [DVD, 2 min.]. Montreal, PQ: National Film Board, 1997. (23811)
- *Over Canada* [VHS, 56 min.]. Toronto, ON: Magic Lantern Communications, 1999. (23560)
- *Types of Map and Map Projections* [VHS, 15 min.]. Marina Del Rey, CA : Tell Me Why Sales Company, 1991. (21329)
- *Weather and Climate* [VHS, 15 min.] Marina Del Rey, CA: Tell Me Why Sales Company, 1991. (21332)

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Atlantic Provinces Education Foundation. *Foundation for the Atlantic Canada Social Studies Curriculum*. Halifax, NS: Province of Nova Scotia, 1999.

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

Case, Roland, and LeRoi Daniels. *Critical Challenges for Primary Students*. Vancouver, BC: The Critical Thinking Consortium, 1999.

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Resources for Rethinking (website), http://r4r.ca/en. (Accessed June 6, 2011)

Seixas, Peter. *Benchmarks of Historical Thinking: A Framework for Assessment in Canada*. Kelowna, BC: Centre for the Study of Historical Consciousness, 2006.