

Social Studies Primary

Guide

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Social Studies Primary

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Prepared by the Department of Education and Early Childhood Development

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Social Studies Primary

Curriculum Guide

2019

Contents

Year Overview 1

Outcomes and Indicators 2

Students will identify and describe groups to which they belong. 3

Students will demonstrate an understanding that the need for cooperation is an important part of being a member of a group. 5

Students will recognize that people (local), including Acadians, African Nova Scotians, Gaels, Mi'kmaq including Treaty Education, and additional cultural groups, have varied traditions, historical roots, rituals, and celebrations. 7

Year Overview

Children will make many new connections to people, places, and events during the year.

The Primary year is organized into three units in which children will examine

- connections to their **identity** by further developing an awareness of self and others
- connections to their **roots** by exploring how they are connected to communities

Children will be provided a variety of opportunities, through age-appropriate, play-based learning activities, to explore and experience social studies through the lens of personal experiences in their daily lives.

Outcomes and Indicators

Students will investigate groups to which they belong.

Indicators:

- investigate characteristics of a group within a community (COM, CT)
- identify the attributes of a selected group to which they belong within the school or community, inclusive of Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional cultural groups (CT, PCD, CT)

Students will investigate how cooperation is an important part of being a group member.

Indicators:

- investigate strategies for effective collaboration (CT, CZ, COM, PCD)
- investigate how sharing and cooperation contribute to positive relationships (CZ, COM, CT, PCD)

Students will investigate how local people, including Acadians, African Nova Scotians, Gaels, Mi'kmaq including Treaty Education, and various cultural groups, have varied traditions, rituals, and celebrations.

Indicators:

- begin to ask questions about people and traditions/historical roots/rituals/celebrations (COM, CT, PCD)
- describe and discuss varied traditions, historical roots, rituals, and celebrations (including Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional diverse cultural groups in the province) (COM, CT, PCD)
- create positive images (both print and digital) to convey perceptions/ideas/learnings of peoples and traditions, historical roots, rituals, and celebrations (COM, CT, PCD, CI, TF)

Students will investigate groups to which they belong.

Background

Formal and informal groups are an important part of our social fabric. A formal group is a group of people organized for a specific purpose, often well-known in the community and having an established set of rules. An example of a formal group is a church group or Sparks. An informal group is a group of people such as a play group whose rules are very flexible, impromptu, and made-up as needed. Children begin from a very young age to be part of a group. Sometimes they choose the groups to which they belong, but not always. Some children have no experience with formal groups. Teachers can discuss the people in children's lives who belong to formal/informal groups. Teachers can help children identify the groups to which they belong. They belong to groups such as youth groups, sports groups, music, dance, or fine art groups: for example, Beavers, Sparks, soccer, dance, or piano. They all go to school and have friends.

Indicators

- investigate characteristics of a group within a community (COM, CT)
- identify the attributes of a selected group to which they belong within the school or community, inclusive of Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional cultural groups (CT, PCD, CT)

Concepts (and Guiding Questions)

Characteristics of groups

- Who are the people in a group?
- What do the people do in the group?

Attributes of a selected community group

- How am I a part of different groups?
- How does it feel to be a part of a group?

Skills

Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

Assessment, Teaching, and Learning

- Teachers can prepare a mind-map/web: write the word "families" in the centre bubble of the web. In each thread of the web record a common characteristic/attribute of groups using a symbol and a word. Focus on the diversity of what is considered a group. Beside each common attribute shared by groups paste pictures of the unique ways an attribute is carried out.
- Teachers can discuss with the class the difference between formal and informal groups. Do a web with Formal Group as the central label. From the centre connect such things as: wearing special clothes, having a certain meeting time, having special songs or chants, having things in common such as age or background. Make a list of informal groups, such as friends, family, and neighbours. Talk about why people belong to groups. Help them see how groups are important to passing on culture and traditions and also how they help to fulfill certain needs.

- Teachers can watch for signs that they have an understanding of the concept of a group during free play and outdoor times. An example would be: while discussing a group they belong to, they make reference to some of the behaviours that make it a formal group.
- Teachers can have children make rules for a group they are formalizing. Ask them to discuss the problems involved with excluding others.

Students will investigate how cooperation is an important part of being a member of a group.

Background

Through this outcome, learners explore the how we effective collaboration helps to create positive relationships for everyone. Use a teachable moment when opportunities arise to focus on how cooperation and collaboration help to make relationships better. Engage the class, or some of the members, whichever is more appropriate, in developing ideas and strategies to help support collaborative learning experiences in the classroom. Allow the children to reach consensus and then see how strategies work. They may very well have to revisit them, and this is an excellent way to develop problem-solving skills.

Indicators

- investigate strategies for effective collaboration (CT, CZ, COM, PCD)
- investigate how sharing and cooperation contribute to positive relationships (CZ, COM, CT, PCD)

Concepts (and Guiding Questions)

Collaboration, Sharing, and Cooperation

- How can people help each other in a group?
- How can working together help people?

Skills

Investigate

- Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

Assessment, Teaching, and Learning

- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the idea of the importance of cooperation in groups. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about co-operation in groups and how this might be similar to things they have experienced themselves.
- Teachers can observe children engaging in and solving conflicts. No two children arrive with the same ability to engage in and resolve conflicts. Try to look for growth in each child's confidence in this area. For some children, using words rather than hitting will be progress. For others, actually standing up for themselves and engaging in conflict will be progress.
- Teachers could gauge the atmosphere of the class as they are together. At the beginning, and at least four other time-periods in the year, try to think about these questions. Is this classroom a community? Do we all feel safe physically and emotionally? Why or why not? The assessment of this outcome is an on-going process.
- Have students consider how voting is one way to make a decision. There are various times when voting is an appropriate activity in the classroom.
- Teachers could look for and collect examples of student work that represents rules they have created in their everyday work in the classroom. For example, in the Home Centre (Kitchen or Dramatic Play area) there may be a group trying to play house while another group is playing doggies. The doggies

are coming into the house and interrupting the story they are playing out. Instead of coming to the teacher to solve this, they simply draw a sign of a dog with an X through it. They use their literacy skills and their knowledge of the power of rules to solve their problem. Save such artifacts as the sign, with the names of those who created it and followed the rule, as proof that these children understand the concept of rules.

Students will investigate how local people, including Acadians, African Nova Scotians, Gaels, Mi'kmaq including Treaty Education, and various cultural groups, have varied traditions, rituals, and celebrations.

Background

People have their own unique and meaningful ways to celebrate important aspects of their culture which, over time, develop into traditions, rituals, and celebrations. It is important for learners to appreciate the roots of their traditions, rituals, and celebrations, and to also understand and respect those of others on a local level. While working on these strategies, it will be important to help the learner make connections between their experience and those of others.

Indicators

- begin to ask questions about people and traditions/historical roots/rituals/celebrations (COM, CT, PCD)
- describe and discuss varied traditions, historical roots, rituals, and celebrations (including Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional diverse cultural groups in the province) (COM, CT, PCD)
- create positive images (both print and digital) to convey perceptions/ideas/learnings of peoples and traditions, historical roots, rituals, and celebrations (COM, CT, PCD, CI, TF)

Concepts (and Guiding Questions)

Rituals and Traditions

- What do different groups celebrate?
- How do different groups celebrate?

Celebrations

- What traditions and rituals do different groups recognize?
- What traditions are shared in my community?

Skills

Investigate

- Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

Question

- Generate questions of personal interest

Assessment, Teaching, and Learning

- Teachers can select and use an appropriate book as a read-aloud. The selected book should address the idea of traditions, rituals, or celebrations. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about these concepts and how this might be similar to things they have experienced themselves. Some children will wish to

contribute stories from their families, others will be inspired to ask, while others will not want to journey too far into this subject.

- Teachers can ask children to think of the celebrations and traditions in their family or community. Discuss from where they have come
- Teachers can discuss with children how to respect other people's rituals, traditions, and celebrations. For example, when visiting another family's home, it is polite to try what they are eating and not make comments about how different it is.
- Teachers could make the Music Centre a celebration of family diversity by including a variety of cultural music from your region and around the world.