SOCIAL STUDIES GRADE 3

Communities of the World

A CURRICULUM AND GUIDE TO IMPLEMENTATION

2009

Northwest Territories Education, Culture and Employment

Cover Photos:

File: The Earth seen from Apollo 17.jpg. "The Blue Marble" is a famous photograph of the Earth taken on December 7, 1972 by the crew of the Apollo 17 spacecraft en route to the Moon at a distance of about 29,000 kilometers (18,000 statute miles). It shows Africa, Antarctica, and the Arabian Peninsula. Photo taken by either Harrison Schmitt or Ron Evans (of the Apollo 17 crew). This file is in the public domain because it was created by NASA.

File: Talek, Masai Mara, Kenya. Jacob, the man on the left is a community educator. Jacob started teaching a group of children under a tree in 2003. In 2008, his school had 250 students with 6 classrooms. His father is on the right wearing a traditional sheet (called a "Shúkà"—this is the Maa word for sheets traditionally worn wrapped around the body). Jacob's mother built the house using cow dung—a common practice and responsibility of the women. November 2006. Picture taken by Blake Wile.

COMMUNITIES OF THE WORLD

NT-Gr. 3

CLUSTER

1. Connecting with Canadians

LEARNING EXPERIENCES (TITLES)

3.1.1 Canadian Citizenship
3.1.2 Canadian National Anthem
3.1.3 Personal Identity
3.1.4 Leadership
3.1.5 Conflict Resolution
3.1.6 Remembrance Day

16--SLO's

CLUSTER

2. Exploring the World

LEARNING EXPERIENCES (TITLES)

3.2.1 Mapping the World
3.2.2 Communities Connections
3.2.3 Human Rights
3.2.4 Personal Responsibilites

15--SLO's

CLUSTER

3. Communities of the World

LEARNING EXPERIENCES (TITLES)

3.3.1 Locating World Communities
3.3.2 Living with the Land
3.3.3 Resources
3.3.4 World Communities
3.3.5 Daily Life
3.3.6 Cultural Diversity

19--SLO's

CLUSTER

4. Exploring an Ancient Society

LEARNING EXPERIENCES (TITLES)

3.4.1 Daily Life in an Ancient Society
3.4.2 Cultural Expression in an Ancient Society
3.4.3 Contributions, Continuity, and Change

8--SLO's

19 LEARNING EXPERIENCES

Total = 58--**SLOs**

Publication Data

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COVER PHOTO: The Banaue Rice Terraces are part of the Rice Terraces of the Philippine Cordilleras, ancient sprawling man-made structures from 2,000 to 6,000 years old, which are a UNESCO World Heritage Site. Taken by Magalhães in 2003 for Wikipedia: "Philippines."

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SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY

Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

Background

This document was produced originally by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. The document was well-suited for a base of Social Studies learning in the Northwest Territories. The document has been adapted for use in the Northwest Territories after a lengthy input, advisory and consultation process between Northern educators, administrators, and stakeholders and Early Childhood & School Services. The nature and quantity of the adaptation has been collaboratively determined by Northwest Territorial Advisory Committees and Departmental staff.

This document includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in the Northwest Territories.

A Brief History of the Social Studies Curriculum

In 1997, the NWT joined the Western and Northern Canadian Protocol (WNCP)[1] Common Curriculum Framework for Social Studies K-9 project. This was the first multi-jurisdictional curriculum project to include Aboriginal and francophone representatives as full and equal partners in a curriculum project designed for all students.

[1] In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

The NWT became the lead jurisdiction responsible for infusing Aboriginal perspectives within the Framework of learner outcomes. Consultations were undertaken in all parts of the NWT, and widely in all WNCP jurisdictions, with educators, cultural advisors, Elders and curriculum writers. The final WNCP Framework was published in 2002. Teacher advisory groups in the NWT recommended the Manitoba Foundations for Implementation documents as having the best fit for the NWT. An agreement was reached between the Department of Education, Culture and Employment and the Department of Education, Citizenship and Youth in Manitoba to adapt these documents in order to provide curriculum support documents that would be helpful to northern educators in their actual teaching of the learning outcomes that had been agreed to in the WNCP project.

Adaptation of the Manitoba documents began in 2006, with experienced educators from across the NWT. Ongoing consultation with a variety of stakeholders, including particularly those concerned with the infusion of Dene Kede and Inuuqatigiit has been undertaken as these documents have been adapted for use in the NWT.

Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **NWT Document Adaptations**: Culture-Based Education (CBE); Career Development (CD); Information and Communication Technology (ICT)
- **Social Studies in NWT- A Kindergarten to grade 4 Overview:** This section presents an overview of the kindergarten to grade 4 social studies program in the NWT.
- **Document Components and Structure:** This section presents the components of the Northwest Territories social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 3: *Communities of the World*:** This section contains the grade and cluster overviews, with Aboriginal perspectives; skills, knowledge and values learning outcomes; CBE and CD correlation charts; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This section contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Kindergarten to Grade 4 Cumulative Skills Chart; F: Recommended Learning Resources; ;G: Resources Organized by Learning Experiences; H: Recommended Learning Resources Short List; I: Long Range Planning; J: Learning Experience Poster Series

Document Adaptations

The *Grade 3 Social Studies* ***Communities of the World***: *A Curriculum and Guide to Implementation* has been adapted from Manitoba for use in the Northwest Territories. Although this document was chosen in part for the many similarities between the NWT and Manitoba, significant adaptations have been made to the document in order for it to meet the needs and reflect the realities of our territory. These adaptations embody pedagogical, philosophical and practical orientations that exist in the NWT. There are four main areas of adaptation that are reflected in this NWT document:

- English Language Arts (ELA)
- Culture-Based Education (CBE)
- Career Development (CD)
- Information and Communication Technology (ICT)

English Language Arts (ELA)

Many of the skills and processes employed in the NWT ELA curriculum parallel the skills described in social studies, often with a great degree of detail and direction to the student and teacher. These skills are primarily related to communication in its many forms. The NWT ELA curriculum describes this in the following way:

> Language is the basis of all communication and the primary instrument of thought…. As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action, and contributing to a democratic society.

Social Studies has very similar goals for itself, and the relationship between these two subject areas can provide rich opportunities for integration which foster student learning in ways that each subject area cannot achieve alone. As teachers become familiar with the connections between many ELA and social studies outcomes, it is anticipated that student learning will be more cohesive, and the overall class time needed to explore these outcomes will be significantly reduced as they are addressed in an integrated way instead of separately.

Appendix A and C in this document list the correlations of these ELA outcomes with those of social studies. In Appendix A of this document, the English Language Arts outcomes are listed below a type of social studies learning activity such as brainstorming or persuasive writing or making a presentation. In Appendix C, the English Language Arts outcomes appear within a skills checklist. In both instances, the outcomes are signaled by the "ELA" acronym. The ELA outcomes in the Appendices illustrate how and where relevant ELA outcomes can be most usefully integrated into social studies learning activities.

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Culture-Based Education (CBE)

Culture-Based Education reflects the understanding that all education exists within a cultural context, and that student learning occurs most powerfully when this context is recognized and integrated in curriculum and teaching resources used in schools. In the NWT, CBE is particularly mandated to reflect our territory's Aboriginal perspectives. You will find overarching descriptions of these perspectives in the pages immediately below. There are also brief orienting statements from both Dene and Inuvialuit perspectives relating to social studies in the Northwest Territories on the 'Grade Overview' page. These statements are similar in intent but unique in format.

These perspectives are invitations to move toward whole experiences that make relationships with the land and people possible and meaningful in our northern context.

At the beginning of each cluster in this document, the Culture-Based Education outcomes are listed on a correlation table in columns to the right of the most appropriate social studies learning experience under the titles "Dene Kede" and "Inuuqatigiit". The purpose of including these Culture-Based Education outcomes on a correlation page is to illustrate how and where relevant CBE outcomes can be most usefully brought into social studies learning activities.

Career Development (CD)

A correlation has been made between social studies outcomes and Career Development outcomes as articulated by NWT's adopted Career Development (CD) Curriculum, the Blueprint of Life/Work Designs. The intent of this 'matching' is that educators will be able to address CD outcomes that are well aligned with social studies in the same lessons. Some competencies from the three main areas of Career Development (Personal Management, Learning and Work Exploration and Life/ Work Building) are well aligned with social studies outcomes. This is particularly true for outcomes that relate to identity building, assessing the impact of change, decision-making, and understanding informal and formal 'economies'. Addressing CD outcomes within SS will support student learning and capacity to negotiate the pathway toward his/her 'preferred future'.

At the beginning of each cluster in this document, the Career Development outcomes are listed on a correlation table in column to the right of the most appropriate social studies learning experience under the title "Careers". The purpose of including these CD outcomes on a correlation page is to illustrate how and where relevant CD outcomes can be most usefully brought into social studies learning activities.

Information Communication Technology (ICT)

We live in an increasingly information-rich environment. Learners in the NWT need to be familiar with the processes, tools and techniques necessary to navigate in this environment. Information Communication Technology (ICT) provides a vehicle for communication, representing, inquiring, making decisions and solving problems.

Curriculum documents in the NWT reflect an alignment with the ICT outcomes contained in Alberta's ICT Framework. These outcomes are meant to be infused through the core curriculum subject areas in the NWT, including social studies. Manitoba's social studies curriculum documents contain ICT outcomes similar to Alberta's, but often use different language and examples to express the outcomes. The writers of this NWT social studies document have made every effort to bring into harmony these different approaches and to make them coherent within this curriculum document and to NWT teachers.

In Appendix A and C of this document, the Alberta ICT outcomes are indicated by the "➢" icon and are placed with the most appropriate NWT skill outcome. The purpose of including these ICT outcomes in these appendices is to illustrate how and where relevant ICT outcomes can be most usefully brought into social studies learning activities.

The Dene Perspective

Social Studies is the study of people in relation to each other and to their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world. [1]

We the Dene believe:

- that education is holistic and must be founded upon the Dene worldview;
- that children are born with integrity, holding the land, and must be valued and respected for their worth in order to become the unique people they are meant to be;
- that the drum is to be the center of Dene existence; representing the self, in unity with the people, the land and the spirit. For one to grasp the drum is to be in tune with one's self, neighbors and the land as a means to keep the people together. The voice of the drum is used with integrity to speak the language of our Ancestors as we reinforce our way of life;
- that the drum dance is a powerful spiritual expression of self knowledge, interdependence and survival as a group;
- that the tipi is the representation of the holistic education of children on their journey to becoming capable adults. This is achieved through spiral learning where children are repeatedly exposed to the Dene teachings through the guidance of the Elders and the support of the community;
- and that in order to survive, humankind must maintain a respectful and harmonious relationship with one's self, others, the spiritual world and the land.

Dene Kede and the Social Studies curriculum focus on people in relation to each and the their world. The history of the Northwest Territories necessitates that Dene Kede is the foundation for teaching and learning Social Studies. This is best done through the guidance of elders and the support of the community.

[1] **Adapted from Western and Northern Canadian Protocol, 2002.**

The Inuvialuit and Inuinnait Perspective

Social Studies is the study of people in relation to each other and their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world. [2]

Changes to the lifestyles of the Inuvialuit and Inuinnait have occurred quickly since schooling began in the Northwest Territories. Since the school system has played a role in making some of these changes, Inuvialuit and Inuinnait have an expectation that the school system today will provide support for their cultural and linguistic priorities. Social Studies is one of the subject areas that can.

The Inuvialuit and Inuinnait's worldview and perspectives are supported through *Inuuqatigiit*. The front matter and the Relationship to People sections of *Inuuqatigiit* provide a unique and enriching study for Inuvialuit and Inuinnait students in Social Studies. It can also capitalize on the Relationship to the Environment section to enhance Social Studies topics as they relate to the environment.

Inuuqatigiit has articulated what is important to Inuvialuit and Inuinnait to study, enhance, enrich and preserve. Some of the key elements from *Inuuqatigiit* that Social Studies can support are:

- Local histories of the Inuvialuit and Inuinnait;
- Traditional knowledge;
- Inuvialuit and Inuinnait values and beliefs from their worldview;
- Stories and ways of storytelling;
- Sewing and hunting techniques;
- Land activities and knowledge of the environment;
- Childrearing;
- Names and naming;
- Elders;
- Family relationships;
- Kinship;
- Leadership;
- Relationship with people and the land.

[2] **Adapted from Western and Northern Canadian Protocol, 2002**

SOCIAL STUDIES IN THE NORTHWEST TERRITORIES--A KINDERGARTEN TO GRADE 4 OVERVIEW

Definition

Social studies is the study of people in relation to each other and their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science and other disciplines. Social studies focuses on peoples' relationships with their social, physical, spiritual, cultural, economic, political, and technological environments. Social studies helps students become active and responsible citizens within their communities locally, nationally, and globally, in a complex and changing world. Social studies in the NWT is particularly informed by the foundational documents Dene Kede and Inuuqatigiit.

Vision

Social studies in the NWT is part of an overall educational program intended to meet the needs and reflect the nature of 21st century learners and has at its heart the concepts of citizenship and identity in the Canadian and global contexts. It is reflective of the diverse cultural perspectives, including Aboriginal and francophone, that contribute to the evolving realities in Canada. Social studies will ultimately contribute to a Canadian spirit—a spirit that will be fundamental in creating a sense of belonging for each one of our students as she or he engages in active and responsible citizenship locally, nationally, and globally, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic country.

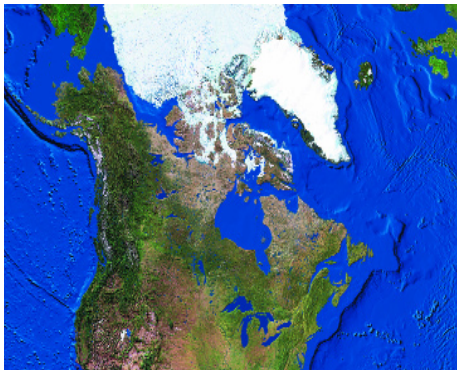
Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 4, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies

Overview



With respect to **Canada**, social studies enables students to

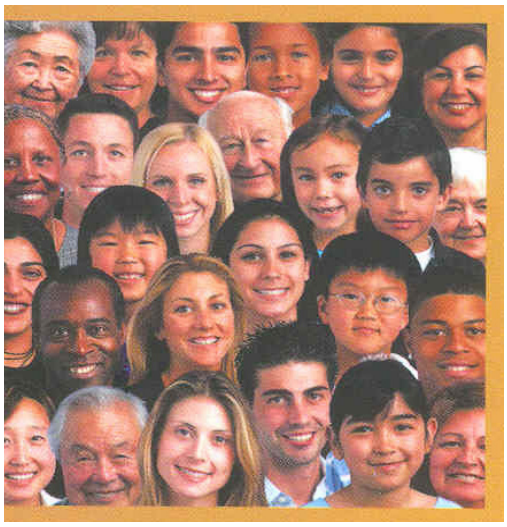
- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present

With respect to the **world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as whole

With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience

With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate. Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs

- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy.

The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

IDENTITY AS A CORE CONCEPT IN SOCIAL STUDIES

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors, including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.

Photo courtesy of Anne Meaney, Fort Good Hope

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem. The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.

(See previous "Culture-Based Education" statement in Document Adaptation section, and sections Dene Perspective and Inuvialuit / Inuinnait Perspective. Note the forthcoming sections, Grade Overview and Cluster Descriptions.)

DIVERSE PERSPECTIVES AS A CORE CONCEPT IN SOCIAL STUDIES

Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout the social studies curriculum and enable students to develop an awareness of differing interpretations and worldviews. As they critically consider contemporary and historical ideas, events, and issues from diverse perspectives, students will gain a richer understanding of the complexity of cultures, communities, and societies. This understanding will allow them to interact with others with sensitivity and open-mindedness, and to respect their own and others' ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society.

GENERAL LEARNING OUTCOMES

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 6 They are the basis for the specific learning outcomes for each grade.

Photo courtesy of Lea Lamoureux, Fort Simpson

Culture and Community

Students will explore the influences of culture and community on individuals and societies.

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others' cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity.

Photo courtesy of Magalhaes, Wikipedia article "Philippines"

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. An exploration of people's relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.

Photo credit: Busse/NWT Archives/N-1979-052-1753

Time, Continuity, and Change

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspective, parallel accounts, oral and social histories and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on historical thinking and will include concepts such as progress, decline, continuity, causality and change.

Talek, Kenya, 2006. Eye glass clinic for the Masai. Photo courtesy of Blake Wile

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence will enhance students' global consciousness and encourage them to develop empathy with respect to the human condition. Students will critically consider diverse perspectives and the connections that link local, national, and global issues. This exploration of global connections will enable students to enrich their identities and to engage in active and responsible citizenship. Learning outcomes will focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Photo courtesy of Dogrib Treaty 11 Council

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens. The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Photo courtesy of Doug Ashbury, Diavik Diamond Mines

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

SOCIAL STUDIES SKILLS

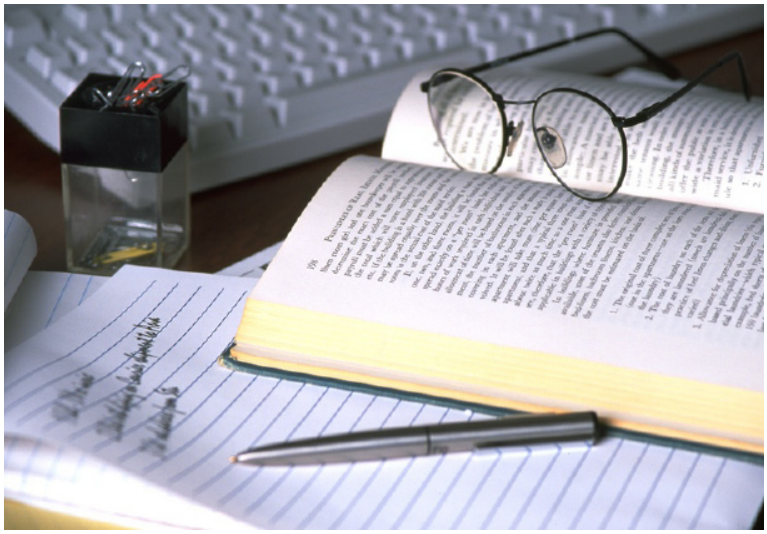
Social studies skills are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

Photo credit: PW&S/NWT Archives/G-1995-001-0338

Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.



Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

Strategies to support student inquiry and interaction:

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

Active learning includes
- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Activities that engage students in democratic processes:
- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

Resource-based learning
- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well-suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources (see Appendix F for a list of recommended learning resources).

There is a plethora of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is essential that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single "right answer" to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY

Photo credit: PW&S/NWT Archives/G-1995-001-8589

Inclusive Social Studies Classrooms

The NWT social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

Inclusive classrooms that are focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With the increasingly diverse population in our territory and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the "hard stuff" of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories

of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

2. Grounded in the lives of students

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students in the NWT also need opportunities to consider and inquire how their lives connect to people, places and events beyond their community.

3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers "don't know it all." In the NWT many classroom teachers have come to this territory from another part of Canada or the world. Life in the classroom and the community they are now part of presents opportunities for teachers to learn from students and community members, and requires teachers to be good researchers and listeners. Teachers may need to call upon their colleagues, parents and others, including Elders, in order to understand the needs of their students and the communities they seek to serve.

4. Critical

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onwards, students need to develop skills and insights that allow them to pose essential questions. Who makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls

5. Participatory and experiential

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

6. Hopeful, joyful, caring, and visionary

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

7. Academically rigorous

An inclusive classroom focused on social justice equips students with the skills they need to navigate in the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms. [3]

Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity, and racism. This approach requires a clear and well-developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

"It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada." (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)

[3]Adapted from "Rethinking Our Classrooms: Teaching for Equity and Justice" from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <www.rethinkingschools.org>. All rights reserved.

The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

Levels of Integration of Multicultural Content

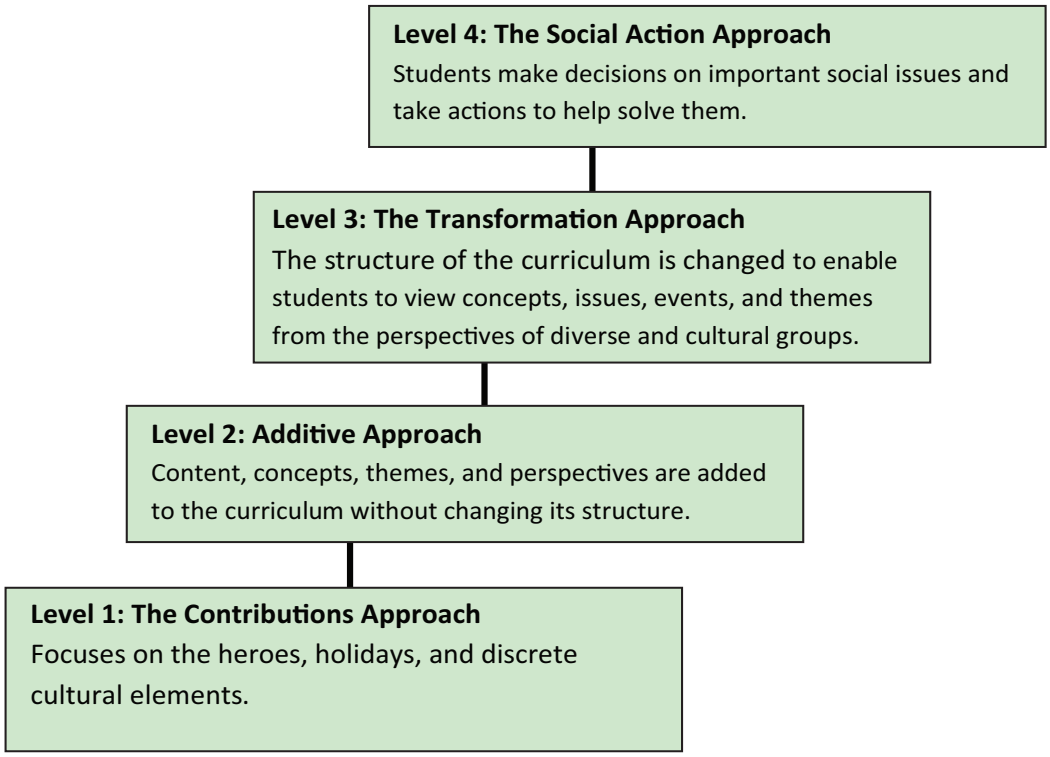


Figure 1: From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

An individual's identity is complex and composed of various dimensions.

•Every individual has multiple identities, with ethnicity, class, gender, language, religion, racial origins, political beliefs, and other factors defining who we are.

- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity (see below).

Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable, static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness (Derman-Sparks *et al.*, 1997).

Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African American experience, but is relevant in a Canadian and NWT context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

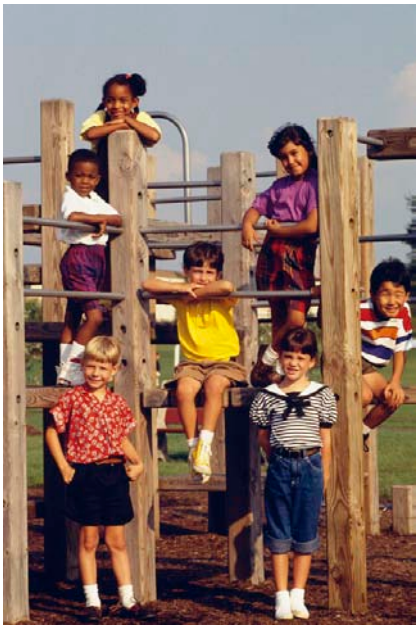
In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.

Applying Racial Identity Development Concepts in the Classroom



There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?

Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.

- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.

- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.

- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.

- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.

- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.

Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
- Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
- Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
- Pay attention to feelings.
- Provide truthful information appropriate to students' level of understanding.
- Help students recognize racial, cultural, social, and other stereotypes.
- Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
- Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
- Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

Points to Consider When Using Multicultural Resources in the Classroom

1. Remember that context is important when using literature or media that deal with issues of diversity and of inequality.

- How does the resource fit into the yearly plan or the curriculum?
- Is the school environment positive and open to diversity?
- What is the classroom composition in terms of diversity? How may this affect classroom dynamics?
- Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
- What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
- Is multicultural literature frequently used in the school and throughout various subject areas?

2. What was the rationale for choosing the resources to be used?

- Were parents or community group members involved in the selection of the resources?
- Has the impact of the resource on readers of different experiences and perspectives been considered?
- Have questions of voice and authenticity been considered?
- Have supplementary or complementary materials been considered?

3. Has the stage been set for the introduction of the resource, including its content and major themes?

- Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
- Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
- Have students explored issues related to the use of problematic terms and references made in the resource?
- Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. Does the classroom experience lend itself to anti-bias/anti-racist learning?

- Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
- Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
- Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
- Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
- Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource?

- Do students have a voice in the classroom?Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
- Has the use of additional resources that give a more complete picture been considered?

5. How does the resource or issue studied relate to other aspects of the curriculum and school experience?

- Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
- Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
- Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
- Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT

Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves its own purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*for* or *of*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

Activating: How will students be prepared for learning?

Acquiring: What strategies facilitate learning for groups and individuals?

Applying: How will students demonstrate their understanding?

Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each stage of learning, including activating, acquiring, and applying. Assessment at each stage benefits both students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

Assessment at Different Stages of Learning		
	Students	**Teachers**
Activating Stage	Assessment in the activation stage helps **students** • "set the stage" and to mentally plan and prepare for new learning • identify the focus of new learning • identify what they already know about a topic • gain interest in a new topic	Assessment in the activation stage helps **teachers** • identify gaps, strengths, misconceptions, and faulty information in student prior knowledge • identify student interests • provide a focus for planning instructional strategies and the selection of student learning resources • determine which instructional approaches or resources need to be implemented or adapted
Acquiring Stage	Assessment during the acquiring stage helps **students** • become aware of the progress and the degree of understanding they are achieving • experience and adapt different approaches and strategies that facilitate their learning • identify what further learning they need to undertake • improve as they practise	Assessment during the acquiring stage helps **teachers** • revise learning strategies to meet evolving student needs • monitor student growth and progress, and determine whether students are achieving/have achieved specific learning outcomes • determine if individual students need additional support or further learning opportunities • identify which learning outcomes need to be the focus of subsequent instruction and assessment
Applying Stage	Assessment during the applying stage helps **students** • become aware of their growth and achievement, and celebrate their successes • identify their strengths, as well as areas needing further growth • deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways	Assessment during the applying stage helps **teachers** • be fully aware of student understanding and achievement of learning outcomes • identify student strengths and areas needing further learning • provide evidence of student growth and achievement for reporting to parents and administrators • reflect on their teaching practices in order to identify changes and revisions to learning strategies

Figure 2: Assessment at Different Stages of Learning

Photo courtesy of Laura Smith, Whati

Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through moment-by-moment observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all of the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes, the structure of the learning activity (e.g., individual, small group, whole class), the time of year, and the stage of student development. Teachers may choose to focus assessment observation on one or two students or a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, an assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to pre-determined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals.

Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- ***Assessing Knowledge:*** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.

- ***Assessing Skills:*** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

- ***Assessing Values:*** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including student's interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self-and peer assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment.

Assessment tools and strategies:
- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

Student portfolios are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Language to encourage self-assessment

Students

- I think I need to…
- I also want to…
- I was thinking that…
- I wonder…
- Next time I would…

Teachers

- Why did you choose to…?
- What options did you consider…?
- What changed in your thinking?

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year's end, and "summative" assessments that were made earlier may need to be revised.

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and

Student autonomy and responsibility is enhanced when students

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks, and to not be afraid of making mistakes.

Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the summative assessment stage.

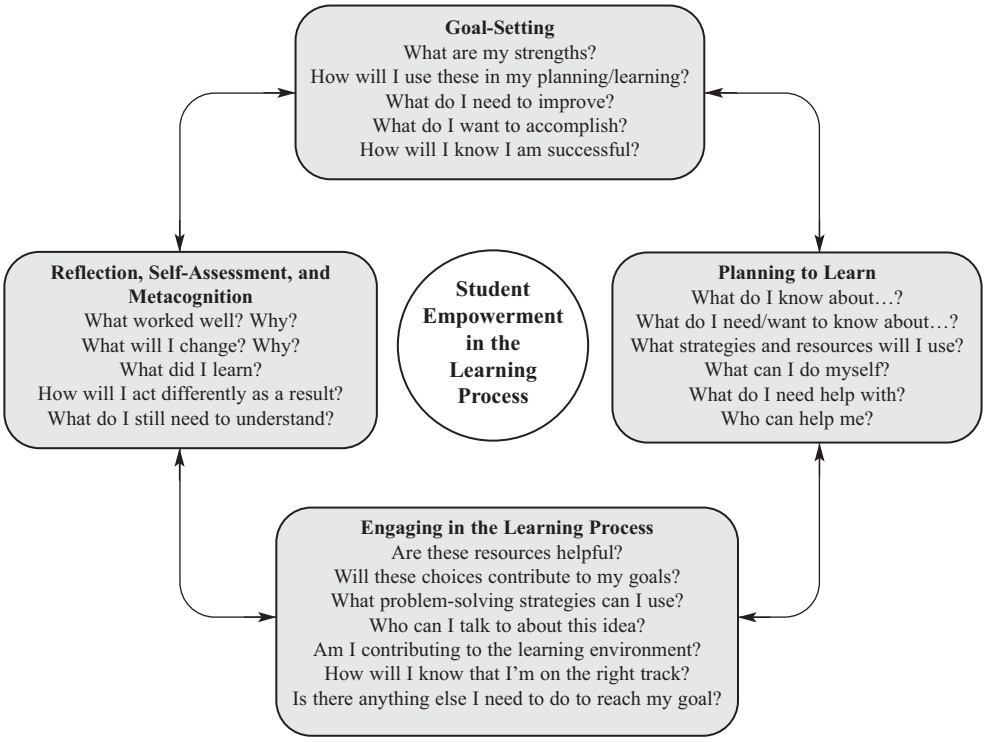


Figure 3: Student Empowerment in the Learning Process

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 3: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

Teacher Reflection

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before*, *during*, and *after* learning.

Before learning begins, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

Teacher as reflective practitioner

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Once learning is underway, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

Finally*, when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.

In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster

Overview

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendix C.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student or classwide progress related to skills in each cluster and throughout the grade (Appendix C).

- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster (Appendix C).

- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience:**

Skills Set: This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.

Suggested Portfolio Selections: Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

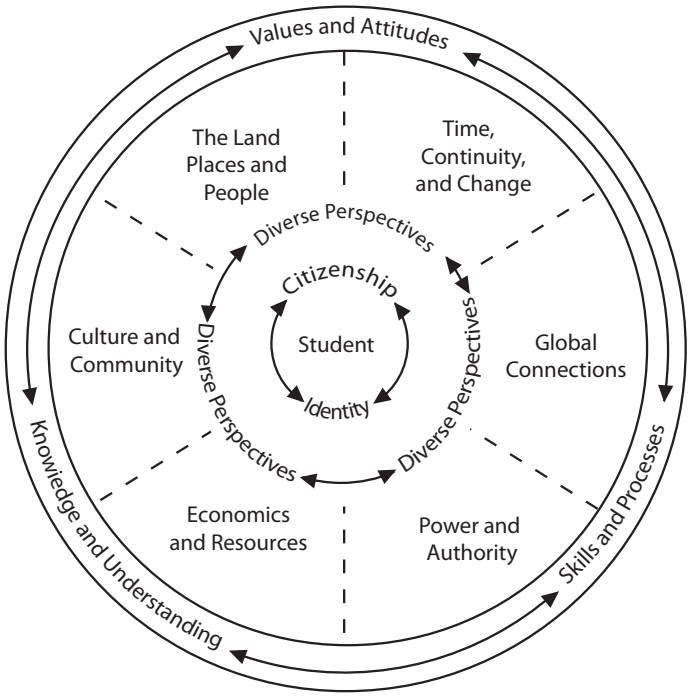
The following assessment tool appears at the end of every cluster:

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

DOCUMENT COMPONENTS AND STRUCTURE

Conceptual Map

The student learning outcomes presented in this document address the foundation skill areas and essential elements common to all NWT social studies curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the NWT social studies curriculum is based.



Essential Elements to Be Integrated into NWT Curricula

- Resource-Based Learning
- Differentiated Instruction
- Anti-Racist/Anti-Bias Education
- Information Communication Technology
- Career Development
- Culture-Based Education
- English Language Arts

General Learning Outcomes

Specific Learning Outcomes

Skills	Knowledge and Values
• Skills for Active Democratic Citizenship • Skills for Managing Ideas and Information • Critical and Creative Thinking Skills • Communication Skills	(Organized into Clusters)

Figure 4: Conceptual Map

DOCUMENT COMPONENTS

Core Concepts

As illustrated in the preceding Conceptual Map, the core concepts of citizenship and identity provide a focus for social studies learning at all grades. Citizenship and Identity knowledge, values, and skills learning outcomes are included in each grade.

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge**, and **values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes, which are the basis for the specific learning outcomes in each grade, are:

- **Culture and Community:** Students will explore the influences of culture and community on individuals and societies.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Time, Continuity, and Change:** Students will explore how people, relationships, events, and ideas of the past shape the present and influence.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Kindergarten to Grade 4 is found in Appendix E.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.

- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

DOCUMENT STRUCTURE

This document contains the following components:

- **Grade Overview:** A brief description of the content and focus of a given grade is presented in the grade overview.

- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.

- **Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:

  — **Skills:** The skills learning outcomes are organized in four categories, and intended to be integrated through each cluster.

  — **Knowledge and Values:** The knowledge and values specific learning outcomes are presented under the Core Concept: Citizenship, and under each of the six general learning outcomes.

  — **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.

- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:

  — **Skills Progress Chart** (teacher tracking tool)

  — **Student Portfolio Tracking Chart** (student tool)

  — **Engaging Students in the Cluster** (strategies to activate the cluster)

  — **Skills Set** (an icon indicating the skills targeted in the learning activity)

  — **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)

  — **Knowledge and Values Learning Outcomes** (targeted outcomes)

  — **Description of the Learning Experience**

  — **Vocabulary List**

  — **Connecting and Reflecting** (end-of-cluster summative assessment activity)

Kindergarten to Grade 4 Social Studies: Skill Categories and Cluster Tiles					
Grade	**Kindergarten** *Being Together*	**Grade 1** *Connecting and Belonging*	**Grade 2** *Communities in Canada*	**Grade 3** *Communities in the World*	**Grade 4** *The NWT: Our Places, Stories and Traditions*
Skill Categories	Active Democratic Citizenship Critical and Creative Thinking Managing Information and Ideas Communication				
Knowledge and Value Outcomes	Organized by Clusters Include the Core Concept of Citizenship				
Cluster 1	Me	I Belong	Our Local Community	Connecting with Canadians	Canada and the NWT – The Land and People
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Beginnings and Traditions
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Continuity and Change in the NWT
Cluster 4				Exploring an Ancient Society	Living in the NWT

Guide to Reading the Learning Outcome Code

Code	Specific Learning Outcomes
VL-008	Respect neighbourhood and community places and landmarks. *Examples: do not litter or vandalize…*
KE-028	Give examples of how media may influence their needs, wants, and choices. *Include: advertising and television programming.*

The first character refers to the learning outcome type:

K *– Knowledge*
V *– Values*

Examples: *Provide ideas of what could be included (not mandatory).*

Include: *Indicates a mandatory component of the specific learning outcome.*

Code	Distinctive Learning Outcomes
KI-007A	Recognize that they are members of a First Nation, Inuit, or Métis community.
KI-007F	Recognize that they are members of a francophone community.

The second character, where it appears, refers to the ***Core Concept*** *or* ***General Learning Outcome:***

C *– Citizenship*
CC *– Culture and Community*
I *– Identity*
L *– The Land: Places and People*
T *– Time, Continuity, and Change*
G *– Global Interdependence*
P *– Power and Authority*
E *– Economics and Resources*

The third group of characters indicates the numerical order of the ***Specific Learning Outcome*** *in that grade.*

Distinctive Learning Outcomes *are indicated, at the end of the specific learning outcome code, by the following letters:*
A *– Aboriginal*
F *– Francophone*

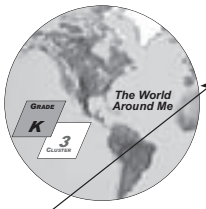
Guide to Reading a Learning Experience

GRADE K 3 CLUSTER

Being Together

The World Around Me

***Learning Experience:* K.3.5 Basic Needs in Other Places**



KG-020 Recognize that people all over the world have the same basic needs.
Examples: food, clothing, shelter...

KG-021 Recognize that they may have different ways of meeting their basic needs th people in other parts of the world.

A description of the focus of the learning experience

Title of the learning experience

Description of the Learning Experience

People everywhere have the same needs, although they may have different ways of meeting them. Students review the concept of needs and explore how people meet their needs in other places.

Note: Students focussed on basic needs in K.1.2, Cluster 1, Learning Experience 2. (See page 62.).

Targeted specific learning outcomes

Note: Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

Vocabulary: need, want, world, shelter (See Appendix D for Vocabulary Strategies.)

Suggested vocabulary

K.3.5 Basic Needs in Other Places

Assessment	Outcomes	Strategies
		Activate
Skill 6a	KG-020 KG-021	Students review the concept of needs. They discuss the difference between the term need and want, and sort pictures to distinguish needs and wants. Tip: Students learn about needs and wants in Cluster 1. K.3.5 a BLM: Basic Needs in Other Places—Picture Sort
		or
Skill 3a	KG-020 KG-021	Students browse a variety of pictures of people in other places. They each select one picture to share with peers and identify the basic need being met in the picture. Using clues in the picture, students brainstorm where in the world the picture may have been taken. Tip: Select a variety of "people in other places" pictures that show people meeting their needs (e.g., carrying water, shopping in an outdoor market, harvesting food by hand…) and if possible, featuring identifiable geographic features and landmarks, as well as cultural images and icons. *(continued)*

Suggested student portfolio selection

Indicates stage of learning

Blackline masters (Appendix B)

Skills set and classroom-based assessment (Appendix A)

Teacher Reflections

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Skill 10

KC-006 Students plan a class Remembrance Day ceremony and invite parents, community members, and school staff to attend. Activities might include the display of student work from this learning experience in a Gallery Walk, opportunities for students to publicly share their thoughts on Remembrance Day, performance of the "Peace March" or other dramatizations, etc.

Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>

Supporting websites

COMMUNITIES OF THE WORLD

GRADE 3

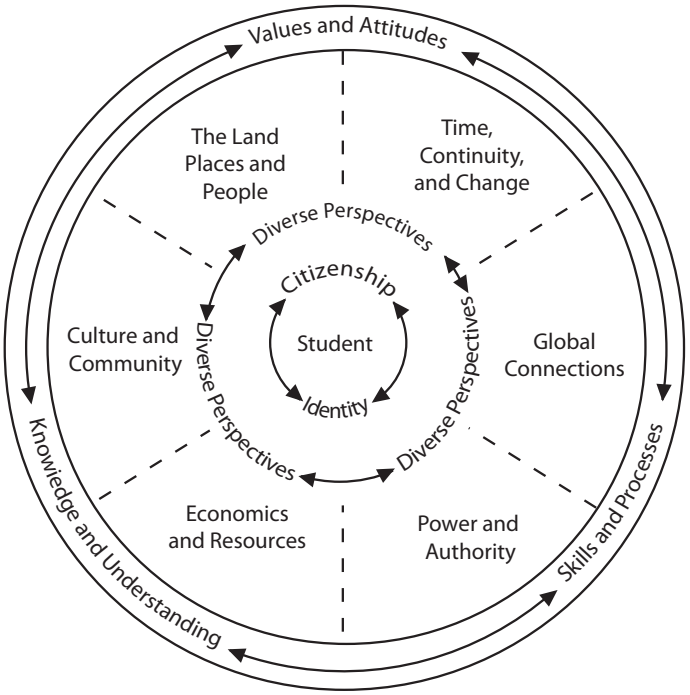
Grade Overview
Specific Learning Outcomes
Learning Experiences

Grade Overview

GRADE 3 students explore ways of life in selected communities of the world, past and present. They are introduced to world geography and enrich their appreciation of global diversity as they explore communities and cultures. Students study physical, social, and cultural characteristics of two contemporary communities of the world, one of which is an indigenous community. They also explore life in an ancient society selected from Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs. Through this exploration, students discover the connections linking diverse communities, past and present, and develop an appreciation of the enduring contributions of communities of the world.

Yamoria traveled around the world helping people who had problems with living, and he also gave them law to live by at a time when there was much danger caused by bad shamans. These old Dene laws are still useful today. They should still be the first things we teach our young people. Even though they were given to us in a period much different from now, they are timeless. They are simple laws and if we follow them, we can still live a good life. – George Blondin, Rae-Edzo, NT (1997, p. 70) P.p xvii of Dene Kede

To know this Dene legend and others like it is to know that our Elders, as our teachers and mentors, have passed on their wisdom of our ancestors about the world beyond our campfires. Our Elders are the living connection to our ancestors. Through dreams, our ancestors knew of the four directions from which the Chinese, African American, Other Aboriginal tribes and Europeans exist as well as awareness of existence over the big waters (oceans).



Inuvialuit and Inuinnait Grade 3 students explore how people live in selected communities of the world. They learn how these communities changed over time. They study the people's lifestyles, stories, traditions, clothing, and food to relate to their own understanding of a community. They recognize these communities have cultural diversities, different languages, social structures, leadership and geographical features that might influence the structure of the community. By studying an indigenous community, they will further their understanding of their ancestors and by studying another community, they will understand how communities can differ and change. Through these activities, students gain an appreciation and connectedness to these communities.

Cluster Descriptions

Cluster 1: Connecting with Canadians

Students examine the rights and responsibilities of Canadian citizens and explore their connections with other Canadians. This includes a focus on Canada's national anthem and Remembrance Day. Students also consider community influences and interactions related to identity, leadership, and decision making, and explore ways of dealing with conflict and bullying.

Inuvialuit and Inuinnait Students
Cluster 1: Connecting With Canadians

Students examine the rights and responsibilities of Inuvialuit/ Inuinnait. They discuss community influences and interactions that strengthen identity, leadership, rights and responsibilities. They explore ways of decision making within their community. They also explore how their school, along with the community, deal with conflict and bullying. They begin to understand that their rights might differ from other Canadian citizens. They examine the reasons for this. They understand that First Nations and Métis in NWT have rights that also differ. They examine how Inuvialuit, Inuinnait, First Nations, and Métis rights might differ from First Nations and Inuit in Canada. This will lead into an exploration of their connections with other Canadians and what Canadians recognize as unique to Canada, such as the national anthem, Remembrance Day, Aboriginal Day, and Canada Day.

Cluster 2: Exploring the World

Students are introduced to world geography and the use of maps and images to represent geographic concepts such as borders, hemispheres, and the equator. They explore common concerns and connections between world communities. They also examine human rights, the role of community services, and the effects of personal decisions.

Inuvialuit and Inuinnait Students
Cluster 2: Exploring the World

Students connect to the world by studying geographical features of the world and how they might be similar of differ from theirs. The student's use a variety of sources, including maps, and land or country ownership. In relating some of the community concerns, they will better understand some of the concerns and conflicts that exist in some countries. Having studied their rights and responsibilities as members of their family and community, they can relate to human rights, community services and decision making and makers of what affects the world.

Cluster 3: Communities of the World

Students enrich their appreciation of global diversity as they explore communities and cultures in other places of the world. Students explore the elements that constitute a culture and examine the physical, social, and cultural characteristics of *two contemporary communities of the world, one of which is an indigenous community*.

Inuvialuit and Inuinnait Students
Cluster 3: Communities of the World

Students relate to two communities in the world through the study of various cultures, languages, traditions, values and beliefs. They find connections with their own culture and the world community, but also recognize the cultures differ from theirs. They are encouraged to accept that although these cultures are different, it is the way it is for that group. They discuss what might be the most noticeable aspects of this culture, but understand there might be areas of the culture that are not as noticeable or understood by others.

Cluster 4: Exploring an Ancient Society

Students explore life in *one ancient society selected from a choice of Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs*. They consider various aspects of that society, including its ways of life, cultural expressions, customs and traditions, and enduring contributions.

Inuvialuit and Inuinnait Students

Cluster 4: Exploring an Ancient Society

Students explore an ancient society from their cultural group or from another ancient society in Canada. They understand how change occurs over time, which includes lifestyles, traditions, values, beliefs, clothing, tools and utensils, including areas that the students are curious about. This can lead to the study of another ancient society from the world.

Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Grade 3 students will...

S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
S-101	Resolve conflicts peacefully and fairly.
S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-104	Consider the rights and opinions of others during interactions.

Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Grade 3 students will...

S-200	Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-202	Use appropriate terms or expressions to describe periods of time.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-204	Use timelines to organize information chronologically.
S-205	Construct maps that include a title, legend, and compass rose.
S-206	Interpret maps that include a title, legend, and compass rose.
S-207	Use cardinal directions to describe the relative locations of places on maps and globes.

Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Grade 3 students will...

S-300	Formulate questions for research.
S-301	Consider advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on information and evidence.
S-303	Revise ideas and opinions based on new information.
S-304	Distinguish fact from opinion.

Communication

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Grade 3 students will...

S-400	Listen actively to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Support their ideas and opinions with information or observations.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

	Grade 3 students will...
KC-001	Recognize citizenship as membership in the Canadian community.
KC-001A	Recognize their membership among Aboriginal First Nations.
KC-002	Give examples of responsibilities and rights of Canadian citizens.
KC-003	Listen to and/or sing the words to Canada's national anthem in three of the official languages of the Northwest Territories. *Examples: English, French, Tlicho, Inuvialuktun, South Slavey, North Slavey, Inuktitut, Cree, Chipewyan, Inuinnaqtun, Gwich'in*
KC-003A	Listen to and be aware of the national anthem sung in other official languages of the Northwest Territories.
KC-004	Describe Remembrance Day as a time to think about peace and war.
KC-004A	Recognize the service of Aboriginal war veterans and the contributions of Canadian Rangers.
KC-005	Recognize that people around the world have basic human rights. *Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment...*
KC-006	Explain the importance of fairness and sharing in groups and communities.

VC-001	Support fairness in social interactions.
VC-002	Be willing to contribute to their groups and communities.
VC-003	Respect the equality of all human beings.

Core Concept: Identity

The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors, including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem.

	Grade 3 students will...
KI-007	Identify factors that may influence their identities. *Examples: culture and language, time and place, groups and communities, arts and media...*
KI-007A	Describe personally significant aspects of their Aboriginal community.
KI-007F	Describe personally significant aspects of their francophone community.

Culture and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others' cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity.

Grade 3 students will...

KCC-008	Describe countries as types of communities defined by borders.
KCC-009	Define the elements that constitute a culture. *Include: ways of life, language, art, clothing, beliefs.*
KCC-009A	Identify the protocols within their Aboriginal culture.
KCC-010	Describe characteristics of daily life in communities studied. *Examples: housing, tools, work, use of the land, recreation, education...*
KCC-011	Give examples of cultural expression in communities studied. *Examples: language and stories, art, music and dance, architecture, traditions, clothing...*
KCC-012	Recognize the diversity of cultures and communities in the world.
KCC-013	Compare daily life in their own communities to life in communities studied.

VCC-004	Express interest in the ways of life of diverse cultures and communities.

General Learning Outcomes

The Land: Places and People

Students will explore people's dynamic relationships with the land, places, and environments.

People exist in dynamic relationships with the land. An exploration of people's relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.

Grade 3 students will...

KL-014	Locate on a map or globe the equator and the Northern and Southern hemispheres.
KL-015	Locate on a map or globe the continents and oceans.
KL-016	Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.
KL-017	Describe the influence of natural phenomena on ways of life in communities studied. *Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...*
KL-018	Give examples of the use of natural resources in communities studied.
KL-019	Recognize that people have diverse ways of living on or with the land.
KL-020	Locate communities or countries studied on a world map or globe.

VL-005	Appreciate the diversity of the global natural environment.
VL-006	Value the land for what it provides for communities.
VL-006A	Appreciate the sacredness of living on and with the land.

Time, Continuity, and Change

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspective, parallel accounts, oral and social histories and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on historical thinking and will include concepts such as progress, decline, continuity, causality and change.

Grade 3 students will...

KT-021	Recognize the continuity of cultures, traditions, and practices over time.
KT-022	Recognize that communities change over time.
KT-023	Describe characteristics of daily life in an ancient society. *Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...*
KT-024	Give examples of customs, stories, and traditions of an ancient society.
KT-025	Describe ways in which members of an ancient society expressed themselves. *Examples: art and architecture, music and dance, writing and stories, religious practices...*
KT-026	Give examples of the enduring contributions of an ancient society. *Examples: ideas, inventions, art and architecture, stories...*

VT-007	Express interest in and curiosity about people, events, and ways of life in the past.
VT-008	Value the enduring contributions of societies of the past.

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Grade 3 students will...

KG-027	Give examples of concerns common to communities around the world.
KG-028	Identify organizations that support communities in all countries of the world. *Examples: United Nations and UNICEF, Red Cross, Médecins sans frontières...*
KG-029	Identify ways in which community services can help people acquire their basic human rights. *Examples: ensure quality housing, education, security, food and water.*
KG-030	Describe similarities and connections between communities around the world.
KG-031	Give examples of personal decisions and actions that may positively affect people locally or globally. *Examples: charitable donations and projects, recycling...*

VG-009	Be willing to accept differences among people, communities, and ways of life.
VG-010	Appreciate their connections to people and communities elsewhere in the world.

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

	Grade 3 students will...
KP-032	Give examples of formal and informal leadership and decision making in groups and communities.
KP-033	Identify ways of resolving individual, group, and community conflicts.
KP-034	Identify ways to deal with bullying.
VP-011	Respect positive leadership in their groups and communities and in Canada.
VP-011A	Respect the teachings of Elders, leaders, parents, and community members.

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Grade 3 students will...

KE-035	Give examples of work, goods, and technologies in communities studied.
KE-036	Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
KE-037	Describe diverse ways in which communities meet their members' needs.
KE-038	Identify media influences on their perceptions of people and places elsewhere in the world.

VE-012	Value the contributions individuals make to their communities.

Suggested Teaching Scenarios

Grade 3 Social Studies: Communities of the World is designed so that students focus on

- two contemporary communities of the world, one of which is an indigenous community
- one ancient society selected from Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs

The study of particular communities in Cluster 3, Communities of the World, and Cluster 4, Exploring an Ancient Society, may be planned and organized in a variety of ways:

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Wherever possible, involve students in the selection of communities to be studied, guiding them according to available resources and time. As well, throughout the year, encourage students to gather and discuss pictures and stories of communities elsewhere in the world, identifying these places on a world map. A "Communities of the World" bulletin board would be a useful tool for this ongoing discussion.

Suggested Classroom Materials

It is suggested that the following materials be made available to students as they explore *Communities of the World:*

- a collection of old and recent *National Geographic* magazines
- calendars and magazines containing images of landscapes, natural regions, and communities from around the world
- images, photographs, and news clippings of people and cultures from around the world
- brochures and publications produced by international agencies such as UNICEF, UNESCO, CIDA, United Nations, Amnesty International, and International Red Cross
- travel brochures from travel agencies
- a class set of world atlases (minimum one for every five students)
- globes, ideally one for each group of five to eight students
- world wall map
- a computer work station set up with a list of favourite websites including various map sites and international websites for the study of various communities around the world

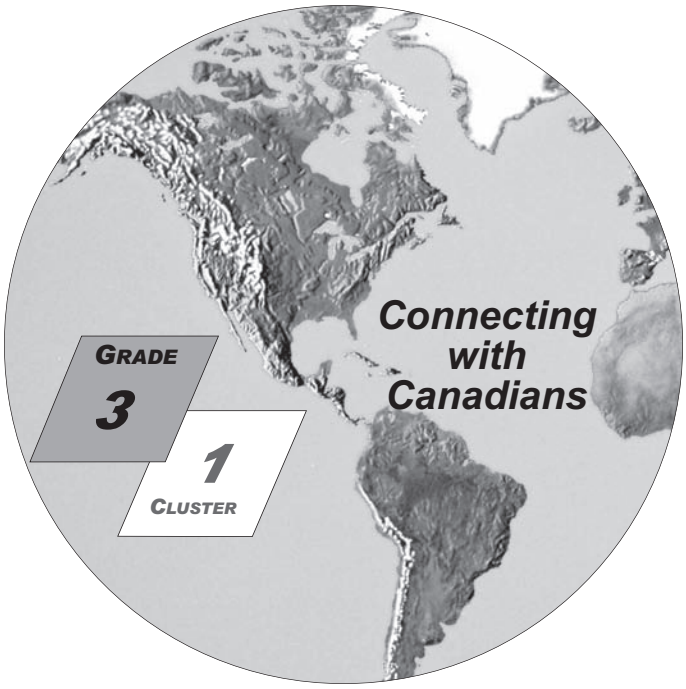
Communities of the World

Connecting with Canadians

GRADE 3

CLUSTER 1

Whati, NWT. Photo courtesy of Laura Smith



Cluster 1 Learning Experiences Overview:

3.1.1 Canadian Citizenship

KC-001 Recognize citizenship as membership in the Canadian community.

KC-001A Recognize their membership among Aboriginal First Nations

KC-002 Give examples of responsibilities and rights of Canadian citizens Examples: include Article 23 and Aboriginal Rights

VC-002 Be willing to contribute to their groups and communities.

3.1.2 Canadian National Anthem

KC-003 Listen to and/or sing the words to Canada's national anthem in three of the official languages of the Northwest Territories.

Examples: *English, French, Tlicho, Inuvialuktun, South Slavey, North Slavey, Inuktitut, Cree, Chipewyan, Inuinnaqtun, Gwich'in*

KC-004A Listen to and be aware of the national anthem sung in other official languages of the Northwest Territories.

3.1.3 Personal Identity

KI-007 Identify factors that may influence their identities.
Examples: culture and language, time and place, groups and communities, arts and media...

KI-007A Describe personally significant aspects of their Aboriginal community.

KI-007F Describe personally significant aspects of their francophone community.

3.1.4 Leadership

KP-032 Give examples of formal and informal leadership and decision making in groups and communities.

VP-011 Respect positive leadership in their groups and communities and in Canada.

VP-011A Respect the teachings of Elders, leaders, parents, and community members.

3.1.5 Conflict Resolution

KP-033 Identify ways of resolving individual, group, and community conflicts

KP-034 Identify ways to deal with bullying.

3.1.6 Remembrance Day

KC-004 Describe Remembrance Day as a time to think about peace and war.

KC-004A Recognize the service of Aboriginal war veterans and the contributions of Canadian Rangers

SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development

Grade 3: *"Communities of the World"*
Cluster 1: **Connecting with Canadians**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
Note: the learning experiences listed below (eg., 3.1.1) are comprised of SLO's (specific learning outcomes) and DLO's (distinct learning outcomes) *that are not shown*. Please refer to the SLO's and GLO's in the *adjacent pages* to make the connections with these three documents:	Note: Read the introduction to the theme of your study for the larger picture	Note: Read the introductions to the "Relationships" on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions	Competencies 1-11 *Level 1*
3.1.1 "Canadian Citizenship"	Family *The Spiritual World* (139) Family *The People* (141)	Laws and Leadership (76)	2.1.9 Demonstrate a willingness to help others 2.1.3 Explore implications, effects and consequences of helping others 10.1.3 Understand how contributions of individuals both inside and outside the home are important to family and community (eg., family financial autonomy, community volunteering) 10.1.5 Plan and make contributions both inside and outside the home
3.1.2 "Canadian National Anthem"			

Grade 3: *"Communities of the World"*
Cluster 1: **Connecting with Canadians**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
3.1.3 "Personal Identity"	Living Force *The Self* (11) The Drum *The Self* (17) Fire *The Self* (21) Fish *The Land* (92) Family Self (141) Family *The Spiritual World* (139) The Child *The Spiritual World* (153) Tribes *The People* (158)	Family and Kinship (40) Names and Naming (42) Responsibilities of Women (50) Responsibilities of Men (54) Traditional Responsibilities of Girls (58) Traditional Responsibilities of Boys (62)	
3.1.4 "Leadership"	Prayer *The People* (23) Caribou *The People* (85) Leaders *The People* (180) Elders (175-178) Leaders *The People* (180) *The Self* (182)	Elders (46) Laws and Leadership (76)	
3.1.5 "Conflict Resolution"	Raven *The People* (114) Shrews and Mice *Primary Objective* (116) Wolf *The People* (127) Tribes *The Self* (159) Play Learning Aids *The People* (198)	Laws and Leadership (76)	2.1.6 Demonstrate effective skills, knowledge and attitudes for resolving conflicts with peers and adults 2.1.7 Demonstrate appropriate behaviors and attitudes when peer pressures are contrary to one's beliefs 6.1.6 Demonstrate how work might solve personal, social, economic and environmental problems

Connecting with Canadians

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, Processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.

- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** the end of cluster summative assessment activity.

Cluster Description

Students examine the responsibilities and rights of Canadian citizens and explore their connections with other Canadians. This includes a focus on Canada's national anthem and Remembrance Day. Students also consider community influences and interactions related to identity, leadership, and decision making, and explore ways of dealing with conflict and bullying.

Whati, NWT. Photo courtesy of Laura Smith

Engaging Students in the Cluster

- Create a bulletin board display of images of Canada (e.g., symbols of Remembrance Day, maps of Canada, Canadian symbols, Canadian leaders, words to the national anthem...).
- Create a literature centre of books, poems, and songs that express Canadian identity.
- Students contribute articles that reflect their identity to an artifact centre.
- Post words that contribute to positive conflict resolution on a classroom word wall (e.g., caring, considerate, cooperation, friendly, honest, patient, peace, respect, responsibility, rights...).
- Create a listening centre of music from across Canada (e.g., Maritime fiddle music, Inuit throat singing, Métis fiddle music, Ukrainian polka music, drummers, folk music from northern musicians, folk songs from Quebec and Acadia)….
- Students contribute pictures and ideas related to leadership and decision making to create a classroom collage.
- Share books, poems, and picture books related to Canadian communities.

Learning Experiences

3.1.1 Canadian Citizenship

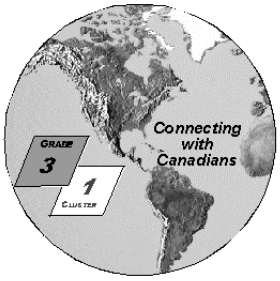
3.1.2 Canadian National Anthem

3.1.3 Personal Identity

3.1.4 Leadership

3.1.5 Conflict Resolution

3.1.6 Remembrance Day



Learning Experience: 3.1.1 Canadian Citizenship

KC-001	Recognize citizenship as membership in the Canadian community.
KC-001A	Recognize their membership among Aboriginal First Nations
KC-002	Give examples of responsibilities and rights of Canadian citizens Examples: include Article 23 and Aboriginal Rights
VC-002	Be willing to contribute to their groups and communities.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see Distinct Learning Outcomes in the front matter "Overview")

Description of Learning Experience

All Canadians have responsibilities and rights, including the responsibility to contribute to the well-being of their groups and communities. Students first explore what we mean by a "country"; "living in another country"; and "citizens of a country"; and then what it means to be a citizen of Canada and ways they can personally contribute to their groups and communities.

Vocabulary: citizen, citizenship, responsibility, right (See Appendix D for Vocabulary Strategies.)

3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 3a	KC-001 KC-001A KC-002	Students discuss the concept of "country", "living in another county", and "citizenship", proposing definitions of the term "citizen" and describing what it means to be a "Canadian citizen. Students record and post ideas on a bulletin board, including dictionary definitions of "country" and "citizenship." TIP: Be sensitive to the fact that not all individuals see themselves as Canadians and that some students may have immigrated to Canada under difficult circumstances. NOTE: A book like "Clifford's Good Deeds" could provide a vehicle to discuss all the good things students do in the school, home, and community setting—things which make a good citizen.
		or
Appendix A Skill 3a	KC-001 KC-001A KC-002 VC-002	Students discuss the differences between responsibilities and rights. Students create a class list of responsibilities and rights in the community, the school, and in their families. TIP: Help students differentiate between legal and ethical responsibilities. Violations of legal responsibilities have legal penalties (e.g., speeding results in a traffic violation ticket). Violations of ethical responsibilities have social consequences (e.g., deciding not to participate in a team event may affect the team's success and result in disappointment for all team members). NOTE: With such an understandable and ample source of lyrics this activity provides, a song about citizenship to the tune of "Twinkle, Twinkle Little Star" could be easily written and performed for other members of the school *(continued)*
Teacher Reflections		

3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
		Activate *(continued)*
Appendix A Skill 2	KC-001 KC-001A KC-002 VC-002	Students brainstorm various ways that citizenship is recognized (e.g., medals, certificates, local, provincial, and national awards...). Students discuss the importance of recognizing the contributions of good citizens, and create a list of criteria for Canadian citizenship awards. NOTE: A classroom system of "Recognizing Good Citizenship" slips could be implemented where students recognize each other by filling out the slips and placing them in a central location. If the slips were read aloud at the end of the day, a good opportunity would be provided for both the observer and the good citizen to be recognized.
		or
Appendix A Skill 2,10	KC-001 KC-001A KC-002 VC-002	Students brainstorm examples of classroom citizenship (e.g., sharing, respecting others, following the rules, cleaning up...), and take pictures or illustrate instances of "Citizenship in Action" and examples of responsibilities and rights in the classroom. Students discuss how each illustration and example contributes to a positive classroom and/or school environment. NOTE: Perhaps instead of pictures, students could role play different scenarios demonstrating good citizenship.
		Acquire
Appendix A Skill 6a	KC-001 KC-001A KC-002	Students sort and classify examples of responsibilities and rights. Students share classifications with peers and discuss the differences between responsibilities and rights, and the purposes of each. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss> 3.1.1 a BLM: Canadian Citizenship - Responsibility or Right
		or
Appendix A Skill 6d	KC-001 KC-001A KC-002 VC-002	In small groups or as a whole class, students compose questions and invite guests into class to be interviewed. Guests could be community leaders (e.g., elected leader, First Nations Chief, principal, clergy member, police officer, judge, Aboriginal Elder...) The interview questions should be questions that will help students learn about citizenship, responsibilities and rights, as well as ways in which students can contribute to their groups and communities. Students record information and share with peers. NOTE: One type of visitor could be a recent immigrant who could bring country of origin money and artifacts; new identification; a testimonial about her/his Citizenship Ceremony; etc.. Each student could prepare a question for the new Canadian. This guest presentation should leave the students with a sense of why the visitor had chosen to come here, instilling a sense of pride about being Canadian
		or
Appendix A Skill 6g	KC-001 KC-001A KC-002 VC-002	Students view video clips describing various views of citizenship, responsibilities, and rights. Students discuss the responsibilities and rights of Canadian citizens and record their thoughts and ideas on the meaning of Canadian citizenship and ways in which they may contribute to their groups and communities. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>

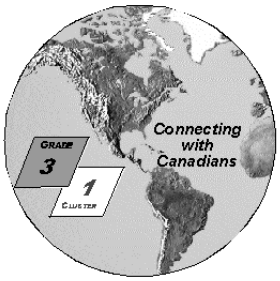
3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
Appendix A Skill 11c	KC-001 KC-001A KC-002	Using email, students contact students in other countries to learn about their responsibilities and rights as citizens. Using a Venn diagram, students compare Canadian citizenship responsibilities and rights with those of students in another country. Students share results with peers. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
		or
Appendix A Skill 11a,10	KC-001 KC-001A	Using print and electronic resources, students research the criteria for becoming a citizen of Canada. They prepare and ask questions of someone who has chosen to come to this country and has applied for Canadian citizenship, focusing on that individual's experiences in becoming a Canadian citizen. NOTE: The grade 2 social studies curriculum, "Communities in Canada" (Cluster 2) will have prepared the students for an understanding of "being from some other place" and "other places in Canada." However, students who have not traveled out of their community or the NWT, let alone out of the country, may lack the background knowledge to understand that people live in "other countries". A map may be just a piece of paper to them. A few library books could provide the necessary snapshots of other countries and allow discussion about differing customs. Also, consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. Photo Galleries offer many images from various countries. The Department of Education, Culture and Employment holds a subscription for all schools in The Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
		Apply
Appendix A Skill 5	KC-001 KC-001A KC-002 VC-002	Using a Y-Chart, students describe what citizenship looks like (e.g., helpful actions), sounds like (e.g., respectful language), and feels like (e.g., pride and belonging), and give examples of ways in which they may contribute to their groups and communities. NOTE: Students may want to use the chart to create mini-comics and demonstrate their understanding through speech bubbles.
		or
Appendix A Skill 11d	KC-001 KC-001A KC-002 VC-002	Using a word processor, students create a brochure promoting Canadian citizenship. Students identify and give examples of Canadian responsibilities and rights, and illustrate examples of ways in which students may contribute to their groups and communities. *(continued)*
Teacher Reflections		

3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
Appendix A Skill 10	KC-001 KC-001A KC-002 VC-002	Students create a "Canadian Citizens Wanted" poster. Students illustrate the responsibilities and rights of Canadian citizens, and describe ways in which they may contribute to their groups and communities. 3.1.1 b BLM: Canadian Citizenship - Canadian Citizens Wanted Poster
		or
Appendix A Skill 10	KC-001 KC-001A KC-002 VC-002	Students plan and conduct a Canadian Citizenship celebration. Students develop criteria, and design and present citizenship awards to recognize individual actions that contribute to their groups and communities. Students present vignettes (e.g., dramatizations, songs, poems...) that identify the responsibilities and rights of Canadian citizens. NOTE: For more of a festive tone, a teacher may add a flag, streamers, balloons, a Canadian flag cake, and the singing of O'Canada in a couple of official languages. Students could be required to come to the front of the class and answer why they "wanted to become a Canadian citizen" (in light of all the learning achieved over the learning experience).
		or
Appendix A Skill 11g	KC-001 KC-001A KC-002 VC-002	Collaborative groups of students create a multimedia "Canadian Citizenship" presentation. Using a map of Canada as the title slide, students create links to additional slides, and illustrate responsibilities and rights enjoyed by Canadians (e.g., students going to school, sound clips of "O Canada," multiculturalism...), as well as examples of ways in which Canadian citizens contribute to their groups and communities. Compile group presentations in a class presentation.
		or
Appendix A Skill 7e	KC-001 KC-001A KC-002 VC-002	Students exercise their responsibilities as Canadian citizens and plan and conduct a "Kids Can Make a Difference" community action project (e.g., recycling, visiting/reading to community elders, organizing a food drive...) to contribute to their groups and communities.

Teacher Reflections



Learning Experience: 3.1.2 Canadian National Anthem

KC-003	Listen to and/or sing the words to Canada's national anthem in three of the official languages of The Northwest Territories. *Examples: English, French, Tlicho, Inuvialuktun, South Slavey, North Slavey, Inuktitut, Cree, Chipewyan, Inuinnaqtun, Gwich'in*
KC-003A	Listen to and be aware of the national anthem sung in other official languages of the Northwest Territories.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see Distinct Learning Outcomes in the front matter "Overview")

Description of Learning Experience

The national anthem is an important aspect of who we are as Canadians. It has its own history and it is part of the Canadian cultural fabric. Students learn the lyrics and history of "O Canada," and recite the anthem in English and French, as well as a local Aboriginal language.

Vocabulary: O Canada, native land, patriot, glorious (See Appendix D for Vocabulary Strategies.)

3.1.2 Canadian National Anthem

Assessment	Outcomes	Strategies
		Activate
	KC-003 KC-003A	Students brainstorm places and times when the national anthem is sung (e.g., opening exercises, special events, sporting events...), and protocols observed during the singing of "O Canada" (e.g., removal of hats, standing quietly and respectfully...). Students discuss why the national anthem is sung at various times and the significance of the protocols. TIP: Be aware of cultural/religious sensitivities regarding the national anthem.
		or
	KC-003 KC-003A	Students create a Word Splash of words and phrases from the lyrics of "O Canada" (e.g., patriot, strong and free...). Students discuss the meanings of the words and phrases, and how the words reflect Canada as a country. 3.1.2 a BLM: Canadian National Anthem - Lyrics

(*continued*)

Teacher Reflections

3.1.2 Canadian National Anthem

Assessment	Outcomes	Strategies
		Acquire
Appendix A Skill 9f	KC-003 KC-003A	Use the lyrics of "O Canada" for a daily edit. Students rewrite the lyrics, correcting errors in grammar, spelling, or vocabulary. Students check their corrections with a poster or blackline master. 3.1.2 a BLM: Canadian National Anthem - Lyrics
		or
Appendix A Skill 8	KC-003 KC-003A	Students explore the lyrics of "O Canada" in different languages. Students practise the pronunciation of words in different languages, recite the anthem to an instrumental accompaniment, match the words to their English equivalent, and cut and mix up the lyrics and arrange them in the correct order. TIP: Words in Aboriginal languages are phonetic and made up of many syllables that start with a consonant. NOTE: Students could take turns choosing which version of the national anthem she/her would like to have sung/played. If the opportunity is offered to explain the choice, interesting family tree/history related discussions may ensue. Perhaps using a map of the NWT to highlight the region where a particular version of O'Canada is concentrated will bring greater appreciation for the language. Also, attaching the lyrics of the versions of the song to colored construction paper and laminating them into "song sheets" will better enable the students to participate in the singing. 3.1.2 b BLM: Canadian National Anthem - Translations
		or
Appendix A Skill 9f	KC-003 KC-003A	Students complete Cloze exercises using the lyrics of "O Canada." 3.1.2 c BLM: Canadian National Anthem - Cloze
		or
Appendix A Skill 11a	KC-003 KC-003A	Using print and electronic resources, students research the history of the Canadian national anthem. Students record facts about "O Canada" (e.g., timeline of versions, who wrote the lyrics, when "O Canada" was adopted as the national anthem...). **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
Appendix A Skill 3a	KC-003 KC-003A	Students compare different versions of "O Canada" and discuss how the lyrics have changed over time, and what they like or dislike about different versions. 3.1.2 d BLM: Canadian National Anthem - Versions

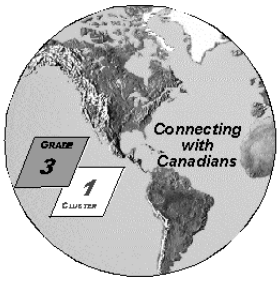
3.1.2 Canadian National Anthem

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 11g	KC-003 KC-003A	Collaborative groups of students create a multimedia presentation about the national anthem. Students include illustrations to represent the meaning of the lyrics of "O Canada," sound clips of recitations of "O Canada" in English, French, and an Aboriginal language, and reflective stories or poems describing what the lyrics mean to them as Canadians. Compile group presentations in a class presentation.
		or
Appendix A Skill 6d	KC-003 KC-003A	Students design and conduct a survey to determine current attitudes toward the national anthem (e.g., Do school and community members know the words to the national anthem? How do new Canadians and Aboriginal people feel about the anthem?...). Students compile their results, draw conclusions, and prepare a report making recommendations regarding the national anthem to an elected representative.
		or
Appendix A Skill 10	KC-003 KC-003A	Collaborative groups of students prepare and present a new version of the national anthem (e.g., rewrite the lyrics to represent their ideals of Canadian society, recite lyrics to a different tune, dramatize lyrics while reciting "O Canada" in English, French, and an Aboriginal language...).

Teacher Reflections

3.1.2 Canadian National Anthem

Teacher Reflections



Learning Experience: 3.1.3 Personal Identity

KI-007	Identify factors that may influence their identities. *Examples: culture and language, time and place, groups and communities, arts and media...*
KI-007A	Describe personally significant aspects of their Aboriginal community.
KI-007F	Describe personally significant aspects of their francophone community.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see Distinct Learning Outcomes in the front matter "Overview")

Description of Learning Experience

Personal identity is influenced by many different factors, including culture and language, the time and place in which one lives, affiliations to groups and communities, and the arts and media. Students explore the meaning of the term "identity" and determine various factors that influence their personal identities. They reflect on ways in which their identities are influenced and represent their personal identities in various media.

Vocabulary: character traits, culture, personal identity (See Appendix D for Vocabulary Strategies.)

3.1.3 Personal Identity

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 3b	KI-007 KI-007A KI-007F	Using Think-Pair-Share, students reflect on the meaning of the word "identity." Students list various factors with examples that influence their personal identities. Students share factors and examples with peers. 3.1.3 a BLM: Personal Identity - My Identity 3.1.3 a-2 BLM: Personal Identity - My Identity -Teacher Guide
		or
Appendix A Skill 2	KI-007 KI-007A KI-007F	Students brainstorm positive character traits (e.g., kind, courageous, trustful, respectful, responsible...), and give examples of actions that illustrate each. Students complete the BLM Character Traits, and discuss ways in which each character trait may be learned/ acquired and how particular traits are a part of their personal identities. NOTE: Students may enjoy making acrostic poems using the letters of their names as the beginning letters of a positive trait words or phrases. 3.1.3 b BLM: Personal Identity - Character Traits
		or
Appendix A Skill 6a.6c	KI-007 KI-007A KI-007F	Students create a family tree to highlight one way that family can influence personal identity. Help the students choose which parent she/he knows the most family history about. Complete the family tree from that parent's lineage. Being sensitive to the many kinds of families that exist in a classroom will require flexibility with this activity. 3.1.3 b-2 BLM: The Family Tree

(*continued*)

3.1.3 Personal Identity

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KI-007 KI-007A KI-007F	Students discuss factors that influence identity (e.g., family traditions and celebrations, special foods, places they have lived...), and share examples of ways in which particular factors are expressed in their families. Students discuss how these factors influence their personal identities. NOTE: A book such as "Stand Tall Molly Lou Mellon" could be used as a tool to demonstrate how to talk about personal identity in discussion around what can be learned about Mary Lou Mellon from the reading. A brainstorming session about their identities after such a reading may lead to a few volunteers "introducing themselves" and sharing different elements of their identities. To extend identity learning, a list of Molly Lou's positive traits could be made before a reading of a book such as "Mean Jean the Recess Queen." By comparing the actions and circumstances of the two characters from the two books, discussion could lead to how environmental, family, and school experiences shaped and showed their identities.
		or
	KI-007 KI-007A KI-007F	Students view images of places in Canada, including Canadian art, and listen to Canadian musical selections. Students discuss ways in which art, culture, and the place one lives may influence identity. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Acquire
	KI-007 KI-007A KI-007F	Students compose questions and interview family or community members to learn about their personal identities. Students discuss how various factors influence identity.
		or
	KI-007 KI-007A KI-007F	Collaborative groups of students list examples of factors that influence their identities. Compile lists to create a collective classroom list of identity factors. 3.1.3 c BLM: Personal Identity - Factors

(continued)

Teacher Reflections

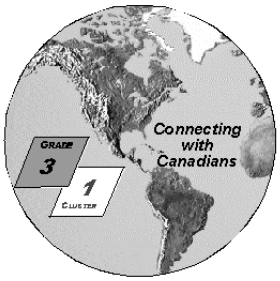
3.1.3 Personal Identity

Assessment	Outcomes	Strategies
		Acquire *(continued)*
Appendix A Skill 6f	KI-007 KI-007A KI-007F	Using print and electronic resources, students view/listen to various art forms by a number of different Canadian artists. Students list the images represented in various works of art and discuss how the art forms reflect Canadian identity. TIP: Expose students to a variety of art mediums, including painting, sculpture, models, music, dance, photography, film, video, et cetera. NOTE: Using the medium of music, the works of Stompin' Tom Connors (egs. The Hockey Song, Bud the Spud); Gordon Lightfoot (eg. The Wreck of the Edmund Fitzgerald), Bruce Cockburn (eg. All the Diamonds) and other classic and contemporary artists can go a long way in displaying, through word image and story, the Canadian identity to children. Continue building identity by using sculptors such as Bill Reid (eg. The Spirit of Haida Gwaii) and NWT's John Sabourin (eg. Bear/Eagle/Fish); and painting by using artists such as NWT's Archie Beaulieau (eg. Northern Spiritual Beauty), the colorful Norval Morrisseau, and the Group of Seven; and architect Douglas Cardinal (eg. Museum of Civilization). **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
Appendix A Skill 10	KI-007 KI-007A KI-007F	Trace each student's body outline on large butcher paper. The student will write words describing themselves that match a certain body part, as outlined in the BLM (e.g., head: "Out of your head, write two things that interest you). Alternatively, students may draw a picture of themselves directly on the BLM. 3.1.3 c-2 BLM: Personal Identity - Body Paragraph
		or
Appendix A Skill 9f	KI-007A	Introduce the Seven Teachings of the Ojibway culture. Students compare the Ojibway teachings to the general list of character traits, give examples of each teaching, and describe how they reflect their own identities. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** 3.1.3 d BLM: Personal Identity - Seven Teachings
		or
Appendix A Skill 4	KI-007 KI-007A KI-007F	Students plan and prepare a potluck lunch to celebrate individual cultural traditions and identities. Students contribute family dishes and recipes, as well as games or traditions that illustrate their identities. Students prepare a menu and a program that lists the various dishes and activities, and explain ways in which each represents their identity. The recipes, games, and traditions may be compiled in a "Class Cultural Cookbook." TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. There is a special section in CultureGrams™ called "Recipe Collection" which may help. The Department of Education, Culture and Employment holds a subscription for all schools in The Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome

3.1.3 Personal Identity

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 11g	KI-007 KI-007A KI-007F	Students create a personal multimedia presentation to represent their identities. Students include images and reflective statements to illustrate ways in which culture, language, the time and place in which they live, groups and communities to which they belong, the arts, and media influence their identities.
		or
Appendix A Skill 10	KI-007 KI-007A KI-007F	Students select an art form (e.g., art, sculpture, music, dance...) and create an artistic piece that illustrates their personal identities. Students present their art to peers, describe how it represents their identities, and give examples of factors that influence their identities.
		or
Appendix A Skill 10	KI-007 KI-007A KI-007F	Students decorate shoe or cereal boxes to represent their identities. Students keep items in the box that reflect their identities. Using the items as storytelling props, students describe their identities to peers and explain how the items reflect their identities.
		or
Appendix A Skill 9f	KI-007A	Re-introduce the nine Dene Laws (they were first taught in Grade 1, Cluster 3) using the following website for either a print out of them (unfortunately the background is dark blue) or a digital projection of them (it is a large pdf—so be patient for downloading or download before use). Students compare the Dene Laws to the general list of character traits in the BLM and complete a matching of the traits to the laws. Google "Dene Laws" or more specifically: http://www.dehchofirstnations.com/documents/deh_cho_process/Dene_law_posters.pdf 3.1.3 e BLM: Personal Identity – Dene Laws
		or
Appendix A Skill 9d	KI-007 KI-007A KI-007F	Students compose and present a poem or song that reflects their identities. Students include references to various factors that influence their identities. While listening to each presentation, students list factors identified in poems or songs that influence identity.
		or
Appendix A Skill 10	KI-007 KI-007A KI-007F	Students create "Identity" collages or posters that include images and slogans to represent various factors that influence identity.
		or
Appendix A Skill 9a,10	KI-007 KI-007A KI-007F	Students write mini-books about themselves to send to prearranged penpals in another NWT community. Encourage the inclusion of their identity learning about themselves, class, school, and community during the Learning Experience.

Teacher Reflections



Learning Experience: 3.1.4 Leadership

KP-032	Give examples of formal and informal leadership and decision making in groups and communities.
VP-011	Respect positive leadership in their groups and communities and in Canada.
VP-011A	Respect the teachings of Elders, leaders, parents, and community members.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see Distinct Learning Outcomes in the front matter "Overview")

Description of Learning Experience

Positive leadership and decision making influence our lives and contribute to our groups and communities. Students explore the concepts of formal and informal leadership, identify leaders, and give examples of ways in which they learn from and respect the positive influence of leaders in their groups and communities.

Vocabulary: formal, informal, leadership (See Appendix D for Vocabulary Strategies.)

3.1.4 Leadership

Assessment	Outcomes	Strategies
		Activate
	KP-032 VP-011	Students brainstorm leadership qualities and examples of ways in which each quality is expressed. Students sort the examples according to whether they represent formal or informal leadership. TIP: Provide students with examples, and review the meaning of the words "formal" and "informal" before doing this activity. Define formal leadership as authority that a group of people officially give to one or several people. Define informal leadership as authority that is either self-declared or informally granted.
		or
	KP-032 VP-011	Students use focused freewriting to respond to the statement "Examples of positive leadership in my groups and communities include...." Students use examples to describe ways in which they exercise formal or informal leadership in their groups and communities. 3.1.4 a BLM: Leadership - Qualities (*continued*)
Teacher Reflections		

3.1.4 Leadership

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KP-032 VP-011	Students discuss leadership and decision making through the use of "What If?" scenarios (e.g., What if there were no conflict managers? What if there was no coach for your team? What if there were no police? What if there was no one to assist you when you needed help?...). Students discuss the positive influences that leaders exhibit.
		or
	KP-032 VP-011	Collaborative groups of students discuss various scenarios in which leaders must make decisions (e.g., You are line leader and your best friend wants to cut in; you are a school patrol and you notice your friend crossing the street outside of the crosswalk...). Students identify both positive and negative decisions that could be made, and role-play the consequences of each choice. Students discuss the challenges leaders face in making appropriate decisions.
		Acquire
	KP-032 VP-011	Students compose questions and interview, email, or fax community leaders to learn about positive contributions they've made to their particular groups and communities, how they obtained their position as leader, and challenges and opportunities they face in their leadership role, including decision making. Students share information with peers and create leadership statements (e.g., a leader is..., leadership means..., leaders contribute...). TIP: Encourage students to interview both informal and formal community leaders.
		or
	KP-032 VP-011 VP-011A	Students review media reports or news articles about formal and informal community leaders. Students record examples of community leadership, and identify the positive contributions that are made to various groups and communities. Students compose thank-you letters to selected leaders, expressing their appreciation for the leaders' positive contributions to their respective groups and communities. *(continued)*
Teacher Reflections		

3.1.4 Leadership

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KP-032 VP-011	Collaborative groups of students brainstorm examples of community leaders (e.g., principal, conflict manager, parent volunteer...). Students list who the leaders are, what their role is, the groups they lead, and identify whether they represent formal or informal leadership. Students discuss the positive contributions of each leader. NOTE: Consider using any election campaign event in your region at any level (classroom, school, municipality, or region) as an illustration for this strategy
		or
	KP-032 VP-011A	Students research leadership in an Aboriginal community. Using concept mapping, students compare the roles and responsibilities of Aboriginal Elders, Aboriginal community leaders, and parents.
		Apply
	KP-032 VP-011	Students create a "Leadership" bulletin board display. Students post pictures of formal and informal leaders, and compose a profile that includes the name of the leader, her or his role, positive contributions he or she has made, and a description of why each leader's contributions are appreciated.
		or
	KP-032 VP-011	Students create a "Leadership" collage identifying leaders in their groups and communities, and in Canada. Students take their own photographs, or clip pictures from newspapers, and describe each leader's positive contributions.

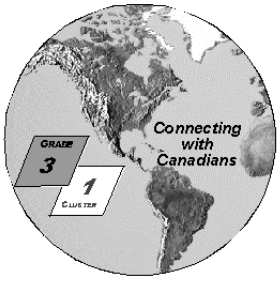
(continued)

Teacher Reflections

3.1.4 Leadership

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KP-032 VP-011	Students compose an editorial describing an example of positive leadership and decision making that has affected them personally in their groups and communities. Students describe the leader and his or her actions, and explain why these contributions deserve respect.
		or
	KP-032 VP-011	Using a RAFT, students choose an issue they believe to be important, and describe how a particular leader makes decisions to resolve the issue positively.
		or
	KP-032 VP-011	Students write and present a speech about someone they respect as a leader and decision maker. Using the W-5 strategy, students explain who the leader is, what positive contributions/decisions the leader has made, where the leader lives, when the person became a leader, and why her or his contributions deserve respect. This exposition could start informally as a journal entry that could be shared with the class during "Author's Chair" time.
		or
	KP-032 VP-011	Students compose acrostic poems identifying leaders in their groups and communities. Using the letters of the leaders' names, students identify examples of their positive leadership and decision making, as well as their leadership qualities. NOTE: Use the positions and titles of people when their names are not available.

Teacher Reflections



Learning Experience: 3.1.5 Conflict Resolution

KP-033	Identify ways of resolving individual, group, and community conflicts
KP-034	Identify ways to deal with bullying.

Description of Learning Experience

Conflicts may occur when people interact with each other in their groups and communities, and most conflicts can be resolved peacefully. Students identify examples of conflict and bullying, explore ways to resolve conflicts, and develop strategies to deal with bullying.

Vocabulary: conflict resolution, bully, victim, bystander (See Appendix D for Vocabulary Strategies.)

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
		Activate
	KP-033 KP-034	Using a Y-chart, students identify the characteristics of a bully and a victim. Students describe what each person does, what she or he says, and how he or she feels. Students share completed charts with peers. 3.1.5 a BLM: Conflict Resolution - Y-Chart
		or
	KP-033 KP-034	As an Admit Slip, students describe a conflict or bullying situation they have seen on a television show. Students describe the conflict, explain how it was resolved, and suggest an alternative solution. Students record successful conflict resolution strategies in their journals.
		or
	KP-033 KP-034	Students brainstorm places where conflict or bullying occurs (e.g., playground, school bus, community centre...), people who help resolve conflicts (e.g., teachers, police, parents, friends...), and examples of how conflicts are resolved (e.g., talking, compromise, apologizing, restitution...). Students discuss strategies they may use to resolve conflict or deal with bullying. TIP: Introduce the concept of problem-solving as a means of conflict management. Be aware of your school's system (e.g. "Restitution" "Second Step"; "Collaborative Problem Solving"). NOTE: Consider developing a formal anti-bullying, peacemaker club at school where the students have formal roles, shifts, uniforms, retreats and training as problem-solvers on the playground. Note other intiatives such as the anti-bullying one outlined in www.family.ca/takethepledge/

(continued)

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
		Acquire
		or
	KP-033 KP-034	Discuss with students the difference between conflict and bullying (i.e., A conflict is a disagreement between two or more people with differing ideas; bullying occurs when a person deliberately hurts or intimidates a weaker person—mentally, physically, and/or emotionally.) Students discuss ways in which conflict and bullying may be resolved, and complete a bullying survey. The teacher summarizes the surveys and shares the information with students, while keeping the results anonymous. The teacher and students create strategies and solutions.for dealing with bullying. TIP: The bullying survey is meant to be anonymous and provide information to the teacher about the extent of the problem in the classroom. In addition, the survey can be a tool to help eliminate the feeling of isolation associated with bullying. Students can develop strategies collectively to combat the issues. To continue this activity, see Apply. 3.1.5 b BLM: Conflict Resolution - Bullying Survey
		or
	KP-033 KP-034	Students review various conflict/bullying scenarios, and identify whether a scenario represents conflict, bullying, or both. Collaborative groups of students discuss how the individuals in each situation are behaving, describe what they might be feeling, and suggest strategies that may resolve the conflict or stop the bullying. Students choose one strategy and describe in detail how it will resolve a conflict or deal with bullying. NOTE: Consider using "legal" sounding words with simplified meanings ("communicate", "legislate", "litigate", "negotiate", etc.). Students may enjoy weighing in positively on the "authority" side of the discussion if they can use these kinds of words. 3.1.5 c BLM: Conflict Resolution - Case Studies 3.1.5 c-2 BLM: Conflict Resolution – Bibliography of Books on Bullying
		or
	KP-033 KP-034	Students choose a situation that involves conflict or bullying, and role-play various ways of resolving the conflict or dealing with the bullying. Peers identify the strategies in the role-play and suggest alternative ways of resolving conflict and dealing with bullying. NOTE: Encourage students to consider whether or not people who mediate conflicts are "informal leaders." This thought may be pushed to consider to what extent leadership professional negotiaters and diplomats play in international conflicts. 3.1.5 d BLM: Conflict Resolution - Role-Play

(continued)

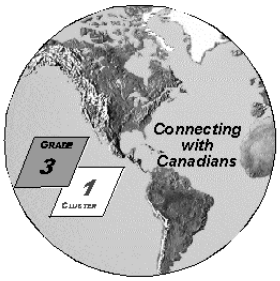
3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
Appendix A Skill 6d	KP-033 KP-034	Students compose questions and interview, email, or fax a person who helps resolve conflicts (e.g., conflict manager, guidance counsellor, principal...) to learn various ways of resolving conflict and dealing with bullying. Students share information with peers and record strategies in their journals. Perhaps a former Canadian Peacekeeper could speak to the class about the results of unresolved conflicts in the world.
		or
Appendix A Skill 8	KP-033 KP-034	Students read stories about situations that involve bullying or conflict (such as *The Berestain Bears and the Bully*). Students identify the events that led up to the conflict or bullying, describe the feelings of the characters, and point out strategies that are used to resolve the conflict or deal with the bullying. Students suggest alternative ways of resolving conflict and dealing with bullying.
		Apply
Appendix A Skill 11g	KP-033 KP-034	Collaborative groups of students create a "Choose your own..." conflict resolution multimedia presentation. Students describe a conflict or bullying situation on the opening slide and present various strategies that characters may choose in the situation. Students create links to additional slides that (1) describe the consequences of different actions, and (2) describe successful strategies for dealing with conflict or bullying. Compile group presentations in a class presentation.
		or
Appendix A Skill 11d	KP-033 KP-034	Using a word processor, students create "conflict resolution" brochures or posters identifying ways of resolving conflict and dealing with bullying in groups and communities. Students include images illustrating conflict situations and suggest positive strategies to deal with bullying and to resolve conflict. Students post brochures and posters throughout the school.
		or
Appendix A Skill 7e	KP-033 KP-034	Students design a classroom problem-solving area. Students create posters and strategies (e.g., conflict resolution posters, an emotion thermometer to measure anger levels [cool to hot], pictures to help identify emotions...) and develop a protocol for using the problem-solving area.
		or
Appendix A Skill 5,6a 7e	KP-033 KP-034	The data collected from 3.1.5 b may be used in the following curricular areas to explore the nature of bullying in the school: Math: Teachers can help students graph the number of students bullied this year and discuss ways to help decrease the likelihood of being bullied. Or, teachers can help students graph (pictograph) the type of bullying activities that exist. Health: Students can make a safety pamphlet to help students who have been bullied, know what to do if they are being bullied by another person. Or, teachers create a list of suggestions with the students about what to do if they witness bullying behaviours. Or, teachers can discuss what strategies students could use to decrease the incidence of bullying in places within the school and community where bullying occurs.Students design a classroom problem-solving area.

(continued)

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KP-033 KP-034	Students compose "Advice Column" letters that describe situations involving conflict or bullying and seek advice on resolving the situation. Students post their letters in a classroom conflict-resolution mailbox. On a regular basis, students discuss selected letters and compose "answers," identifying strategies to resolve the conflict or deal with the bullying. TIP: Review selected letters before sharing with the class to screen sensitive issues.
		or
	KP-033 KP-034	Students compose and present songs or jingles that promote conflict-resolution strategies and anti-bullying behaviours.
Teacher Reflections		



Learning Experience: 3.1.6 Remembrance Day

KC-004	Describe Remembrance Day as a time to think about peace and war.
KC-004A	Recognize the service of Aboriginal war veterans and the contributions of Canadian Rangers

Description of Learning Experience

Remembrance Day is a significant annual event to Canadians, and a time when people reflect on both peace and war. Students learn the significance of Remembrance Day and the importance of peace.

Note: Please be aware of students who may be refugee victims of war and who will require sensitivity during this learning experience. Another nuance to be aware of in class discussions, is when sometimes even young children go beyond vague notions of war and peace, to the mentioning of the names of the "enemy." If this should happen in a WWI/WWII/Korean War context or in some other more contemporary context such as terrorism, be aware of possible use of generalized and simplistic language such as the word "German" or "Islamic" in the same breath as "enemy". For instance, if "Germans" are framed as the enemy during the World Wars in the hearing of a student of German ancestry, the child may be disturbed and a call could be forthcoming to you from parents; the careful use of certain words will help avoid stereotyping. Explain to students that when war is happening, good people who are on opposite sides suddenly become "enemies"--against their will. Avoid misunderstandings and stereotyping that can come from using collective terms by using other words more descriptive of the wars such as "Germany's leader, Adolf Hitler" or "Germany's government ('bosses' for Gr. 2) known as Nazis." For instance in WWII, explain that a few powerful people in Germany with a bad idea in the 1930-40's hurt many people around the world—even their own "German" people.

Vocabulary: cenotaph, foreign, battlefields, memorial, monument (See Appendix D for Vocabulary Strategies.)

3.1.6 Remembrance Day

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 2	KC-004	Collaborative groups of students brainstorm words related to Remembrance Day and create a word bank. Students discuss what the words mean to them and identify the meaning of unfamiliar words. They consult the prepared word list for additional words. 3.1.6 a BLM: Remembrance Day - Vocabulary
		or
Appendix A Skill 3b,9d,10	KC-004	Students share personal experiences of past Remembrance Days (e.g., ceremonies, traditions, poems and literature...) and discuss their significance. With the assistance of the BLM, students will write descriptions and draw impressions of these prior Remembrance Day ceremonies before sharing them with the class. Sometimes these experiences may be through organizations such as cadets or Girl Guides which participate each year in the ceremony. This could be a unique time of pride-in-sharing "expertise". Also the "imported" experience with the ceremony of students from other regions in Canada could make for rich sharing and discussion. 3.1.6 a-2 BLM: Remembrance Day - Past Experience

(*continued*)

3.1.6 Remembrance Day

Assessment	Outcomes	Strategies
		Activate *(continued)*
Appendix A Skill 10	KC-004	If the students appear to be quite unfamiliar with Remembrance Day, try the following hand-on activity. After reading, "A Poppy to Remember", have the students make a mini-book that comes from www.dltk-teach.com. Follow the links from "Mini-Books Section" to "Holiday Stories". Select "In Flanders Fields". This is a free book including the text of the poem and coloring opportunities.
		Acquire
Appendix A Skill 11a	KC-004	Using print and electronic resources, students research Remembrance Day. Students record important dates and events, symbols, and Canada's contributions to world peace. Students share their research and discuss the significance of Remembrance Day. NOTE: One recommended source from a pilot was Remembrance Day (ISBN# 1-55035-742-5), Lest We Forget (ISBN# 0-921511-06-X), and Why Wear a Poppy?(ISBN# 0-921511-22-1) by the author Solski, published by S&S Learning Materials, at http://www.sslearning.com/database/search_results.asp It is written for K-3 with a selection of stories from the background of the poppy and experiences of soldiers to descriptions of symbols such as The Peace Tower, followed up with readings and questions. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
Appendix A Skill 11a	KC-004A	Using print and electronic sources, students research how Aboriginal soldiers served on "foreign battlefields." Using the Government of Canada publication, "Native Soldiers: Foreign Battlefields" or the website URLs below which has (Veterans Affairs Canada, Youth and Educators, Search "native soldiers") excerpts and pictures from that publication or the complete text of the publication, students "adopt" one of these distinquished veterans, research them, and present their story to the class. This activity may be done as an oral presentation, computer presentation (using Appleworks, Powerpoint, or Keynote), or poster display. To view the publication online: http://www.vac-acc.gc.ca/general/sub.cfm?source=history/other/native Excerpts/pictures: http://www.vac-acc.gc.ca/youth/sub.cfm?source=search/results Additional Material: http://www.turtleisland.org/news/news-veterans.htm
		or
Appendix A Skill 6d	KC-004	Students compose questions and interview, email, or fax people who have been affected by war (e.g., veterans, peacekeepers, those who have lost loved ones, refugees...) to learn about peace and war, the significance of Remembrance Day, and why it is important for Canadians to remember. Students share responses with peers and reflect on why it is important to think about peace and war. TIP: Contact a local legion to identify war veterans with whom contact can be made. NOTE: By involving a "peacekeeper" somehow in this lesson, you are able to help the kids make the transition to "peace-making", which is what war ironically is about. Perhaps conduct a personal study to find out whether peacekeepers are generally used before, or after conflicts.

(continued)

3.1.6 Remembrance Day

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 10	KC-004	Students plan and conduct a Remembrance Day ceremony, observing appropriate protocols. Students create posters and present readings, songs, and dramatizations illustrating the significance of Remembrance Day and why it is important to think about peace and war. Students invite other classes and community members to participate in the ceremony.
		or
Appendix A Skill 9a	KC-004	Students compose letters to Canadian peacekeepers, expressing how they feel about Remembrance Day and why it is important to think about peace and war. At this time it would be appropriate to bring out a map of the world and have students put yellow stickies on the countries where Canadian Peacekeepers are serving. NOTE: Some students may require more scaffolding of concepts around war/peace before they can right a letter with some kind of empathetic tone. This scaffolding may involve reading some stories of soldiers and their tasks/responsibilities/experiences in war. It may involve the writing of a poem, "I am a soldier/ I feel ... / I see... / I believe .../ I think.../ Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
		or
Appendix A Skill 9c	KC-004	Using a RAFT, students compose a journal describing the significance of Remembrance Day and why it is important to think about peace and war.
		or
Appendix A skill 6d,7e	KC-004A KC-004	This activity involves students in active citizenship in helping to continue the work of the Vincent Massey Royal Canadian Branch's ongoing compilation of NWT veterans. This work seeks to grow the list by finding the sometimes difficult-to-find names of veterans who have not joined the Legion—sometimes veterans who have moved here from other regions in Canada—sometimes those who have always been here. Students research their family history, or possibly with parental help, neighbors, seeking names and dates of relatives and others, either living or deceased, who have served Canada's Forces. When the data collection time is completed, the teacher can either consolidate the data on one sheet to fax, or input into a Word table and send as an attachment to the present director of the Vincent Massey Royal Canadian Branch, Lorne Powers ("Lorne" massy164@internorth.com) The Legion's phone number is 867 873 2668 . The BLM provides a means of collecting these names. The purpose for this activity is to teach the students they can play a part in the honoring of veterans and assisting those organizations who make this knowledge public—if and when appropriate. 3.1.6 b BLM: Remembrance Day – Northwest Territories Veterans List

3.1.6 Remembrance Day

Assessment	Outcomes	Strategies
	KC-004A	**Apply** *(continued)* Students invite a Ranger or a representative on behalf of the Rangers to the classroom to give an overview of their "job description" and their most recent training or public "mission." The first BLM enables students to conduct research either through the interview or via the Rangers website (http://www.rangers.forces.gc.ca) using a KWL chart. The second BLM provides an opportunity to color the two crests—Rangers and the Junior Rangers-- after a short reading. 3.1.6 b-2 BLM: Remembrance Day – Canadian Rangers 3.1.6 c-3 BLM: Remembrance Day – Canadian Rangers and Junior Rangers Crests

Teacher Reflections

Cluster 1 — Connecting and Reflecting

Assessment	Outcomes	Strategies
		Using their "Connecting with Canadians" portfolio, students reflect on their responsibilities and rights as citizens of Canada, and describe how their daily decisions and actions show concern for others. 3.1 BLM: Cluster 1 - Connecting and Reflecting

Communities of the World

GRADE 3

Exploring the World

2 CLUSTER

Cluster 2 Learning Experiences Overview:

3.2.1 Mapping the World

KL-014 Locate on a map or globe the equator and the Northern and Southern hemispheres.

KL-015 Locate on a map or globe the continents and oceans.

KL-016 Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.

3.2.2 Community Connections

KCC-008 Describe countries as types of communities defined by political borders.

KG-030 Describe similarities and connections between communities around the world.

VG-009 Be willing to accept differences among people, communities, and ways of life.

VG-010 Appreciate their connections to people and communities elsewhere in the world.

3.2.3 Human Rights

KC-005 Recognize that people around the world have basic human rights.
Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment, (the UN Declaration of the Rights of the Child)

KG-028 Identify organizations that support communities in all countries of the world.
Examples: United Nations and UNICEF, Red Cross, Médecins sans frontières...

KG-029 Identify ways in which community services can help people acquire their basic human rights.
Examples: ensure quality housing, education, security, food and clean.water

VC-003 Respect the equality of all human beings.

3.2.4 Personal Responsibilities

KC-006 Explain the importance of fairness and sharing in groups and communities.

KG-027 Give examples of concerns common to communities around the world.

KG-031 Give examples of personal decisions and actions that may positively affect people locally or globally.
Examples: charitable donations and projects, recycling...

VC-001 Support fairness in social interactions.

SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development

Grade 3: *"Communities of the World"*
Cluster 2: **Exploring the World**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
Note: the learning experiences listed below (eg., 3.2.1) are comprised of SLO's (specific learning outcomes) and DLO's (distinct learning outcomes) *that are not shown*. Please refer to the SLO's and GLO's in the *adjacent pages* to make the connections with these three documents:	Note: Read the introduction to the theme of your study for the larger picture	Note: Read the introductions to the "Relationships" on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions	Competencies 1-11 *Level 1*
3.2.1 "Mapping the World"			
3.2.2 "Community Connections"	(the concept of connectivity and working together for survival in a context of difference (such as spoken to in The Child *The People* 155) is spoken to in Dene Kede for a target grade level of 5-6. However, if the teacher could make the Dene Kede outcome below developmentally appropriate to a Gr. 3 class, it would be a good introduction to the concept of connectedness between world communities) Tribes *The People* (159)	To introduce VG-009 use Names and Naming (44)	6.1.6 Demonstrate how work might solve personal, social, economic and environmental problems 7.1.7 Demonstrate the ability to work with people who are different from oneself (eg., race, age, gender, people with disabilities) 8.1.4 / 8.1.9 Explore and apply strategies used in solving problems

Grade 3: *"Communities of the World"*
Cluster 2: **Exploring the World**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
3.2.3 "Human Rights"	(Dene Kede provides the reminder and likelihood that basic human rights, such as food and water, are to many in our world a wealth to be treated carefully) Water and Rivers *The Land* (33) Eating and Food (200-203)	to introduce "equality" in social interactions" of VC-003, basic acknowledgement and recognition of equals is taught: Families and Kinship (40)	
3.2.4 "Personal Responsibilities"	(the concept of common concerns from around the world can be introduced with the mandate of stewardship and conservation, and sharing in Dene Kede with respect to carefully conducting caribou hunting and distributing the meat) Caribou *The Land* (85) *The People* (85)	Traditional Responsibilities of Girls (58) Traditional Responsibilities of Boys (62) to introduce the "fairness in social interactions" of VC-001, basic acknowledgement and recognition of equals is taught: Families and Kinship (40)	8.1.7 Understand how decisions affect self and others 8.1.12 Evaluate the impact of personal decisions on self and on others

Exploring the World

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, Processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.

- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** the end of cluster summative assessment activity.

Cluster Description

Students are introduced to world geography and the use of maps and images to represent geographic concepts such as borders, hemispheres, and the equator. They explore common concerns and connections between world communities. They also examine human rights, the role of community services, and the effects of personal decisions.

Engaging Students in the Cluster

- Create a display of various representations of the Earth (e.g., globe, atlas, satellite images, physical map, political maps, various map projections...).
- On a world map, students post self-stick notes indicating connections with various communities throughout the world (e.g., country of origin, places to which they have travelled, a place they have read about...).
- Students focus freewrite on the topic "If I had a magic airplane I would take a trip to explore..."
- Students share items from home imported from another country.
- Student browse pictures depicting various communities around the world.
- Students contribute pictures to a bulletin board display illustrating their connections to communities elsewhere in the world.
- Students share examples of ways in which they have supported people and places elsewhere in the world (e.g., UNICEF, sponsoring a foster child, recycling...).
- Students view video of communities elsewhere in the world.

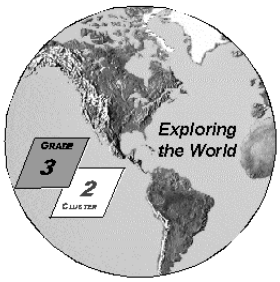
Learning Experiences

3.2.1 Mapping the World

3.2.2 Community Connections

3.2.3 Human Rights

3.2.4 Personal Responsibilities



Learning Experience: 3.2.1 Mapping the World

KL-014	Locate on a map or globe the equator and the Northern and Southern hemispheres.
KL-015	Locate on a map or globe the continents and oceans.
KL-016	Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.

Description of the Learning Experience

Maps, globes, atlases, aerial photographs, and satellite images are useful and important geographic tools for learning about people and places in the world. Students are introduced to the concepts related to world geography through the use of maps, globes, and images.

Vocabulary: compass rose, equator, hemisphere, continent, ocean, aerial photographs, satellite images (See Appendix D for Vocabulary Strategies.)

3.2.1 Mapping the World

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 7b	KL-014 KL-015 KL-016	Students identify and compare the similarities and differences between various types of maps and globes. Students list geographic features found on maps and globes (e.g., bodies of water, political boundaries, landforms...), and discuss differences in how they are illustrated.
		or
Appendix A Skill 3a	KL-014 KL-015 KL-016	Display examples of various geographic terms. Students write phrases or draw images to illustrate their understanding of the various terms. Students discuss the meaning of each term and share phrases or images they chose to represent the terms. TIP: Students will not be familiar with all of the mapping words in the BLM, and as an activating strategy this task will help identify areas needing emphasis. 3.2.1 a BLM: Mapping the World - Geographic Terms

(*continued*)

Teacher Reflections

3.2.1 Mapping the World

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KL-014 KL-015 KL-016	Using an outline map of the world, students label any geographic features they can identify (e.g., equator, continents, oceans, cardinal directions...), and indicate where in the world the features are located. Students compare and discuss their maps with peers. 3.2.1 b BLM: Mapping the World - World Outline Map
		or
	KL-014 KL-015	Students play "Cardinal Directions" scavenger hunt. In a large open area (e.g., gym, playground...), collaborative groups of students hide a card labelled with the word "equator" or the name of a continent, ocean, or hemisphere. These groups then create clues, using the cardinal directions to direct their peers to the hidden location (e.g., "Go 10 paces north, seven paces west, 15 paces east..."). Peers follow the clues and attempt to find the hidden object. TIP: Before the scavenger hunt begins, post the cardinal directions in the playing area and review the terms with students. NOTE: For students having difficulty identifying cardinal directions, an acrostic may help such as "**N**ever **E**at **S**hredded **W**heat". Even this mneumonic device requires that students have a knowledge of clocks/watches and "clockwise."
		Acquire
	KL-014 KL-015 KL-016	Using maps, atlases, and globes, collaborative groups of students locate the equator, the Northern and Southern hemispheres, the continents, and the oceans. Groups volunteer to show the location of a continent, ocean, or feature to the rest of the class on a wall map. TIP: Review or introduce geographic terms. The terms cardinal directions, title, and legend were introduced in Grade 2; compass rose, equator, hemisphere, continent, and ocean are new terms.
		or
	KL-016	Students browse a variety of satellite images and aerial photographs and compare these representations of the Earth with images found in maps and atlases. Students select satellite images or aerial photographs of continents or oceans, and challenge peers to identify the location on a map or globe. NOTE: The website http://www.weatheroffice.gc.ca/satellite/index_e.html provides three sizes of satellite images of regions in Canada. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss> *(continued)*
Teacher Reflections		

3.2.1 Mapping the World

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KL-014 KL-015 KL-016	Students sort geographic terms related to the continents, oceans, cardinal directions, and hemispheres and, using maps or globes, identify the location of each term. 3.2.1 c BLM: Mapping the World - Word Sort
		or
	KL-014 KL-015 KL-016	Using print and electronic resources, students research and record the meanings of geographic terms, including map, globe, aerial photograph, satellite image, equator, hemisphere, continent, and ocean. Students draw or insert a clip-art image to represent the meaning of each term. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss> 3.2.1 d BLM: Mapping the World - Mapping Terms
		Apply
	KL-014 KL-015	Students use a sphere to create a model of the Earth. Students locate and label the continents, oceans, equator, Northern and Southern hemispheres, then compare their results to a globe and correct any mislabelled features. TIP: A model globe may be created from a polystyrene ball, papier mâché, or a beach ball. NOTE: For some students, understanding the notion of a planet viewed from a distance may require them to think what a bird would see when viewing their house when flying above it, and then perhaps requiring them to create 3 dimentional views of their house.
		or
	KL-014 KL-015 KL-016	Collaborative groups of students create a multimedia presentation locating the major geographic features of the Earth. Using a blank map of the world as the opening slide, students create links to additional slides, identifying the continents, oceans, and equator, and the Northern and Southern hemispheres. Students include aerial photographs or satellite images of each continent or ocean on the appropriate slide. 3.2.1 b BLM: Mapping the World - World Outline Map

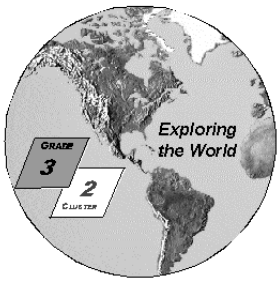
(continued)

Teacher Reflections

3.2.1 Mapping the World

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KL-014 KL-015	Using an atlas and an outline map of the world, students identify and label their maps with the names of the continents and oceans, the equator, and the Northern and Southern hemispheres. They include a title, legend, and compass rose. 3.2.1 b BLM: Mapping the World - World Outline Map
		or
	KL-014 KL-015 KL-016	Students create a collage of various representations of the surface of the Earth (e.g., maps, aerial photographs, satellite images...). Students label the continents, oceans, and equator, and the Northern and Southern hemispheres on each representation.

Teacher Reflections



Learning Experience: 3.2.2 Community Connections

KCC-008	Describe countries as types of communities defined by political borders
KG-030	Describe similarities and connections between communities around the world.
VG-009	Be willing to accept differences among people, communities, and ways of life.
VG-010	Appreciate their connections to people and communities elsewhere in the world.

Description of the Learning Experience

Despite apparent outward differences between various communities of the world, people everywhere have common needs and similar ways of meeting those needs. These similarities connect all people, everywhere, for we are more alike than we are different. Students explore similarities and connections among all communities, and demonstrate how they may accept differences among people, communities, and ways of life.

Note: This learning experience, Community Connections, is intended as a general introduction to the concept of communities elsewhere in the world. As students work through Cluster 3, they conduct in-depth research of two contemporary communities of the world.

Vocabulary: border, connections (See Appendix D for Vocabulary Strategies.)

3.2.2 Community Connections

Assessment	Outcomes	Strategies
		Activate
	KCC-008	Students brainstorm examples of borders in their home, school, and community (e.g., walls, fences, pavement markings, lines in court games, desks representing personal space...). Students discuss why various types of borders are created, their purpose, and advantages and disadvantages of borders.

(continued)

Teacher Reflections

3.2.2 Community Connections

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KCC-008 KG-030 VG-009 VG-010	Using an atlas and an outline map of North America, students draw the borders between Canada and the United States, and between the United States and Mexico. Students discuss the purpose of the borders, what they think the actual borders "look like," and similarities and differences that might exist between the three North American countries. 3.2.2 a BLM: Community Connections - Outline Map of North America
		or
Appendix A Skill 3a	KCC-008	On a community walk, students use a digital camera or sketch-and-scan to record images of borders they observe in the neighbourhood (e.g., fences, pavement markings, curbs...). Students sort the images according to student-determined criteria, and discuss how the various types of borders are established, their purpose, and advantages and disadvantages.
		or
Appendix A Skill 11f	KCC-008 KG-030 VG-010	Using concept mapping, students brainstorm similarities, differences, and connections (e.g., customs and traditions, food, shelter, clothing, daily life, celebrations...) between communities separated by borders or great distances. Students discuss how these similarities connect people everywhere, despite the borders/distances between them. NOTE: Some students will have had personal experiences with other cultures and in other countries. They should be encouraged to share what these cultures are like from their Northern point of view.
		Acquire
Appendix A Skill 7b	KCC-008 KG-030 VG-009 VG-010	On a wall map of the world, students locate their family's community of origin, mark it with a push-pin, and use cardinal directions to describe its relative location. Using pieces of string, connect each location to the local community. Students identify borders that are crossed by the strings, and describe similarities and differences between the communities of origin and the local community. *(continued)*
Teacher Reflections		

3.2.2 Community Connections

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KCC-008 KG-030 VG-009 VG-010	Using print and electronic resources, collaborative groups of students research similarities and connections between communities around the world. Students record the country each community is located in, and similarities and differences in various factors (e.g., customs and traditions, food, shelter, clothing, daily life, celebrations, et cetera). Students share results with peers and compare differences and connections between researched communities and their own. TIP: This is not an in-depth community research project, as will follow in Cluster 3. Students focus on broad similarities and differences. Student groups may research the same community or, depending on student interests and available resources, they may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel). Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
		or
	KCC-008 KG-030 VG-009 VG-010	Students compose questions and send through email or as a written letter to post to children living in a community elsewhere in the world to learn about their way of life, including similarities and differences.. Students share and discuss the responses, focusing on similarities and differences, and record and reflect on the information in their journals.
		or
	KCC-008 KG-030 VG-009 VG-010	Students compose questions and interview, email, or fax a guest speaker (e.g., embassy representative, cultural organization spokesperson, recent new Canadian...) to identify similarities and differences in ways of life in communities around the world. Students share and discuss the responses, focusing on similarities and differences between the communities, and record and reflect on the information in their journals.
		or
	KCC-008 KG-030 VG-009 VG-010	Students submit an interesting artifact, food item, or article of clothing from a community elsewhere in the world. Using a spreadsheet, students record the country of origin of each item and graph the results to analyze the connections between their local community and communities around the world. 3.2.2 b BLM: Community Connections - Analysis

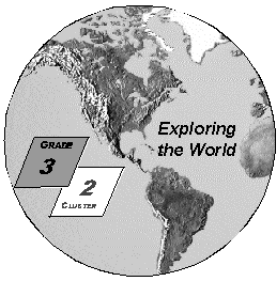
(continued)

Teacher Reflections

3.2.2 Community Connections

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 11g	KCC-008 KG-030 VG-009 VG-010	Collaborative groups of students create a multimedia presentation illustrating similarities and connections between communities around the world. Students include digital pictures of ways of life in each community, the country the community is located in, and an explanation of similarities and differences between the community and their own. Compile group presentations in a class presentation.
		or
Appendix A Skill 6a	KG-030 VG-009 VG-010	Using a Venn diagram, students compare the similarities and differences (e.g., customs and traditions, food, shelter, clothing, daily life, celebrations, et cetera) between their community and communities around the world. Students share completed Venn diagrams with peers.
		or
Appendix A Skill 10	KCC-008 KG-030 VG-009 VG-010	Collaborative groups of students create a "Communities around the World" fair. Using images, artifacts, maps, and text, students illustrate the location of a community elsewhere in the world, and similarities and connections between the community and their own. Students share their communities in a Gallery Walk.
		or
Appendix A Skill 9c	KG-030 VG-009 VG-010	Using a RAFT, students create poetry or descriptive paragraphs describing "A day in the life of…" children from communities around the world, highlighting similarities and differences, and identifying connections between their community and communities elsewhere in the world. NOTE: A book like David Smith's "If the World Were a Village" can provide much inspiration for a RAFT writing assignment. Possibly take this strategy a step further by having the students record on video their personal interpretations of what it would mean to be in someone else's shoes in another culture.

Teacher Reflections



Learning Experience: 3.2.3 Human Rights

KC-005	Recognize that people around the world have basic human rights. *Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment, the UN Declaration of the Rights of the Child*
KG-028	Identify organizations that support communities in all countries of the world. *Examples: UNICEF, Red Cross, United Nations, Médecins sans frontières...*
KG-029	Identify ways in which community services can help people acquire their basic human rights. *Examples: ensure quality housing, education, security, food and clean water...*
VC-003	Respect the equality of all human beings.

Description of the Learning Experience

An important principle of democracy is that all people are equal and deserving of fundamental human rights. Students explore the idea of basic human rights for all people, including ways in which community services and international organizations help support human rights.

Note: Students in Grades 1 and 2 have learned the difference between responsibilities and rights in a Canadian context. This learning experience extends the concept of human rights to include an international context.

Vocabulary: equality, human rights (See Appendix D for Vocabulary Strategies.)

3.2.3 Human Rights

Assessment	Outcomes	Strategies
	KC-005 KG-028 KG-029 VC-003	**Activate** Using Think-Pair-Share, students brainstorm to identify rights they believe all people in the world deserve, as well as organizations or community services that support human rights. Each pair presents their ideas to the class and they are recorded on a class chart. NOTE: Cautiously consider showing the class pictures of how some children live in the world without basic humans rights. One right, education, could be introduced well with a book such as *The Story of Ruby Bridges*--what would it be like to not be allowed to go to school, or if people yelled at you when you did go? (*continued*)

Teacher Reflections

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 2	KG-029	In pairs, students brainstorm ways in which community services help people acquire their basic human rights. As a class discussion, students compare and record ideas on a class bulletin board. NOTE: There may be agencies in the community not well understood such as social services, RCMP, etc. After a good discussion of these services as agents of human rights, invite a representative from one such organization into the classroom to speak on local human rights.
		or
Appendix A Skill 3a	KC-005 KG-028 KG-029 VC-003	Students brainstorm international organizations and community services that help people acquire their basic human rights (e.g., local food banks, Goodwill, Salvation Army, community organizations, Red Cross, United Nations, OXFAM, MCC, Save the Children…). Students discuss what they know about these organizations, what they believe to be the purpose of these organizations, and how these organizations support communities in all countries of the world.
		Acquire
Appendix A Skill 6a	KC-005 VC-003	Students distinguish between rights and wants. In pairs and using a provided list, students discuss and indicate whether each item is a right or a want, and colour-code the five types of rights (i.e., food and water, safe environment, fair treatment, shelter, education). Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss> 3.2.3 a BLM: Human Rights - Rights or Wants?
		or
Appendix A Skill 3a	KC-005 KG-028 KG-029 VC-003	Using Think-Pair-Share, students read and reflect on the "Charter of Rights for Children." Each student pair will present one right that they value the most and share with their peers. 3.2.3 a-2 BLM:The Charter of Rights for Children
		or
Appendix A Skill 11a	KC-005 KG-028 KG-029 VC-003	Using print and electronic resources, students research basic human rights and discuss the importance of human rights in their lives. Students identify community services that help people acquire their basic human rights and the names of organizations that support communities in all countries of the world. 3.2.3 b BLM: Human Rights - Universal Declaration of Human Rights (Plain Language Version)

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
Appendix A Skill 3a	KC-005 KG-028 KG-029 VC-003	Students brainstorm ways in which community services and international organizations can help people acquire their basic human rights. They complete a Cloze exercise, and discuss the importance of human rights for all people and ways in which community services can help people acquire their basic human rights. 3.2.3 c BLM: Human Rights - Cloze
		or
Appendix A Skill 6a	KC-005 VC-003	Students brainstorm ways in which their personal actions affect the basic rights of others. Given a list of actions, they choose which right is affected by each action, and add their own examples to the list. They share their examples and discuss how they can support the rights and respect the equality of others. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss> 3.2.3 d BLM: Human Rights - Helping Others
		or
Appendix A Skill 11a	KC-005 KG-029 VC-003	Collaborative groups of students select one rights category (e.g., food, safety, health, shelter, education...) and identify examples of related community services in their neighbourhood. Students research one community service to learn ways in which that service helps people acquire their basic human rights. They share their research findings with peers in class presentations. TIP: Have each group of students research a different community service and share their findings in class presentations to give a comprehensive picture of the local community.

(continued)

Teacher Reflections

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
Appendix A Skill 11a	KG-005 KG-028 VC-003	Using print and electronic resources, pairs of students research international aid organizations to identify the role of various organizations in helping people acquire their basic human rights elsewhere in the world. Students reflect on the importance of international organizations in supporting communities in all countries of the world and share their observations with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
Appendix A Skill 6a	KC-005 KG-028 KG-029 VC-003	In pairs or small groups, students sort and classify examples of personal actions, community services, and international organizations that help people acquire their basic human rights. Using the sorted list, they reflect on the importance of the services within each category. 3.2.3 e BLM: Human Rights - People Helping People
		Apply
Appendix A Skill 9d	KC-005 KG-028 VC-003	Using a list of rights, students identify the local community service that supports each right. Students select one community service and write a descriptive paragraph explaining how that particular service can help people acquire their basic human rights, and why all people equally deserve those services. 3.2.3 f BLM: Human Rights - Local Community Services
		or
Appendix A Skill 10	KC-005 KG-028 KG-029 VC-003	Students create posters to promote basic human rights. Students may illustrate the basic rights of all people around the world, or local community services that help people acquire their rights, or international organizations that support communities in all countries of the world. TIP: Display posters throughout the school to support learning about human rights in other grades. *(continued)*
Teacher Reflections		

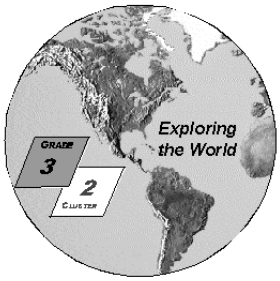
3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KC-005 KG-028 KG-029 VC-003	Students collaboratively create a "Human Rights" wall mural. Students visually represent basic human rights, including international organizations that support communities in all countries of the world, and community services that help people acquire their basic human rights. They write personal reflections to be included in the wall mural that illustrate the importance of human rights and that all people everywhere equally deserve their rights. TIP: Take digital photos of each section of the mural so students have a record of their work for their portfolios.
		or
	KC-005 KG-028 KG-029 VC-003	Using fabric, paper, ceramic tiles, or other materials, students create a "Human Rights" quilt/mosaic. Each student creates one square to represent either a basic human right, an organization that supports communities in all countries of the world, or a community service that helps people acquire their basic human rights. The squares are joined to form a Human Rights quilt/mosaic, which may be displayed in the classroom or school. TIP: Have students design their square on paper or take digital photos of each square so students have a record of their work for their portfolios.
		or
	KC-005 KG-028 KG-029 VC-003	Collaborative groups of students create a "Human Rights" multimedia presentation. Students create slides with pictures and images to illustrate basic human rights in the school and/or community and identify community services that help people acquire their basic human rights. Students include examples of organizations that support communities in all countries of the world. Compile group presentations in a class presentation.
		or
	KC-005 KG-028 KG-029 VC-003	Students write a creative piece, (e.g., song, jingle, poem…) about basic human rights, and/or an organization that supports communities in all countries of the world, and/or a community service that helps people acquire their basic human rights. Students' writing should reflect on the importance of human rights and how people everywhere equally deserve these rights. *(continued)*
Teacher Reflections		

3.2.3 Human Rights

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
Appendix A Skill 10	KC-005 VC-003	Collaborative groups of students create an illustrated "Human Rights Code of Behaviour." Students illustrate one basic right and give examples of how all students can support that right through their personal actions. Display each right on a bulletin board entitled "Human Rights Code of Behaviour." TIP: Each pair or small group should work on a different right, so that many rights are included in the Human Rights Code of Behaviour.
		or
Appendix A Skill 10	KC-005 KG-028 KG-029 VC-003	Collaborative groups of students plan and present role-plays that demonstrate situations in which basic human rights are not being met. Each group invites peers to identify which human right is not being met, and to make suggestions of personal actions, organizations, and community services that can support that right.
		or
Appendix A Skill 9d	KC-005 KG-029 VC-003	Students write letters to local community members (e.g., police, health-care workers, educators…) thanking them for their contributions in the support of basic human rights in their community.
		or
Appendix A Skill 9c	KC-005 KG-028 KG-029 VC-003	Using a RAFT, students assume the role and describe the experiences of someone who has been denied basic human rights, and who has been assisted by a community service or international organization in achieving her or his rights.
		or
Appendix A Skill 7e	KC-005 KG-028 KG-029 VC-003	Students collaboratively engage in a community action project. They identify a situation where basic human rights are not being met in their local community, or a community elsewhere in the world, plan ways to help the situation, and proceed with appropriate actions.

Teacher Reflections



Learning Experience: 3.2.4 Personal Responsibilities

KC-006	Explain the importance of fairness and sharing in groups and communities.
KG-027	Give examples of concerns common to communities around the world.
KG-031	Give examples of personal decisions and actions that may positively affect people locally or globally. *Examples: charitable donations and projects, recycling...*
VC-001	Support fairness in social interactions.

Description of the Learning Experience

Although not all communities are democratic, people everywhere have basic needs, rights, and concerns. Fairness and sharing are related to notions of equality, and are fundamental to living within our Canadian democratic society. Everyone, everywhere, has common concerns, and every individual can make a positive contribution to his or her community and to the world. Students identify concerns common to all communities and the importance of fairness and sharing. They explore their responsibility to others and personal decisions and actions that will make a difference in the world.

Vocabulary: fairness, common concerns (See Appendix D for Vocabulary Strategies.)

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Activate
Appendix A Skill 3a	KC-006 KG-027	Students evaluate and reflect on how fairly they treat others. Students complete a self-evaluation survey and reflect on what they do well, what they need to improve to support fairness in social interactions, and the importance of fairness and sharing. Students discuss the importance of fairness and sharing in groups and communities. 3.2.4 a BLM: Personal Responsibilities - Self-Evaluation
		or
Appendix A Skill 2	KC-006 KG-027 KG-031 VC-001	Students brainstorm examples of concerns in their community that may be common to communities around the world (e.g., good schools, healthy food, clean water...). Record ideas and post them on a class bulletin board entitled "Every Community Cares About…."

(continued)

Teacher Reflections

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KC-006 KG-031 VC-001	Collaborative groups of students complete a cause-and-effect chart, and reflect on how personal decisions and actions affect people in a variety of situations. Students discuss proposed solutions and the importance of fairness and sharing in groups and communities. 3.2.4 b BLM: Personal Responsibilities - Cause-and-Effect Chart
		or
Appendix A Skill 3b	KC-006 KG-031 VC-001	Using Think-Pair-Share, students record and share personal examples of fairness and sharing at home, school, and in the community. In a class discussion, record common ideas on a class chart and reflect on the importance of fairness and sharing in groups and communities.
		Acquire
Appendix A Skill 3a	KC-006 KG-027 KG-031 VC-001	Students read books about communities elsewhere in the world. Students identify different ways in which people deal with common community concerns and examples of fairness and sharing in communities. Students share examples and reflect on personal decisions and actions that may positively affect people, locally or globally, and the importance of fairness and sharing in meeting common concerns. TIP: The class chart entitled "Every Community Cares About…" from an earlier activating strategy would be a good starting point for this strategy.

(continued)

Teacher Reflections

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies

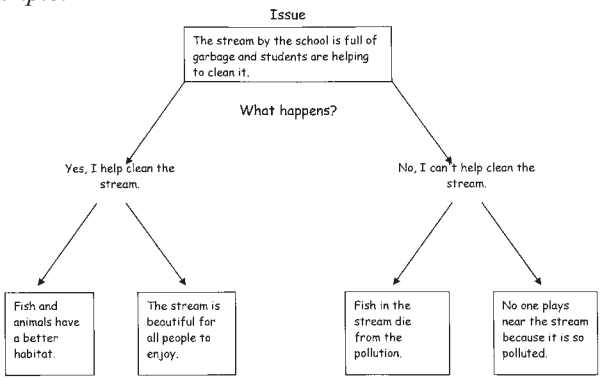
Acquire *(continued)*

or

KC-006
KG-027
KG-031
VC-001

Using decision trees, pairs, or small groups of students, examine selected issues (e.g., fundraising, recycling, pollution), and identify what happens as a result of taking action, or not becoming involved in concerns common to communities around the world. Students discuss the importance of fairness and sharing, and ways in which their personal decisions and actions can positively affect people, locally or globally.

Example:



or

KC-006
KG-027
KG-031
VC-001

Students discuss community concerns involving fairness and sharing. In pairs or small groups, students begin with a given situation, and discuss and record concerns and solutions. They then brainstorm additional situations, concerns, and solutions. Each group shares the new situations and concerns with peers, and challenges them to find solutions.

3.2.4 c BLM: Personal Responsibilities - Making Decisions

or

KC-006
KG-027
KG-031
VC-001

Students compose questions and write letters or email local leaders and decision makers (e.g., mayor, town councillor, school principal, police chief…) regarding concerns common to communities around the world, and the importance of fairness and sharing in groups and communities. They share and reflect on the responses with their peers and compile responses in a class book.

(continued)

Teacher Reflections

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KC-006 KG-027 KG-031 VC-001	Students prepare questions and invite a local leader (e.g., hockey coach, Girl Scout leader, karate teacher…) to speak to the class about concerns common to communities around the world, and fairness and sharing in groups and communities. After the visit, students write thank-you letters to the speaker reflecting on what they learned regarding common community concerns and the importance of fairness and sharing in groups and communities.
		or
	KC-006 KG-027 KG-031 VC-001	Collaborative groups of students plan and conduct a survey of people in their community (e.g., peers, teachers, parents, neighbours…) to identify a common community concern. Students research any actions being taken to address the concern and brainstorm other possible solutions. Students present the identified concern and solutions to peers.
		Apply
	KC-006 KG-027 KG-031 VC-001	Students compose letters to a local community leader proposing suggestions for dealing with a community concern, and identifying how the suggested actions promote fairness and will positively affect people, locally and globally. Students include evidence of how other communities around the world experience similar concerns and actions they have taken to deal with the concern. Students share responses with peers.
		or
	KC-006 KG-027 KG-031	Students engage in a "Kids Can Make a Difference" campaign. Collaborative groups of students decide upon one concern common to communities around the world, and identify actions they can take to positively affect people (locally or globally) affected by that concern. Each group prepares a presentation to the class about its concern, including actions students can take, making a case for it to be the focus of the campaign. Through consensus decision making, the class determines which concern will be the focus, and identifies additional actions students can take. Also through consensus decision making, students decide what actions the group will take, and engage in the campaign. Students record observations and reflections about the campaign in their journals. *(continued)*
Teacher Reflections		

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KC-006 KG-027 KG-031 VC-001	In a sharing circle, students discuss the importance of fairness and sharing in groups and communities, and give examples of personal decisions and actions that may positively affect people, locally or globally. After the sharing circle, students record their observations and reflections about fairness and sharing in their journals. TIP: The sharing circle is a traditional Aboriginal forum. Participants sit in a circle and everyone is considered equal. Only one person speaks at a time, while others listen without interrupting. A stone, feather, or other natural item is passed from speaker to speaker, empowering the person holding the item to speak.
		or
	KC-006 KG-027 KG-031 VC-001	Students create a "Kids Can Make a Difference" website. They present concerns common to communities around the world, and give examples of current projects that address the concern. They post suggestions for personal decisions and actions that may positively affect people, locally or globally.
		or
	KC-006 VC-001	Students create dramatic vignettes that illustrate fairness and sharing in groups and communities. They use relevant scenarios from the playground or classroom to explain the importance of fairness and sharing. The vignettes may be performed live or videotaped and presented to younger students in the school. Students follow up the presentations by leading a discussion with their audience regarding fairness and sharing in groups and communities. *(continued)*
Teacher Reflections		

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
Appendix A Skill 6d	KG-027 KG-031 VC-001	Students host a "Community Service Awards" day. Students nominate other students in the school whose personal decisions and actions positively affect people, locally or globally, and invite them to an awards ceremony. Students introduce their nominees and, as part of their introduction, ask questions to solicit answers that illustrate their positive actions. They present their nominees with a "Community Service Award" certificate. Students take digital photos of the nominees to post on a Wall of Fame, highlighting the positive actions of the award winners. TIP: Consider extending the awards ceremony to include nominations from outside of the school (e.g., students in other schools, adults, community leaders…).
		or
Appendix A Skill 7e	KC-006 KG-027 KG-031 VC-001	Students participate in a community project that deals with concerns common to communities around the world (e.g., Project Love, UNICEF…). They identify the concern(s) addressed by the project and examples of personal decisions and actions they can take that may positively affect people, locally or globally. Throughout and after the project, students make observations and reflect on their personal contributions to the project. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
Appendix A Skill 3, 10	KC-006 KG-027 KG-031 VC-001	Students learn about the Dene Laws by pairing up and illustrating a Dene Law in action--using clay as the medium. *The New Baby Calf* by Edith Chase is a good example of how to make characters from clay. Each student then writes a one page composition explaining how they follow the law in their life, why they think it is important, and how they can teach others about the law they studied. The whole class can brainstorm the consequences of not following the laws, and conversely, the benefits from following them.

Teacher Reflections

3.2.4 Personal Responsibilities

Cluster 2 — Connecting and Reflecting

Using their "Exploring the World" portfolio, students reflect on the ways in which they are connected to people in other places, and describe how their actions and decisions affect people in other communities of the world.

3.2 BLM: Cluster 2 - Connecting and Reflecting

Teacher Reflections

Communities of the World

GRADE 3

Communities of the World

3 CLUSTER

Cluster 3 Learning Experiences Overview:

3.3.1 Locating World Communities

KL-020 Locate communities or countries studied on a world map or globe.

3.3.2 Living with the Land

KL-017 Describe the influence of natural phenomena on ways of life in communities studied.
Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...

KL-019 Recognize that people have diverse ways of living on or with the land.

VL-006 Value the land for what it provides for communities.

VL-006A Appreciate the sacredness of living on and with the land.

3.3.3 Resources

KL-018 Give examples of the use of natural resources in the global communities studied

KE-035 Give examples of work, goods, and technologies in the global communities studied

KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in the global communities studied

VL-005 Appreciate the diversity of the global natural environment.

3.3.4 World Communities

KE-037 Describe diverse ways in which communities meet their members' needs.

KE-038 Identify media influences on their perceptions of people and places elsewhere in the world.

VE-012 Value the contributions individuals make to their communities.

3.3.5 Daily Life

KCC-010 Describe characteristics of daily life in the global communities studied
Examples: housing, tools, work, use of the land, recreation, education...

KCC-013 Compare daily life in their own communities to life in the global communities studied

VCC-004 Express interest in the ways of life of diverse cultures and communities.

3.3.6 Cultural Diversity

KCC-009 Define the elements that constitute a culture.
Include: ways of life, language, art, clothing, beliefs.

KCC-009A Identify the protocols within their Aboriginal culture.

KCC-011 Give examples of cultural expression in the global communities studied.
Examples: language and stories, art, music and dance, architecture, traditions, clothing...

KCC-012 Recognize the diversity of cultures and communities in the world.

SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development
Grade 3: "Communities of the World"
Cluster 3: **Locating World Communities**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
Note: the learning experiences listed below (eg., K.1.1) are comprised of SLO's (specific learning outcomes) and DLO's (distinct learning outcomes) *that are not shown*. Please refer to the SLO's and GLO's in the *adjacent pages* to make the connections with these three documents:	Note: Read the introduction to the theme of your study for the larger picture	Note: Read the introductions to the "Relationships" on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions	Competencies 1-11 *Level 1*
3.3.1 "Locating World Communities"			
3.3.2 "Living with the Land"	Geography and Land Use (27-30) Note: on page 28 for Gr. 5-6, the idea of diverse ways of looking at the land is spoken to with the dichotomy of "adaptation to" or "conquering of". Perhaps this idea could be made developmentally appropriate for Grade 3. Note: introduce the concept of how "natural phenomena influence(s) ways of life" Water and Rivers *The People* (35)	Relationships to the Environment (89-150) Medicine and Healing (72)	
3.3.3 "Resources"	(perhaps introduce KE-036 with the following Dene Kede concept, made developmentally appropriate:) Fish *The Land* (92)	Perhaps introduce the concept of "diversity" in VL-005 with the known diversity of northern weather Weather and Weather Predicting (110)	4.1.6 Explore multiple work types and alternatives, both paid and unpaid 5.1.5 Explore various working conditions of work roles (eg., inside/outside, hazardous) 6.1.4 Explore the impact of work on personal, social, economic and environmental problems 6.1.6 Demonstrate how work might solve personal, social, economic and environmental problems

Grade 3: "Communities of the World"
Cluster 3: **Locating World Communities**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
3.3.4 "World Communities"	(perhaps introduce VE-012 with how young men were scouted for skills such as trapping, for example, and to eventually become known throughout the community for that contribution) Child *The People* (155) Trapping *The People* (134) Elders *The People* (176)	(perhaps introduce VE-012 with the evolution of leaders from individuals who worked very successfully in an area such as hunting for the embetterment of the family and ultimately the community Laws and Leadership *Our Leaders* (74)	5.1.3 Explore various sources of work information (eg., networks, Internet, television, newspapers) 6.1.8 Engage in work experiences that satisfy one's needs as well as contribute to one's community (eg., family, school)
3.3.5 "Daily Life"	(to introduce KI-013, the concept of "daily life" can be discussed from a traditional standpoint) The Child *The People* (154)	(to introduce KI-013, the concept of "daily life" can be discussed from a traditional standpoint) "Traditional Roles …" sections (50-62)	
3.3.6 "Cultural Diversity"	(to introduce protocols) Elders *The People* (176, 177) (to introduce what "culture" is—make developmentally appropriate---) Traditional Games *The People* (194)	For KI-009A Elders (48)	

Communities of the World

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, Processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.

- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** the end of cluster summative assessment activity.

Cluster Description

Students enrich their appreciation of global diversity as they explore communities and cultures in other places of the world. Students explore the elements that constitute a culture, and examine the physical, social, and cultural characteristics of two contemporary communities of the world, one of which is an indigenous community.

Engaging Students in the Cluster

- Students contributed imported grocery items to a "Connections to the World" class display.
- On a wall map, students use push-pins to locate the country of origin of everyday items (e.g., clothing, foods, consumer goods).
- Display printed material from communities of the world (e.g., books, calendars, brochures, postcards, posters...).
- Students search the Internet to explore communities and cultures in other places of the world.
- Students participate in a "Made in _____" scavenger hunt, identifying the country of origin of various items in their classroom (e.g., clothing, lunch kits, items in their school bags...).
- Students view videos from communities of the world.
- Students sample foods from various communities of the world.
- Create a listening centre and invite students to share cultural music.
- Create a bulletin board display of pictures representing communities of the world.
- Students contribute cultural items (e.g., flags, dolls, carvings, traditional dress...) to an artifacts display of communities around the world.

Learning Experiences

3.3.1 Locating World Communities

3.3.2 Living with the Land

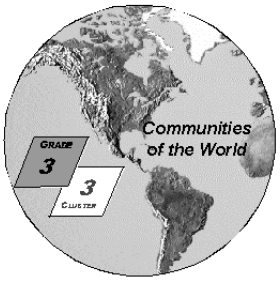
3.3.3 Resources

3.3.4 World Communities

3.3.5 Daily Life

3.3.6 Cultural Diversity

Communities of the World



Learning Experience: 3.3.1 Locating World Communities

KL-020 Locate communities or countries studied on a world map or globe.

Description of the Learning Experience

This is the first of six learning experiences in Cluster 3 in which students explore various aspects of life in two communities. This learning experience activates student interest in communities elsewhere in the world, with the ultimate purpose of selecting **two** communities (**one being indigenous**--defined as "a group of people who first inhabited the land" or "the earliest known populaton of a region" e.g. Aboriginies (Australia), Ifugao (Philippines), Caribs (Dominica of the *Carib*bean) etc.) to be studied in detail in the upcoming learning experiences.

This learning experience focuses on the fact that there are many diverse communities in the world. Students explore and locate various communities on maps and globes as they determine which two communities they would like to learn more about. A small sampling of world communities are shown below which have large populations of indigeous peoples (the first country on each list is shown for its text support in *Hands-on Social Studies*, *Grade 3).*

World Communities (sample)	Indigenous World Communities (sample)
1. Zimbabwe (*Hands-on Social Studies*, *Grade 3*)	1. *Maya* of Merida, Mexico (*Hands-on Social Studies*, *Grade 3*)
2. New Zealand	2. *Maori*, New Zealand
3. Australia	3. *Aboriginies*, Australia
4. Philippines	4. *Ifaguo*, Philippines
5. South Africa	5. *San*, South Africa
6. New Guinea	6. *Dani*, New Guinea
7. Spain	7. *Basque*, Spain
8. Finland	8. *Sami*, Finland
9. Peru	9. *Mayoruna*, Peru
10. Russia	10. *Nenets*, Russia
11. Brazil	11. *Kayapo*, Brazil

Note: "Community" refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources. In order to create **breadth** in study, two separate countries (one being indigenous) may be studied, or, in order to go in-**depth**, two communities may be chosen from within one country (one of the communities being indigenous).

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: indigenous (See Appendix D for Vocabulary Strategies.)

3.3.1 Locating World Communities

(*continued*)

3.3.1 Locating World Communities

Assessment	Outcomes	Strategies
		Activate
	KL-020	Students brainstorm names of communities or countries outside of Canada. Review Canada's border to start the lesson. Using atlases, maps, and globes, collaborative groups of students locate countries from the brainstormed list and discuss cultural characteristics they may expect to find in each. Students share their predictions with peers. TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome NOTE: One interesting way to generate a list of countries is to read the "Made in ...; Product of ..." labels of consumer goods (this effectively becomes their first grade 10 globalization lesson!). Also, during the course of 3.3.1, consider having an international snack week where the class prepares a different snack from each of the short-listed or chosen countries
		or
	KL-020	As an Admit Slip, students submit an item representing a different community or country in the world (e.g., artifact, travel brochure, recipe, food label...). Students locate the country of origin on a world map or globe, and discuss cultural characteristics their item represents.
		or
	KL-020	Students browse fiction and non-fiction books, pictures, and travel magazines/ brochures of different countries. Using a KWL, students record what they know and want to know about selected communities or countries.
		or
	KL-020	Using print and electronic resources, collaborative groups of students complete acrostics, identifying communities or countries within each continent. Students share completed acrostics with peers. TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome *(continued)*

Teacher Reflections

3.3.1 Locating World Communities

Assessment	Outcomes	Strategies
		Acquire
	KL-020	Using print and electronic resources, collaborative groups of students explore two contemporary communities of the world, one of which is an indigenous community. Students locate the communities on a world map or globe, and identify cultural characteristics of each (e.g., ways of life, language, art, clothing, traditions...). Students present the communities to the class and propose reasons why these communities should be selected for further study. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome
		or
	KL-020	Using a world map or globe, students identify communities or countries around the world they have personally visited, or where they have friends or family. In preparation for the selection and in-depth study of communities, students identify cultural characteristics of particular communities that would be interesting for further study. NOTE: To provide a visual, have the students highlight the places they have visited on the map with post-it type notes

(continued)

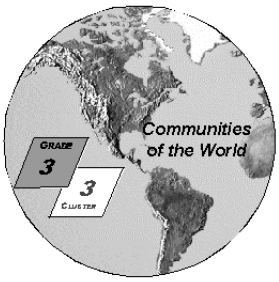
Teacher Reflections

3.3.1 Locating World Communities

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 4	KL-020	Using a wall map, students locate potential communities or countries to be studied. In collaborative groups, students play "Pin the Marker on the Community." Students illustrate self-stick notes to represent various communities. Group members, using individual atlases for reference, give oral directions (e.g., move your hand 10 centimetres north, move 1 centimetre east) to coach a blindfolded peer to attach the note to the wall map, on the correct continent and as close as possible to its real location.
		or
Appendix A Skill 7b	KL-020	On a map of the world, students identify the location and the names of two specific communities or countries they would like to study and/or visit. Students describe the mode of travel (e.g., air, land, water) they would choose to travel to each community, predict how long the trip may take, and describe what they might see when they arrive. 3.3.1 a BLM: Locating World Communities - Travel
		or
Appendix A Skill 9f	KL-020	Students create personal Canadian passports identifying the location and characteristics of communities or countries they would like to study. Students include a description of the features of each community or country to illustrate why it has been selected for further study. TIP: Transform the classroom into an airplane and simulate a trip to specific communities or countries being studied. Consider "flying" with CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome 3.3.1 b BLM: Locating World Communities - Passports
		or
	KL-020	Through guided discussion and consensus (and depending upon available resources), students select two contemporary communities (one indigenous) for further study in upcoming learning experiences.

Teacher Reflections

Communities of the World



Learning Experience: 3.3.2 Living with the Land

KL-017	Describe the influence of natural phenomena on ways of life in communities studied. *Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms…*
KL-019	Recognize that people have diverse ways of living on or with the land.
VL-006	Value the land for what it provides for communities.
VL-006A	Appreciate the sacredness of living on and with the land.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see Distinct Learning Outcomes in the front matter "Overview")

Description of the Learning Experience

This is the **second** of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. **The two communities were selected through a series of activities in learning experience 3.3.1.**

This learning experience focuses on the land. Humans everywhere exist in dynamic relationships with the land. Students explore ways in which the land affects ways of life in two contemporary communities, one of which is an indigenous community.

Ongoing Note: "Community" refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources. The following decisions were made **in learning experience 3.3.1.** In order to create **breadth** in study, two separate countries (one being indigenous) may be studied, or, in order to go in-**depth**, two communities may be chosen from within one country (one of the communities being indigenous).

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: diverse, natural phenomena, landforms (See Appendix D for Vocabulary Strategies.)

NOTE: This learning experience and following ones will require the introduction of many new vocabulary words. Consider including other words used freely during these studies (climate, natural resources, natural disasters, land, vegetation) and preteaching some words ahead of time (3.3.3: trade, goods, services, technology).

3.3.2 Living with the Land

Assessment	Outcomes	Strategies
	KL-017 KL-019 VL-006	**Activate** Students browse pictures and images illustrating the land and ways in which people live on and with the land in the communities studied. Students brainstorm adjectives describing the land and discuss what the land provides for the community. If possible project images of land with a digital projector using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome (*continued*)

3.3.2 Living with the Land

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	KL-017 KL-019 VL-006 VL-006A	Using Think-Pair-Share, students complete the first two parts of a KWL, identifying what they Know, and what they Want to know about how the land affects human life. Pairs of students share their ideas with the class, recording what they want to know on a chart that is posted on a bulletin board for later reference. TIP: Students revisit the KWL at the conclusion of the learning experience to record what they have learned about the influence of natural phenomena on ways of life in communities studied.
		or
	KL-017	Collaborative groups of students identify words related to natural phenomena. Using a Word Splash, they circle words they already know, and add new words related to natural phenomena. 3.3.2 a BLM: Living with the Land - Word Splash
		Acquire
	KL-017 KL-019 VL-006 VL-006A	Using print and electronic resources, students research the influence of natural phenomena on ways of life in communities studied and ways in which people live on and with the land. Students record how people use the land, what resources and vegetation are found on the land, what the land looks like, and the influence of climate and other natural phenomena on ways of life in the communities studied. Students also discuss issues related to the land. *(continued)*
Teacher Reflections		

3.3.2 Living with the Land

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KL-017 KL-019 VL-006 VL-006A	Students identify examples of natural phenomena in the community studied (e.g., climate, vegetation, natural resources, landforms, natural disasters), and give examples of the influence of each on ways of life and living with the land. Students discuss various ways that the land influences and provides for the community. 3.3.2 b BLM: Living with the Land - Information Chart
		or
	KL-017 KL-019 VL-006 VL-006A	Students compose questions and write or fax letters, or email messages to students (or others) in communities studied, to research the influence of natural phenomena on ways of life in a particular community. They share their responses with their peers.
		or
	KL-017 KL-019 VL-006 VL-006A	Students compose questions and interview, email, or write a letter to a person who lives on and with the land (e.g., fisher, trapper, forester, farmer...) to learn about the influence of natural phenomena on ways of life and diverse ways of living on and with the land. Students share responses with peers and record information in their journals.
		Apply
	KL-017 KL-019 VL-006 VL-006A	Students choose three examples of natural phenomena in the communities studied and identify the influence of each on ways of life in communities studied. Students share examples with peers and discuss how the land influences and provides for the communities studied. 3.3.2 c BLM: Living with the Land - Influence Chart

(continued)

Teacher Reflections

3.3.2 Living with the Land

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KL-017 KL-019 VL-006 VL-006A	Students create relief maps illustrating the physical characteristics and geographical features of the communities studied. Students include examples of human interaction with the land to illustrate various ways the land influences ways of life. Students share their maps and explain how the land and natural phenomena influence ways of life in communities studied.
		or
	KL-017 KL-019 VL-006 VL-006A	Students select a medium to create an artistic representation (e.g., watercolour, modelling clay, paper or fabric collage…) to illustrate the physical geography of the communities studied. Students write about the influence of natural phenomena on ways of life in communities studied.
		or
	KL-017 KL-019 VL-006 VL-006A	Students create illustrations depicting diverse ways people live on or with the land in communities studied (e.g., farming, fishing, mining, forestry…). Each student illustrates a different example of diverse ways of life, and writes an accompanying paragraph, describing the influence of natural phenomena on ways of life in the communities studied. The images are collected and displayed in a class book or on a bulletin board.
		or
	KL-017 KL-019 VL-006 VL-006A	Students create acrostic poems about communities studied. Using the shape of the country/community as an outline, students write the name of a community in a vertical line, and write a descriptive phrase for each letter, describing the influence of natural phenomena on ways of life and/or diverse ways people in the communities studied have of living on or with the land.
		(continued)
Teacher Reflections		

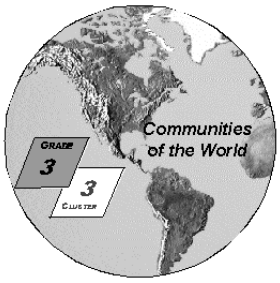
3.3.2 Living with the Land

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	KL-017 KL-019 VL-006 VL-006A	Pairs of students take imaginary trips to four locations in the communities studied, and make a travel tag for each location. Students identify four natural phenomena and describe the influence of the natural phenomena on ways of life in the communities studied. Students draw the most significant landform of the community on the back of the travel tag. Students share their travel tags with peers and discuss diverse ways people live on or with the land in communities studied. 3.3.2 d BLM: Living with the Land - Travel Tags
		or
	KL-017 KL-019 VL-006 VL-006A	Students create a travel brochure advertising the communities studied. Students include illustrations and descriptions identifying the influence of natural phenomena on ways of life in communities studied and/or the diverse ways people live on or with the land.
		or
	KL-017 KL-019 VL-006 VL-006A	In a sharing circle, students discuss the influence of natural phenomena on ways of life and diverse ways of living on or with the land in communities studied. After the sharing circle, students record in their journals observations and reflections about the influence of the land on their lives, and the lives of others. TIP: The sharing circle is Aboriginal in origin. Participants sit in a circle and everyone is considered equal. Only one person speaks at a time, while others listen without interrupting. A stone, feather, or other natural item is passed from speaker to speaker, empowering the person holding the item to speak.
Teacher Reflections		

3.3.2 Living with the Land

Teacher Reflections

Communities of the World



Learning Experience: 3.3.3 Resources

KL-018	Give examples of the use of natural resourcesthe global communities studied
KE-035	Give examples of work, goods, and technologies the global communities studied
KE-036	Give examples of how the natural environment influences work, goods, technologies, and trade the global communities studied
VL-005	Appreciate the diversity of the global natural environment.

Description of the Learning Experience

This is the **third** of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. **The two communities were selected through a series of activities in learning experience 3.3.1**.

This learning experience focuses on natural resources and economic issues. Students explore natural resources, as well as ways in which the natural environment affects work, goods, technologies, and trade in two contemporary communities.

Ongoing Note: "Community" refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources. The following decisions were made **in learning experience 3.3.1.** In order to create **breadth** in study, two separate countries (one being indigenous) may be studied, or, in order to go in-**depth**, two communities may be chosen from within one country (one of the communities being indigenous).

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: natural resources, goods, technology, trade (See Appendix D for Vocabulary Strategies.)

3.3.3 Resources

Assessment	Outcomes	Strategies
		Activate
	KL-018 KE-035 KE-036 VL-005	As an Admit Slip, students share items from home (e.g., food, clothing, household goods…) that come from communities outside of Canada. Students discuss the materials and natural resources used to produce the goods, and share examples of the diversity of the global natural environment. Students predict which items may originate in the communities studied. TIP: Items may be displayed in a centre entitled "Goods from Around the World." (*continued*)

Teacher Reflections

3.3.3 Resources

Assessment	Outcomes	Strategies
		Activate (*continued*)
		or
	KE-035 KE-036 KL-018 VL-005	Students brainstorm a list of natural resources (e.g., minerals, energy sources, animals, plants…) and human-made items (buildings, books, telephones, computers...), as well as various types of work, goods, and technologies. Record student ideas on a class chart. Collaborative groups of students review the list and predict which they think may be found in the communities studied. Students share their predictions with the class, and explain why they believe these examples of natural resources, work, goods, and technologies may be found in the communities studied. TIP: Students unfamiliar with the terms "natural resources," "goods," "trade," and "technology" may need examples to prompt their thinking. Natural resources: materials used by humans found in nature Goods: items/things/materials used in trade Trade: buying and selling; exchange of goods
		or
	KE-035 VL-005	Collaborative groups of students compile a list of jobs, sorting and classifying them according to whether they produce goods or services. Students discuss the difference between a good and a service, and predict which examples may be found in the communities studied. TIP: Goods and services may be defined as follows: Goods: items/things/materials used in trade Services: work or duties done for others 3.3.3 a BLM: Resources - Goods and Services Chart
Teacher Reflections		

3.3.3 Resources

Assessment	Outcomes	Strategies
		Acquire
	KE-035 KE-036 KL-018 VL-005	Using print and electronic resources, students research examples of work, goods, technologies, and trade, as well as natural resources in the communities studied. Students also research how each is used in the communities studied. Students identify ways in which the natural resources influence work, goods, technologies, and trade in the communities studied. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss> 3.3.3 b BLM: Resources - Uses Chart BLM: Resources - Work, Goods, Technologies, and Trade Chart
	or	
	KE-035 KE-036 KL-018 VL-005	Using maps and atlases, students identify the natural geographic features (e.g., mountains, bodies of water, vegetation …) and natural resources (e.g., minerals, forests, agriculture...) of the communities studied. Collaborative groups of students list the natural resources found in the community and identify their influence on work, goods, technologies, and trade in the communities studied. Students discuss the diversity of the global natural environment represented in their examples. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss> 3.3.3 c BLM: Resources - Natural Environment Chart
	or	
	KE-035 KE-036 KL-018 VL-005	Students compose questions and email or fax students or community representatives in the communities studied to learn about examples of natural resources, work, goods, technologies, and trade and ways in which the natural environment influences each in the community studied. They share their responses with their peers, record information, and discuss the diversity of the global natural environment.

(*continued*)

Teacher Reflections

3.3.3 Resources

Assessment	Outcomes	Strategies
		Apply
	KE-035 KE-036 KL-018 VL-005	Collaborative groups of students create a multimedia presentation identifying the natural resources, work, goods, technologies, and trade in communities studied. Students include examples of the natural resources in a description of ways in which they influence work, goods, technologies, and trade in communities studied. Compile group presentations in a class presentation. TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome NOTE: To save a photo to your computer/server folder/etc.: • Right-click on the photo • Select "Save Picture As" • Choose a file name and a location where you want to save the file • Select "Save"
		or
	KE-035 KE-036 KL-018 VL-005	Using a Venn diagram, students compare natural resources, work, goods, and technologies in the communities studied with those in Canadian communities. Students describe the similarities and differences, and explain the influence of the natural environment on the communities being compared.
		or
	KE-035 KE-036 KL-018 VL-005	Students create a cause-and-effect chart connecting natural resources with work in communities studied. They list examples of natural resources, and identify work, goods, technologies, and/or trade related to the natural resource. Students reflect in their journals on the influence of the natural environment on work, goods, technologies, and/or trade, and the diversity of the global natural environment.

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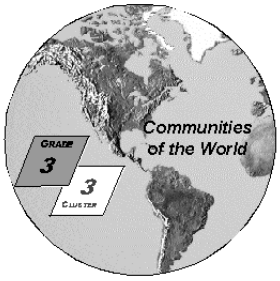
Teacher Reflections

Communities of the World



Learning Experience: 3.3.4 World Communities

KE-037	Describe diverse ways in which communities meet their members' needs.
KE-038	Identify media influences on their perceptions of people and places elsewhere in the world.
VE-012	Value the contributions individuals make to their communities.

Description of the Learning Experience

This is the **fourth** of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. **The two communities were selected through a series of activities in learning experience 3.3.1.**

This learning experience focuses on the concept of needs and media influences. Students use a variety of media sources to research how needs are met in communities. They reflect on the diverse needs of communities and the influence of media on their perceptions of people and places.

Students will have knowledge of these concepts from previous grades. Kindergarten students focus on basic needs. Grade 1 students distinguish needs and wants, and explore how various media influence needs, wants, and personal choices. Grade 2 students explore needs common to all Canadians, and how media influence their choices and decisions.

KE-038 will present a challenge for students when you attempt to move past what media are and the examples of the various mediums in their lives. One key outcome of KE-038 will be the notion that citizens only know what they are shown. If we are only shown certain kinds of images of a region (Cancun, Mexican resorts showing "no needs" vs. impoverished Mexican country villages with "great needs") we fail to have a balanced perspective. At the grade 3 level, students need to learn there is always more about a topic than what is shown them by any one broadcast or report; they need to learn that some of the best mediums will try to show "all sides" of the topic--much as there is always several stories emerging from an incident on the playground.before the "truth" can be better understood.

Ongoing Note: "Community" refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources. The following decisions were made **in learning experience 3.3.1.** In order to create **breadth** in study, two separate countries (one being indigenous) may be studied, or, in order to go in-**depth**, two communities may be chosen from within one country (one of the communities being indigenous).

- the entire class may study the same two communities
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- each student may individually study two communities

Vocabulary: media influences, perceptions (See Appendix D for Vocabulary Strategies.)

3.3.4 World Communities

Assessment	Outcomes	Strategies
	KE-037 VE-012	**Activate** Students brainstorm and discuss basic human needs, and individuals in their community who contribute to meeting people's needs. Ideas are recorded on a class T-chart entitled "Human Needs and People Who Help Us Meet Our Needs." Note: Students explored basic needs in Kindergarten. (*continued*)

3.3.4 World Communities

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KE-037 KE-038	Pairs of students brainstorm diverse ways people in communities studied meet their needs, and indicate how they learned that information (e.g., teacher, book, television, magazine…). In a class discussion, students reflect on media influences on their perceptions of people and places elsewhere in the world. 3.3.4 a BLM: World Communities - Needs/Media
		or
Appendix A Skill 3a	KE-038	As an Admit Slip, students complete a "Home Media" survey, recording various media found in their homes. Student results are compiled on a class graph representing media sources of information in the home, and students discuss how various sources of information and media influence their perceptions of people and places elsewhere in the world. 3.3.4 b BLM: World Communities - Home Media 3.3.4 b-2 BLM: World Communities: Student Media Preference
		or
Appendix A Skill 3a	KE-038	As an Admit Slip, students complete a one week "Media Log" to track their use of media. Student results are compiled on a class graph representing total media time. Students discuss various sources of information and how media influence their perceptions of people and places elsewhere in the world. 3.3.4 c BLM: World Communities - Media Log NOTE: The teacher needs to be sensitive to the possibility of some students not having access to many forms of media in their living environment.

(continued)

Teacher Reflections

Communities of the World

3.3.4 World Communities

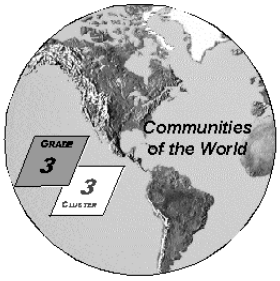
Assessment	Outcomes	Strategies
		Acquire
Appendix A Skill 11a	KE-037 KE-038 VE-012	Using print and electronic resources, students research diverse ways in which communities studied meet their members' needs. Using a variety of media sources, they explore various needs (e.g., food, clothing, shelter, transportation…). They give examples of how the need is met, who in the community might contribute to meeting that need, and list their media source. When their research is completed, students reflect on which media sources provided them with the best information, and give examples of how various media influence their perceptions of people and places elsewhere in the world. Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss> 3.3.4 d BLM: World Communities - Basic Needs/Media Source
		or
Appendix A Skill 6b	KE-037 VE-012	Using E-pals, students conduct interviews with a student from a community studied to learn about diverse ways in which communities meet their members' needs, and examples of individuals who contribute to their communities. Students share their responses with peers. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
		or
Appendix A Skill 9a	KE-038	Students view images of people and places in a developing community that communicate different messages about that community (e.g., images of children happily playing juxtaposed with images of malnourished children). Students discuss which are the "real" images, and the influence of media on their perceptions. They reflect in their journals on the influence of media on their perceptions of people and places in the world. Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
		or
Appendix A Skill 9a	KE-037 KE-038 VE-012	Using print and electronic sources, students collect information about current events taking place in communities studied. They keep a media response journal, focusing on diverse ways in which communities meet their members' needs, and the contributions of individuals to the communities studied. Students include their media information source and reflect on media influences on their perceptions of people and places elsewhere in the world. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>

3.3.4 World Communities

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 6d	KE-038	Collaborative groups of students select a series of conflicting images from one community (e.g., images of children happily playing and images of malnourished children), and conduct a survey (e.g., students in other classes, teachers, family members, neighbours…) to identify media influences on perceptions of people and places elsewhere in the world. Half the group members use one set of pictures and ask survey subjects to describe what they think life might be like in that community. The other group members present the opposite images of the community and ask the same question. When surveys are completed, collaborative groups discuss the different reactions to the different pictures, and reflect in their journals on the influence of media on perceptions of people and places in the world. TIP: Consider using video images for this activity.
		or
Appendix A Skill 11g	KE-037 VE-012	Collaborative groups of students select one of the communities studied and create a multimedia presentation on diverse ways in which communities meet their needs, including examples of contributions of individuals to that community. TIP: Consider using CultureGrams™. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome NOTE: To save a photo to your computer/server folder/etc.: • Right-click on the photo • Select "Save Picture As" • Choose a file name and a location where you want to save the file • Select "Save"
		or
Appendix A Skill 10	KE-037 VE-012	Students create collages (e.g., pictures, fabric, paint, paper…) to illustrate diverse ways in which a community studied meets the needs of its members. Students reflect in their journals on the contributions of individual community members to the community studied.
		or
Appendix A Skill 10	KE-037 VE-012	Collaborative groups of students present a series of drama vignettes, illustrating diverse ways in which communities meet their members' needs, and the contributions of individuals to the communities studied.

Teacher Reflections

Communities of the World



Learning Experience: 3.3.5 Daily Life

KCC-010	Describe characteristics of daily life in communities studied.the global communities studied *Examples: housing, tools, work, use of the land, recreation, education…*
KCC-013	Compare daily life in their own communities to life in the global communities studied
VCC-004	Express interest in the ways of life of diverse cultures and communities. the global communities studied

Description of the Learning Experience

This is the **fifth** of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. **The two communities were selected through a series of activities in learning experience 3.3.1**.

This learning experience focuses on daily life. Every community has its particular culture of daily life, with community members engaging in regular activities to meet their needs. Some of those activities are unique to an area or region, while others are similar the world over. Students focus on daily life in the communities studied, comparing it with their local community.

Ongoing Note: "Community" refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources. The following decisions were made **in learning experience 3.3.1.** In order to create **breadth** in study, two separate countries (one being indigenous) may be studied, or, in order to go in-**depth**, two communities may be chosen from within one country (one of the communities being indigenous).

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: tools, recreation (See Appendix D for Vocabulary Strategies.)

3.3.5 Daily Life

Assessment	Outcomes	Strategies
	KCC-010 VCC-004	**Activate** Using Think-Pair-Share, students brainstorm characteristics of daily life in the communities studied. Using a web, they organize and record ideas related to how they think people live in the communities studied. Pairs of students compare their webs and discuss similarities and differences in perceptions of daily life in communities studied. NOTE: Consider using a triple-Venn diagram to compare daily life in their community with the two global communities studied (*continued*)
Teacher Reflections		

3.3.5 Daily Life

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KCC-010 KCC-013 VCC-004	Students view pictures of people engaging in daily activities in the communities studied. Students discuss and compare daily life in their own communities to life in the communities studied.
		or
Appendix A Skill 6g	KCC-010 KCC-013 VCC-004	Students view a variety of artifacts (or images of artifacts) from the communities studied. They select three artifacts and complete an "Artifacts Chart." They describe and draw the artifact, speculate on its purpose and how it is used in daily life, and give examples of similar things in their own communities. 3.3.5 a BLM: Daily Life - Artifacts Chart
		or
Appendix A Skill 6g	KCC-010 KCC-013 VCC-004	Students view videos related to the communities studied. They reflect in their journals about characteristics of daily life in communities studied, and compare with daily life in their own communities.
		Acquire
Appendix A Skill 11a	KCC-010 KCC-013 VCC-004	Using print and electronic resources, students research characteristics of daily life in the communities studied and create "Fast Fact" cards. They choose three or more characteristics (e.g., housing, tools, work, use of the land, recreation, education…) and create "Fast Fact" cards summarizing characteristics of daily life in the communities studied. Cards can be collated in a "Fast Facts About (name of community)" file box, and used for games or quizzes. NOTE: Any "factual inconsistencies" can lead to good discussion and further research Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>

(continued)

Teacher Reflections

3.3.5 Daily Life

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
Appendix A Skill 9a	KCC-010 KCC-013 VCC-004	Using print and electronic resources, students research and take an imaginary vacation in a community studied. They write a travel journal describing where they go, what they do, and what they see, and draw images from the trip. They share their journals with peers. 3.3.5 b BLM: Daily Life - Travel Journal
		or
Appendix A Skill 6d	KCC-010 KCC-013 VCC-004	Using E-pals, students conduct interviews with a student from a community studied to learn about characteristics of daily life, and share examples of daily life in their own communities. Students share their responses with peers. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
		or
Appendix A Skill 6b	KCC-010 KCC-013 VCC-004	Students prepare questions and invite a community member who has lived in or has knowledge of daily life in a community studied to speak to the class. Students write follow-up thank-you letters expressing what they've learned from the speaker about daily life in the community studied, and how it compares to daily life in their own communities.
		Apply
Appendix A Skill 3a	KCC-010 KCC-013 VCC-004	Using a Venn diagram, students compare daily life in their own communities to life in a community studied. Students discuss their ideas with peers.
		or
Appendix A Skill 10	KCC-010 KCC-013 VCC-004	Through role-play, collaborative groups of students dramatize and compare daily life in their own communities to life in communities studied. Each group selects different aspects of daily life and dramatizes examples of the same activity as it takes place in their own community and then in the communities studied. Students present their role-plays to peers. *(continued)*

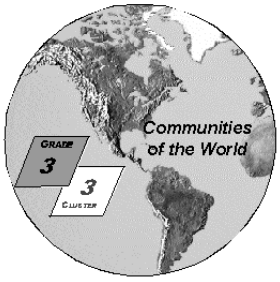
Teacher Reflections

3.3.5 Daily Life

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
Appendix A Skill 9f	KCC-010 KCC-013 VCC-004	Students complete a chart to compare daily life in their own communities to life in communities studied. They select one community and give examples of housing, tools, work, use of the land, recreation, education, and food in their own community and in the selected community. 3.3.5 c BLM: Daily Life - Comparing Daily Life
		or
Appendix A Skill 10	KCC-010 KCC-013 VCC-004	Students create video/digital recordings of daily life in their own communities to exchange with students in communities studied. Collaborative groups of students write scripts and record video/digital examples of daily life in their own communities. They send/email their examples to students in communities studied. After exchanging electronic images, students reflect on ways of life of diverse cultures and communities.
		or
Appendix A Skill 10	KCC-010 KCC-013 VCC-004	Students take an imaginary vacation and write postcards describing daily life in communities studied. They illustrate daily life in a community studied on one side of the postcard, and compare daily life in their own communities to life in communities studied on the reverse side. They exchange postcards with peers and reflect on ways of life of diverse cultures and communities.
		or
Appendix A Skill 10	KCC-010 VCC-004	Students create artistic representations of daily life in communities studied. Using a variety of media (e.g., song, music, art, dance…), students select and represent one characteristic of daily life (e.g., housing, tools, work, use of the land, recreation, education…). They share their representations with peers.

Teacher Reflections

Communities of the World



Learning Experience: 3.3.6 Cultural Diversity

KCC-009	Define the elements that constitute a culture. *Include: ways of life, language, art, clothing, beliefs.*
KCC-009A	Identify the protocols within their Aboriginal culture.
KCC-011	Give examples of cultural expression in the global communities studied *Examples: language and stories, art, music and dance, architecture, traditions, clothing…*
KCC-012	Recognize the diversity of cultures and communities in the world.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see Distinct Learning Outcomes in the front matter "Overview")

Description of the Learning Experience

This is the **sixth** of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. **The two communities were selected through a series of activities in learning experience 3.3.1.**

This learning experience focuses on the concept of culture. Every culture has developed a unique set of beliefs, values, and traditions that are expressed in a variety of ways. Students explore the elements that make up cultures and research various cultural expressions in the communities studied.

Ongoing Note: "Community" refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources. The following decisions were made **in learning experience 3.3.1.** In order to create **breadth** in study, two separate countries (one being indigenous) may be studied, or, in order to go in-**depth**, two communities may be chosen from within one country (one of the communities being indigenous).

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: elements, indigenous, culture, traditions, expression (See Appendix D for Vocabulary Strategies.)

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
		Activate
	KCC-009 KCC-009A KCC-011 KCC-012	Students use a Word Splash to explore examples of cultural expressions in communities studied. In pairs, students circle the words they know on the Word Splash, and discuss what the terms mean to them. As a class group, students give examples of cultural expressions and create a class chart listing various examples of cultural expression. NOTE: Consider going from the known to the unknown by taking a close look at what cultural practices the students engage in in their community. *Dene Kede* and the high-resolution photo data bank at www.pwnhc.ca will be useful. 3.3.6 a BLM: Cultural Diversity - Word Splash *(continued)*

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KCC-009 KCC-009A KCC-011 KCC-012	Collaborative groups of students complete a "Cultural Expressions" mind map. Given the elements that constitute a culture, students brainstorm and discuss examples in the community studied. 3.3.6 b BLM: Cultural Diversity - Mind Map
		or
Appendix A Skill 6f	KCC-009 KCC-009A KCC-011 KCC-012	Collaborative groups of students view and discuss cultural artifacts or pictures of artifacts from communities studied. Each group selects three artifacts/pictures. They draw and describe the artifacts, and predict how the artifacts relate to the culture of origin. TIP: Display artifacts or pictures of artifacts in a central area for students to browse and make their selections.
		or
Appendix A Skill 3b	KCC-009 KCC-009A KCC-011 KCC-012	As an Admit Slip, students bring examples from home of cultural expressions representing their cultural heritage (e.g., clothing, food, art, music...) and share why they are significant. Display items in a central area entitled "Our Cultural Expressions." TIP: Many families regard Canada as their cultural heritage, and those students should be encouraged to share things related to their Canadian heritage.

Teacher Reflections

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
		Acquire
Appendix A Skill 11a	KCC-009 KCC-009A KCC-011 KCC-012	Using print and electronic resources, collaborative groups of students research examples of cultural expressions in communities studied. Students compile their findings in a class chart. or illustrate their information in the form of a class collage/murale. TIP: Consider using **CultureGrams™**. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome TIP: Consider using **elibrary™**. It is an online research tool featuring access to news, magazines, books, maps, pictures, audio/video, and transcripts. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://elibrary.bigchalk.com/ca. USERNAME: govont0201 PASSWORD elca 3.3.6 c BLM: Cultural Diversity - Expressing Culture
		or
Appendix A Skill 11a	KCC-009 KCC-009A KCC-011 KCC-012	Using print and electronic resources, students research cultural expressions in communities studied. They find examples of cultural expressions (e.g., food, music, dance, clothing…), draw, and describe them. Students discuss and write what they believe to be the most important elements that constitute a culture. 3.3.6 d BLM: Cultural Diversity - Expressions Chart
		or
Appendix A Skill 11a	KCC-009 KCC-009A KCC-011 KCC-012	Using print and electronic resources, students research cultural expressions in communities studied. Students select one cultural expression from a list, draw (or provide pictures), and describe four examples of the selected cultural expression. 3.3.6 e BLM: Cultural Diversity - Four Examples
		or
Appendix A Skill 6b	KCC-009 KCC-009A KCC-011 KCC-012	Students prepare questions and contact E-pals, or invite people with knowledge of communities studied, to learn about cultural expressions. Students share and compile information in a class book or display.
		or
Appendix A Skill 6b	KI-009A	Students individually or as a group generate questions relating to protocols appropriate to being around elders, essentially learning how community members (especially young people) ought to behave, interact, and gain information from elders. An elder (or knowledgeable community member) could be invited to the class to answer these kinds of questions. It might be helpful to have the questions on a chart paper, overhead transparency, or computer through a digital projector. As the elder answers the question, the answers could be posted. At the end of the interview, it may be appropriate to ask the elder to confirm the accuracy of the answers. 3.3.6 f BLM: Cultural Diversity - Protocols

(continued)

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
		Acquire *(continued)*
Appendix A Skill 6a	KCC-009 KCC-009A KCC-011 KCC-012	Using examples from their own cultural heritage, collaborative groups of students brainstorm all the elements that constitute a culture. Students sort and compile their ideas in a class "Elements of Culture" chart.
		Apply
Appendix A Skill 10	KCC-009 KCC-009A KCC-011 KCC-012	Using a variety of media (e.g., fabric, pictures from travel brochures or magazines…), students create collages to illustrate cultural expressions of communities studied. Collages may be displayed in public areas of the school.
		or
Appendix A Skill 10	KCC-009 KCC-009A KCC-011 KCC-012	Collaborative groups of students create artistic representations of cultural expressions in communities studied (e.g., dance, song, art, drama). Students host a cultural gala for parents and other students in the school to share their creations. Students may prepare a feast and invite people from their community.
		or
Appendix A Skill 10	KCC-009 KCC-009A KCC-011 KCC-012	Part 1: Students enjoy food as a cultural expression! Using the "Tip" below, research foods and recipes from the culture being studied and record the information on the Blackline Master below. There is a special section in CultureGrams™ called "Recipe Collection" which may help. TIP: Consider using **CultureGrams™**. It is a reference website database featuring world cultures created to provide a research tool for K-12 schools. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://online.culturegrams.com. USERNAME: govnorthwest PASSWORD: welcome TIP: Consider using **elibrary™**. It is an online research tool featuring access to news, magazines, books, maps, pictures, audio/video, and transcripts. The Department of Education, Culture and Employment holds a subscription for all schools in the Northwest Territories. The URL is http://elibrary.bigchalk.com/ca. USERNAME: govont0201 PASSWORD: elca 3.3.6 g BLM: - Cultural Diversity: Food, Food, Food Part 2: Now students may organize a school/community feast using the recipes they have researched. Opportunities to evaluate the food and recognize the meaning attached to various foods is offered. 3.3.6 g-2 BLM: Cultural Diversity: Food, Food, Food#2

(continued)

3.3.6 Cultural Diversity

Assessment	Outcomes	Strategies
		Apply *(continued)*
Appendix A Skill 9d	KCC-009 KCC-009A KCC-011 KCC-012	Students create written cultural expressions from communities studied. Writing could include folk tales, proverbs, or colloquialisms that incorporate customs and traditions of the communities studied. Students share their creations with the class.
		or
Appendix A Skill 11d	KCC-009 KCC-009A KCC-011 KCC-012	Using desktop publishing software, students create a calendar illustrating cultural expressions of communities studied. The calendar may include illustrated artwork, celebrations, and/or important dates in the community. Calendars may be presented to people in the local community who have a connection to that culture.
		or
Appendix A Skill 11g	KCC-009 KCC-009A KCC-011 KCC-012	Collaborative groups of students create a multimedia presentation highlighting cultural expressions in communities studied. Students include illustrations and descriptions of various cultural expressions (e.g., dance, art, language, clothing...). Compile group presentations in a class presentation.
		or
Appendix A Skill 10	KCC-009 KCC-009A KCC-011 KCC-012	Collaborative groups of students create “Cultural Expression” posters illustrating the elements that constitute culture (e.g., ways of life, language, art, clothing, beliefs...) in the community studied.

Teacher Reflections

Cluster 3 — Connecting and Reflecting

Using their "Communities of the World" portfolio, students reflect on how they are connected to communities of the world, and describe how people in other places enrich their lives.

3.3 BLM: Cluster 3 - Connecting and Reflecting

Teacher Reflections

Communities of the World

Exploring an Ancient Society

GRADE 3

4 CLUSTER

Badaling Great Wall taken August 2005 in Ba Daling, Beijing, China by snowyowls, Wikimedia Commons

Cluster 4 Learning Experiences Overview:

3.4.1 Daily Life in an Ancient Society

KT-023 Describe characteristics of daily life in an ancient society.

Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...

VT-007 Express interest in and curiosity about people, events, and ways of life in the past.

3.4.2 Cultural Expression in an Ancient Society

KT-024 Give examples of customs, stories, and traditions of an ancient society.

KT-025 Describe ways in which members of an ancient society expressed themselves.
Examples: art and architecture, music and dance, writing and stories, religious practices...

3.4.3 Contributions, Continuity, and Change

KT-021 Recognize the continuity of cultures, traditions, and practices over time.

KT-022 Recognize that communities change over time.

KT-026 Give examples of the enduring contributions of an ancient society.
Examples: ideas, inventions, art and architecture, stories...

VT-008 Value the enduring contributions of societies of the past.

SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development
Grade 3: *"Communities of the World"*
Cluster 4: **Exploring an Ancient Society**

SOCIALS STUDIES **Learning Experiences:**	DENE KEDE (places to start) **theme/perspective/page**	INUUQATIGIIT (places to start) "K-3" **theme/page**	BLUEPRINT (places to start) **Competency/level**
Note: the learning experiences listed below (eg., K.1.1) are comprised of SLO's (specific learning outcomes) and DLO's (distinct learning outcomes) *that are not shown*. Please refer to the SLO's and GLO's in the *adjacent pages* to make the connections with these three documents	Note: Read the introduction to the theme of your study for the larger picture	Note: Read the introductions to the "Relationships" on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions	Competencies 1-11 *Level 1*
3.4.1 "Daily Life in an Ancient Society"	introduce VH-007 with Grandparents *Primary Objective* (143) Elders *Primary Objective* (175)		
3.4.2 "Cultural Expression in an Ancient Society"			
3.4.3 "Contribution, Continuity, and Change"	Introduce KH-022 with Clothing *Primary Objective* (183) Make developmentally appropriate: The Arrival of the Non-Dene *The People* (top 191)	Introduce KH-022 with The changing of traditional roles: Traditional Responsibilities of Girls *Rationale* (59), (60)	

Teacher Reflections

Exploring an Ancient Society

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, Processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.

- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** the end of cluster summative assessment activity.

Cluster Description

Students explore life in one ancient society selected from a choice of Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs. They consider various aspects of that society, including its ways of life, cultural expressions, customs and traditions, and enduring contributions.

Badaling Great Wall taken August 2005 in Ba Daling, Beijing, China by snowyowls, Wikimedia Commons

Engaging Students in the Cluster

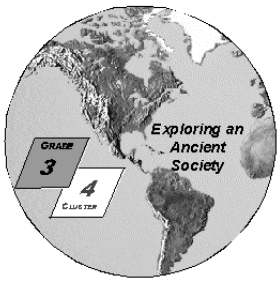
- Create an artifact centre of items and/or pictures representing ancient societies.
- Create a literature centre of the customs, stories, and traditions of ancient societies.
- Students sketch a picture of themselves participating in the daily life of an ancient society.
- Students bring from home items that have a connection to the past.
- Create a bulletin board displaying pictures and art of ancient societies.
- Come dressed as a character of an ancient society (e.g., mummy, god/goddess, warrior...).
- View video clips illustrating life in an ancient society.
- Students use focused freewriting to record their impressions of life in an ancient society.

Learning Experiences

3.4.1 Daily Life in an Ancient Society

3.4.2 Cultural Expression in an Ancient Society

3.4.3 Contributions, Continuity, and Change



Learning Experience: 3.4.1 Daily Life in an Ancient Society

KT-023	Describe characteristics of daily life in an ancient society. *Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...*
VT-007	Express an interest in and curiosity about people, events, and ways of life in the past.

Description of the Learning Experience

This is the first of three learning experiences in Cluster 4, Ancient Societies. This learning experience focuses on daily life. As students explore daily life in an ancient society, they come to appreciate that people who lived long ago were very similar to us.

Note: Cluster 4 is designed for the study of one ancient society. The ancient society study may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same ancient society
- collaborative groups of students may independently study the same ancient society
- collaborative groups may study different ancient societies as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually select and study an ancient society

Vocabulary: ancient, artifact (See Appendix D for Vocabulary Strategies.)

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
	KT-023 VT-007	**Activate** Collaborative groups of students explore vocabulary related to an ancient society and discuss how the words relate to characteristics of daily life. 3.4.1 b BLM: Daily Life in an Ancient Society - Ancient Egypt Daily Life in an Ancient Society - Aztecs Daily Life in an Ancient Society - Incas Daily Life in an Ancient Society - Ancient China Daily Life in an Ancient Society - Ancient Japan (*continued*)

Teacher Reflections

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KT-023 VT-007	Students sketch a scene of an ancient society, illustrating characteristics of daily life (e.g., food, clothing, shelter, recreation...). Students share their sketches with peers and discuss how life in an ancient society differed from their own.
		or
Appendix A Skill 3a	KT-023 VT-007	Collaborative groups of students discuss characteristics of life in an ancient society. Students speculate on what people may have eaten, where they lived, what they wore, and their different types of work and recreation. Students share their ideas with peers and generate additional questions related to characteristics of life in an ancient society.
		or
Appendix A Skill 6c	KT-023 VT-007	Using a KWL, students list what they Know and Want to know about the ancient society they will study. Students discuss completed Know and Want to know ideas, and brainstorm additional questions related to characteristics of life in an ancient society. TIP: Upon completion of the learning experience, students record what they learned about the ancient society studied.
		Acquire
Appendix A Skill 11a	KT-023 VT-007	Using print and electronic resources, students research characteristics of daily life (e.g., food clothing, shelter, celebrations, recreation...) in the selected ancient society. Using recorded information, students compose a description of daily life in the ancient society. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

Teacher Reflections

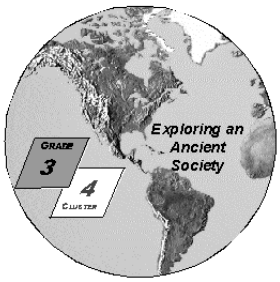
3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	KT-023 VT-007	Students watch videos depicting characteristics of daily life in an ancient society. Students discuss characteristics of daily life portrayed in the video and record information in their journals. TIP: Students may complete an anticipation guide before viewing. NOTE: "United Streaming" is a company online that provides video per membership. Students could benefit from documentaries such as for ancient Egypt, "Ancient Egypt: The Gift of the Nile." Libraryvideo.com is another source for audio-visual materials 3.4.1 b BLM: Daily Life in an Ancient Society - Anticipation Guide
		or
	KT-023 VT-007	Students view images of artifacts from an ancient society and describe how each may have been used in daily life. Students identify similar objects that are used today. Students share ideas with peers and discuss how artifacts help us understand the past. 3.4.1 c BLM: Daily Life in an Ancient Society - Artifacts
		Apply
	KT-023 VT-007	Students compare characteristics of contemporary life with daily life in the ancient society (e.g., food, clothing, shelter, work, social organization, families, education, religion, celebrations, and recreation). In their journals, students reflect on advantages and disadvantages of each way of life.
		or
	KT-023 VT-007	Students imagine they are living in an ancient society and write a reflection describing what their life is like (e.g., the food they eat, the games they play, the jobs they do...). Students share their reflections with peers. 3.4.1 d BLM: Daily Life in an Ancient Society - If I Lived... *(continued)*
Teacher Reflections		

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
Appendix A Skill 10	KT-023 VT-007	Collaborative groups of students construct a model illustrating characteristics of daily life in the ancient society studied. Students represent characteristics of the daily life with objects that would be used in food preparation, shelter, work, education, et cetera. Students share their models with peers and explain how they represent daily life in an ancient society. NOTE: Books are available that provide ideas for projects, such as for ancient Egypt, *Great Ancient Egypt Projects* by Carmella Van Vleet.
		or
Appendix A Skill 11g	KT-023 VT-007	Collaborative groups of students create a multimedia presentation illustrating characteristics of daily life in an ancient society. Students include slides with images of artifacts and a description of how they are used in food preparation, clothing, shelter, work, social organization, families, education, religion, celebrations, and recreation. Compile group presentations in a class presentation. NOTE: Books are available that provide ideas for projects, such as for ancient Egypt, *Great Ancient Egypt Projects* by Carmella Van Vleet.
		or
Appendix A Skill 10	KT-023 VT-007	Collaborative groups of students create representations of artifacts (e.g., drawings, sculptures, models...), and display them in a museum representing characteristics of daily life in an ancient society, including food, clothing, shelter, work, social organization, families, education, religion, celebrations, and recreation. Students act as curators and explain the significance and use of each artifact to visitors to the museum. NOTE: Books are available that provide ideas for projects, such as for ancient Egypt, *Great Ancient Egypt Projects* by Carmella Van Vleet.

Teacher Reflections



Learning Experience: 3.4.2 Cultural Expression in an Ancient Society

KT-024	Give examples of customs, stories, and traditions of an ancient society.
KT-025	Describe ways in which members of an ancient society expressed themselves. *Examples: art and architecture, music and dance, writing and stories, religious practices...*

Description of the Learning Experience

This is the second of three learning experiences in Cluster 4, Exploring an Ancient Society. Customs and traditions are enduring forms of cultural expression and people of every society have unique ways of expressing themselves. Students explore different forms of expression in an ancient society, and reflect what can be learned about ancient societies through their cultural expressions.

Note: Cluster 4 is designed for the study of one ancient society. The ancient society study may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same ancient society
- collaborative groups of students may independently study the same ancient society
- collaborative groups may study different ancient societies as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually select and study an ancient society

Vocabulary: ancient, society (See Appendix D for Vocabulary Strategies.)

3.4.2 Cultural Expression in an Ancient Society

Assessment	Outcomes	Strategies
	KT-024 KT-025	**Activate** Students brainstorm examples of cultural expressions (e.g., customs, traditions, art and architecture, music and dance, writing and stories, religious practices...), and sort the examples into categories (e.g., visual, written, oral, physical…). Students discuss how forms of expression today compare to those of an ancient society. (*continued*)

Teacher Reflections

3.4.2 Cultural Expression in an Ancient Society

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KT-024 KT-025	Students discuss the meaning and importance of customs, stories, and traditions, and share examples of each from their own background. TIP: Customs and traditions are long-established practices or habits. Stories are a record of historical events.
		or
Appendix A Skill 3a	KT-024 KT-025	Students observe examples of expressions of ancient societies (e.g., pictures of artifacts, architecture, customs, and traditions, stories, art, music, dance...), and discuss what the examples may tell us about the people of ancient societies. NOTE: "United Streaming" is a company online that provides video per membership. Students could benefit from documentaries such as for ancient Egypt, "Ancient Egypt: The Gift of the Nile." Libraryvideo.com is another source for audio-visual materials
		Acquire
Appendix A Skill 9a	KT-024 KT-025	Students read or listen to stories of an ancient society that focus on customs and traditions. Students record in their journals examples of customs and traditions, and ways in which members of an ancient society expressed themselves, and reflect on similarities and differences in their own lives. NOTE: <edhelper.com> is a good resource for ancient societies.
		or
Appendix A Skill 11a	KT-024 KT-025	Using print and electronic resources, students research various forms of expression of an ancient society (e.g., customs, stories, traditions, art and architecture, music and dance, writing and stories, religious practices...). Students record a description and illustration of each example and explain what each may tell us about the people of ancient societies. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
Appendix A Skill 9a	KT-024 KT-025	Students take a real or virtual field trip to a museum displaying art and artifacts from an ancient society. They prepare questions in advance and, upon return, reflect in their journals on the significance of the ancient society. NOTE: One starting point for a vitual tour could be sites such as <touregypt.net/kids> with short text and numerous pictures. The whole class could experience it through the digital projector.
		(continued)

Teacher Reflections

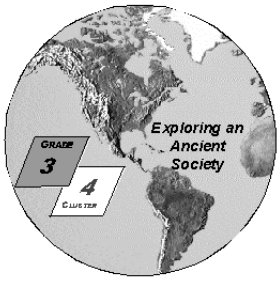
3.4.2 Cultural Expression in an Ancient Society

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 11a	KT-025	Students write "secret" messages, using the writing system of an ancient society (e.g., cuneiforms, hieroglyphs, runes, petroglyphs, pictograms...). Students share messages with peers to decipher. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>
		or
Appendix A Skill 9d	KT-024 KT-025	Students use story paths to compose a story describing ways in which members of an ancient society expressed themselves. Students use images of artifacts, art and architecture, and customs and traditions to illustrate forms of expression in an ancient society and describe what these examples may tell us about the people of ancient societies.
		or
Appendix A Skill 10	KT-024 KT-025	Collaborative groups of students create a mural or diorama illustrating examples of the customs, stories, traditions, art and architecture, music and dance, writing and stories, and religious practices of an ancient society. Students share their representations with peers and explain what the expressions may tell us about the people of ancient societies. NOTE: Books are available that provide ideas for projects, such as for ancient Egypt, *Great Ancient Egypt Projects* by Carmella Van Vleet.
		or
Appendix A Skill 11g	KT-024 KT-025	Collaborative groups of students create a multimedia presentation or web page illustrating forms of expression of an ancient society. Students include images of customs, stories, traditions, art and architecture, music and dance, writing and stories, and religious practices of an ancient society, and insert sound clips describing what the expressions may tell us about the people of ancient societies. Compile group presentations in a class presentation.

Teacher Reflections

3.4.2 Cultural Expression in an Ancient Society

Teacher Reflections



Learning Experience: 3.4.3 Contributions, Continuity, and Change

KT-021	Recognize the continuity of cultures, traditions, and practices over time.
KT-022	Recognize that communities change over time.
KT-026	Give examples of the enduring contributions of an ancient society. *Examples: ideas, inventions, art and architecture, stories...*
VT-008	Value the enduring contributions of societies of the past.

Description of the Learning Experience

This is the third of three learning experiences in Cluster 4, Exploring an Ancient Society. This learning experience focuses on the concepts of continuity and change over time. Students research the contributions of an ancient society, and reflect on their enduring significance in today's society.

Vocabulary: (See Appendix D for Vocabulary Strategies.)

Note: Cluster 4 is designed for the study of one ancient society. The ancient society study may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same ancient society
- collaborative groups of students may independently study the same ancient society
- collaborative groups may study different ancient societies as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually select and study an ancient society

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Activate
	KT-021 KT-022 KT-026 VT-008	Students discuss various ways to learn about the people who lived in ancient societies (e.g., artifacts, architecture, stories, art, inventions...). Students brainstorm ideas and practices evident today that had their origins in an ancient society (e.g., writing, paper, calendars...) and discuss why they have endured or lasted until now.
		or
	KT-021 KT-022 KT-026 VT-008	Students brainstorm items in contemporary society that may have had their origins in the past (e.g., candles, cooking utensils, clothing...). Students identify the purposes the items served in the past and serve in the present, and discuss how they may have changed over time.

(*continued*)

Teacher Reflections

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 3a	KT-021 KT-022 KT-026 VT-008	As an Admit Slip, students submit an artifact or picture of an idea or practice that they believe had its origins in an ancient society. Students discuss why the artifact or idea was important in the past, why it is still in use today, and how it may have changed over time.
		or
Appendix A Skill 2	KT-021 KT-022	Students brainstorm examples of ongoing as well as new cultures, traditions, and practices in their community. Students discuss why some practices continue and others change. Students predict which current community traditions and practices may continue well into the future, as well as those that may disappear, and suggest reasons for the continuity or change.
		or
Appendix A Skill 3a	KT-021 KT-022 KT-026 VT-008	Prepare a display of items, pictures, ideas, and practices representing an ancient society. Collaborative groups of students examine the "evidence" in the display and make conclusions about the ancient society. Students share their conclusions with peers and discuss why some traditions and practices have changed over time, while others have remained the same.
		Acquire
Appendix A Skill 11a	KT-021 KT-022 KT-026 VT-008	Using print and electronic resources, students research cultures, traditions, and contributions of an ancient society. Students record a description and/or picture of the contribution or practice, and describe why it was important in the ancient society and how it has changed or remained the same. Students share information with peers. 3.4.3 a BLM: Contributions, Continuity, and Change - Contributions *(continued)*
Teacher Reflections		

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Acquire *(continued)*
Appendix A Skill 11a	KT-021 KT-022 KT-026 VT-008	Students read stories that focus on the traditions, practices, and contributions of an ancient society. In collaborative groups, students create illustrated posters depicting the traditions, practices, and contributions of the ancient society.
		or
Appendix A Skill 6f	KT-021 KT-022 KT-026 VT-008	Collaborative groups of students view images of an ancient society and record examples of traditions, practices, and contributions of the society.
		or
Appendix A Skill 6e	KT-021 KT-022 KT-026 VT-008	Students take a real or virtual field trip to a cultural centre or museum displaying images, art, or artifacts of an ancient society. In their journals they reflect on their observations of the traditions, practices, and contributions of the society.
		or
Appendix A Skill 11a	KT-021 KT-022 KT-026 VT-008	Using print and electronic resources, students research the enduring contributions of an ancient society. Students select one contribution and write a page to be included in a class book entitled "Enduring Contributions of _____."

Teacher Reflections

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 6a	KT-021 KT-022 KT-026 VT-008	Using a Venn diagram, students compare cultures, traditions, and practices of an ancient society with those in their community. Students share completed Venn diagrams with peers, explaining why some practices have changed over time while others remain the same. Students highlight contributions of societies of the past that they most value today and describe why.
		or
Appendix A Skill 10	KT-021 KT-022 KT-026 VT-008	Collaborative groups of students create a model, diorama, or display illustrating enduring contributions of an ancient society. Students describe the significance of the contributions, both to the people of the past and to today's society, and explain why some aspects of the society have endured while other aspects have changed. Students share their model/display with peers. NOTE: Look for opportunities to apply the principal of continuity and change to the students' lives. For instance if they make Egyptian flatbread, it will resemble bannock. The use of yeast-free bread continues to this day.
		or
Appendix A Skill 9c	KT-021 KT-022 KT-026 VT-008	Using a RAFT, students describe an enduring contribution of an ancient society, explaining its significance in the past and its continuing importance.
		or
Appendix A Skill 10	KT-021 KT-022 KT-026 VT-008	Students establish a classroom museum highlighting the enduring contributions of an ancient society. Students create illustrations or models of the society's contributions as well as an explanation of their significance. They describe why the contributions were important in the past and their continuing importance. Students add items from today's society that they predict will have significance in the future.

(*continued*)

Teacher Reflections

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
		Apply (*continued*) or
	KT-021 KT-022 KT-026 VT-008	Collaborative groups of students create a multimedia presentation illustrating a tour of an ancient society. Students create an illustration of an ancient society as the opening slide and create links to additional slides highlighting enduring contributions of the ancient society. On each additional slide, students include an image of an enduring contribution, a description of its significance, and an explanation of aspects of the ancient society that have changed over time and remained the same. Compile group presentations in a class presentation. Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>

Cluster 4 — Connecting and Reflecting

Using their "Exploring an Ancient Society" portfolio, students reflect on daily life in an ancient society, describe similarities and differences to their lives, and explain why knowing about the past is important.

3.4 BLM: Cluster 4 - Connecting and Reflecting

Teacher Reflections

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GRADE K-3

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APPENDICES

GRADE 3

GRADE 3

Skills Assessment

Appendix A

Social Studies skill outcomes (eg. “S-100”) and English Languages Arts skill outcomes (“ELA”) are contained in the following **skills progress chart**. The practical path toward use of Appendix A and the closely connected Appendix C would be as follows:

1. select a strategy in a Learning Experience
2. note the Appendix A Skill # under the teacher/student icon
3. go to that skill in Appendix A and design a rubric for your learning strategy from the skills listed-- *before* the activity starts
4. check-off the acquired skills using the Appendix C “skills progress chart” *during* and *after* the learning
5. when applicable, encourage students to record the project, artifact, etc. they created on their copy of the **student portfolio tracking chart** that follows the progress charts
6. continued use of the chart will reveal whether or not certain strategies are being over or underused resulting in gaps or repeats in skill use

Generally, Appendix A provides instructional support in the using of a skill set and Appendix C provides a teacher tool to track skills used in the class, or individual student growth *throughout the course* for the various kinds of learning assessments (“as”, “for, and “of”).

Skills Assessment Key

		Page
1	**Active Listening**	**A3**
2	**Brainstorming**	**A4**
3	**Oral Communication**	
3a	Discussion	**A6**
3b	Sharing Personal Experiences	**A8**
3c	Relating Events	**A9**
4	**Collaborative Learning**	**A10**
5	**Using Graphic Organizers**	**A12**
6	**Inquiry Process**	
6a	Sorting and Classifying	**A13**
6b	Generating Questions	**A15**
6c	KWL	**A17**
6d	Preparing and Conducting Interviews	**A20**
6e	Field Trips	**A23**
6f	Collecting and Observing Pictures	**A25**
6g	Viewing Video/Media	**A27**
7	**Social Studies**	
7a	Creating Maps	**A30**
7b	Using/Interpreting Maps	**A33**
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1 – Active Listening

3-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Understand how class members help each other
ELA- 5.2.2	Explore own and other cultures

3-S-400 Listen actively to others to understand their perspectives.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective learners. Information on specific active listening "outcome links" and "corresponding illustrative examples" can be found in the *NWT K-3 English Language Arts Curriculum* document (August 2006). Also, information on specific listening strategies is found on page 8 of "Strategies That Make a Difference", in Manitoba's *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. This document is in each NWT school and can also be ordered at Manitoba Text Book Bureau.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does an active listener look/sound like?*
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Recording focused observations to monitor student growth over time as well as determine which students need differentiation
- Guiding self-assessment, using a Met/Not-Yet-Met strategy

BLMs
Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (see last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
• BLM 54: Assessing Active Listening

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
• P. 6.11: SLANT; HASTE; SWIM

2 – Brainstorming

3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.

➢	Share information collected from electronic sources to add to a group task
ELA- 1.1.1	Use conversation to explore personal understanding
ELA- 2.1.2	Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding
ELA- 3.1.3	Contribute knowledge of a topic in a group discussion to help determine information needs
ELA- 5.1.1	Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively
ELA- 5.2.1	Record ideas and experiences and share them with others
ELA- 5.2.3	Acknowledge and celebrate individual and class achievements

3-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Understand how class members help each other
ELA- 5.2.2	Explore own and other cultures

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-400 Listen actively to others to understand their perspectives.

3-S-401 Use language that is respectful of human diversity.

Brainstorming is an individual, small-group, or large-group strategy that encourages students to focus on a topic and contribute to a free flow of ideas to explore what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize their validity or appropriateness. Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. This allows individuals to piggyback on the ideas of others, and to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgment, and openness to new ideas.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Recording focused observations to determine prior knowledge, gaps, and starting points for instruction
- Adding on to the initial brainstorm using a different-colour marker/font to show growth of knowledge, skills, and attitudes over time
- Orally guiding/facilitating reflection on *What do we/I notice about our/my thinking; Evidence of our/my thinking is*…, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community

BLM 1: Reflection—Metacognition

BLM 5: Focused Observation Form

3 - ORAL COMMUNICATION

3a – Discussion

3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.

➢	Share information collected from electronic sources to add to a group task
ELA- 1.1.1	Use conversation to explore personal understanding
ELA- 2.1.2	Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding
ELA- 3.1.3	Contribute knowledge of a topic in a group discussion to help determine information needs
ELA- 5.1.1	Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively
ELA- 5.2.1	Record ideas and experiences and share them with others
ELA- 5.2.3	Acknowledge and celebrate individual and class achievements

3-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Understand how class members help each other
ELA- 5.2.2	Explore own and other cultures

3-S-104 Consider the rights and opinions of others during interactions.

ELA- 1.2.2	Explore personal and other's opinions and understandings

3-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

3-S-400 Listen actively to others to understand their perspectives.

3-S-401 Use language that is respectful of human diversity.

3-S-402 Support their ideas and opinions with information or observations.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary the setting of discussions to include both large- and small-group activities to encourage participation by all students. In the exchange of ideas that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a discussion group member look/ sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (see last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• BLM 60: Group Discussion—Observation Checklist

3b – Sharing Personal Experiences

3-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Understand how class members help each other
ELA- 5.2.2	Explore own and other cultures

3-S-401 Use language that is respectful of human diversity.

Opportunities to share personal experiences with the whole class or in smaller discussion groups allow students to develop confidence in communicating familiar events or experiences. This develops oral communication skills, sensitivity to diverse audiences, and awareness of protocols for being a respectful, attentive listener. It also allows students to connect experiences outside the school with learning in the classroom. Peers develop active listening skills as classmates learn to express their thoughts and ideas in an organized way. Encourage students to use W-5 questions (Who? What? Where? When? Why?) to communicate the personal experiences they are sharing.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Establishing a safe environment where students will feel comfortable sharing personal experiences
- Constructing student-generated criteria for What does a member look/sound like?
- Recording focused observations to determine oral communication skills, connections, or organization of thoughts and ideas
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

3c – Relating Events

3-S-202 Use appropriate terms or expressions to describe periods of time.
3-S-401 Use language that is respectful of human diversity.

Students may relate events orally, graphically, or through written text. Relating events provides students with opportunities in sequencing, identifying relationships or patterns between/among details, and chronologically retelling familiar events or experiences. Model various ways of sorting and organizing information and provide frequent opportunities for students to talk about the procedures they use to organize information. Provide direct instruction in the use of signal words (i.e., first, second, third, last, at the beginning, at the end, next, then, after, finally, at the same time). Observe students' skills in identifying patterns and relationships among ideas and information.

Think about…

- Modelling and guiding *Relating Events* through literature and think-alouds
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine skills in sequencing and identifying relationships
- Offering descriptive feedback

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (also last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
• BLM 62: Story Map—B
• P. 211: Storyboards
• P. 212: Story Vines

4 – Collaborative Learning

3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.

➢	Share information collected from electronic sources to add to a group task
ELA- 1.1.1	Use conversation to explore personal understanding
ELA- 2.1.2	Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding
ELA- 3.1.3	Contribute knowledge of a topic in a group discussion to help determine information needs
ELA- 5.1.1	Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively
ELA- 5.2.1	Record ideas and experiences and share them with others
ELA- 5.2.3	Acknowledge and celebrate individual and class achievements

3-S-101 Resolve conflicts peacefully and fairly.
3-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Understand how class members help each other
ELA- 5.2.2	Explore own and other cultures

3-S-104 Consider the rights and opinions of others during interactions.

ELA- 1.2.2	Explore personal and other's opinions and understandings

3-S-400 Listen actively to others to understand their perspectives.
3-S-401 Use language that is respectful of human diversity.
3-S-402 Support their ideas and opinions with information or observations.

Collaborative learning provides students with opportunities to work together to accomplish shared goals. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative groupings allows students to gain expertise in various roles (e.g., leader, recorder, reporter, timekeeper…) and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences.

Think about…

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a quality collaborative group/group member look/sound like?*
- Offering descriptive feedback
- Recording focused observations to assess group process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
• BLM 56: Checklist and Learning Log
• BLM 57: Self-Assessment of a Collaborative/Co-operative Task

5 – Using Graphic Organizers

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- Follow a plan to complete an inquiry
- Organize information from more than one source

ELA- 3.3.1 Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]

ELA- 3.3.2 Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, and representing texts. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information…), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate.

Think about…

- Teaching and modelling the use of one graphic organizer at a time (Note: It takes approximately 6-8 weeks for students to internalize and apply a new strategy independently.)
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations on students' ability to organize thoughts and ideas with a graphic organizer
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *A Y-chart helps me… because …; Evidence of this is…*)

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 5: Focused Observation Form

6 - INQUIRY PROCESS

6a – Sorting and Classifying

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1 Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]

ELA- 3.3.2 Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-302 Draw conclusions based on information and evidence.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

Sorting and classifying helps students make sense of new information. It also helps teachers and students identify student prior knowledge as they make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about…

- Teaching, modelling, and guiding the process of sorting and classifying
- Recording focused observations to determine sorting skills used to identify unique characteristics within a set
- Recording focused observations on students' classifying skills
- Recording focused observations on students' development to compare and contrast
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *When we/I sort and predict; We/I think about…because…*)

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
• BLM 64: Venn Diagram

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
• P. 6.100: Sort and Predict Frame
• P. 6.103: Compare and Contrast Frame

6b – Generating Questions

3-S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	
➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences
3-S-300 Formulate questions for research	
➢	Develop questions that reflect a personal information needed
➢	Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
➢	Process information from one than one source to retell what has been discovered
ELA- 1.1.3	Use reflections (about self as language user) to set goals
ELA- 2.1.1	Use prior knowledge to make connections between self and texts (oral, print, and other media)
ELA- 2.2.2	Respond to texts creatively and critically
ELA- 2.2.3	Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities
ELA- 2.3.3	Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts
ELA- 3.1.1	Use self-questioning to determine personal knowledge of a topic and identify information needs
ELA- 3.1.2	Ask topic-appropriate questions to identify information needs

Generating their own questions provides students with opportunities to focus and plan their inquiry and identify purposes in their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using "Think-Alouds" ("Strategies That Make a Difference," Manitoba Education and Training, 1996a, p. 288).

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for What do quality questions look/sound like?
- Recording focused observations on students' growing competence in asking initial and guiding questions
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6c – KWL

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1 Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]

ELA- 3.3.2 Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-300 Formulate questions for research

- ➢ Develop questions that reflect a personal information needed
- ➢ Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
- ➢ Process information from one than one source to retell what has been discovered

ELA- 1.1.3 Use reflections (about self as language user) to set goals

ELA- 2.1.1 Use prior knowledge to make connections between self and texts (oral, print, and other media)

ELA- 2.2.2	Respond to texts creatively and critically
ELA- 2.2.3	Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities
ELA- 2.3.3	Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts
ELA- 3.1.1	Use self-questioning to determine personal knowledge of a topic and identify information needs
ELA- 3.1.2	Ask topic-appropriate questions to identify information needs

3-S-302 Draw conclusions based on information and evidence.

➢	Draw conclusions from organized information
ELA- 1.2.1	Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

3-S-400 Listen actively to others to understand their perspectives.

3-S-402 Support their ideas and opinions with information or observations.

3-S-403 Present information and ideas orally, visually, concretely, or electronically.

➢	Use technology to support and present conclusions
ELA- 4.2.4	Experiment with language to create desired effect in oral, print, and other media text
ELA- 4.4.1	Use techniques to enhance presentations
ELA- 4.4.2	Present information and ideas orally to a familiar audience; use a pre-established plan.

The acronym KWL stands for what I **K**now, what I **W**ant to know, and what I have **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL is revisited throughout the learning process and provides opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use. Younger students may use illustrations to construct a class KWL or a KWL wall.

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Recording focused observations to determine prior knowledge, gaps, curiosity, and starting points for instruction
- Adding on to the KWL chart using different-colour markers/fonts to show thinking and learning over time (Note: This is an obvious strategy for learners to observe their growth in knowledge and in questioning and reflecting skills over time.)
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Our/my thinking today is… because…*)
- Adding a KWL chart to the learners' portfolios as evidence of growth in thinking over time

BLMs

Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 1: Reflection—Metacognition

BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

BLM 65: KWL Plus

BLM 66: KWL Plus Map

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 6.94: KWL Plus

P. 6.95: Knowledge Chart

6d – Preparing and Conducting Interviews

3-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Understand how class members help each other
ELA- 5.2.2	Explore own and other cultures

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

➢	Follow a plan to complete an inquiry
➢	Organize information from more than one source
ELA- 3.3.1	Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]
ELA- 3.3.2	Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources
ELA- 4.1.1	Generate and focus ideas on a topic, using a variety of strategies
ELA- 4.1.2	Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

➢	Create visual images for particular audiences and purposes
➢	Use technology to organize and display data in a problem-solving context
ELA- 4.1.3	Create original texts (oral, print, and other media)

ELA- 4.2.3	Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary
ELA- 4.3.1	Use an editing process to check for beginning, middle, and end
ELA- 4.3.2	Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources
ELA- 4.3.3	Use an editing process to check for end punctuation and capitalization

3-S-300 Formulate questions for research

➢	Develop questions that reflect a personal information needed
➢	Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
➢	Process information from one than one source to retell what has been discovered
ELA- 1.1.3	Use reflections (about self as language user) to set goals
ELA- 2.1.1	Use prior knowledge to make connections between self and texts (oral, print, and other media)
ELA- 2.2.2	Respond to texts creatively and critically
ELA- 2.2.3	Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities
ELA- 2.3.3	Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts
ELA- 3.1.1	Use self-questioning to determine personal knowledge of a topic and identify information needs
ELA- 3.1.2	Ask topic-appropriate questions to identify information needs

3-S-302 Draw conclusions based on information and evidence.

➢	Draw conclusions from organized information
ELA- 1.2.1	Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

3-S-304 Distinguish fact from opinion.

3-S-400 Listen actively to others to understand their perspectives.

3-S-401 Use language that is respectful of human diversity.

Interviews provide students with opportunities to collect and record information from a primary source and create avenues to authentic world expertise and experiences. After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories), students identify appropriate candidates to interview and formulate questions that will elicit needed information during the interview. Questions should be clear and open-ended, and may include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning and recording information in mock interviews. Following the interview, students reflect on the information and process, and send

thank-you acknowledgments to the interview subjects.

Think about…

- Focusing assessment on a manageable number of students/outcomes—keeping the end in mind
- Constructing student-generated criteria for *What does a quality interview look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 1: Reflection—Metacognition

BLM 2: Constructing Student-Generated Criteria for Quality Work

BLM 5: Focused Observation Form

6e – Field Trips

3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.

- ➢ Share information collected from electronic sources to add to a group task

ELA- 1.1.1 Use conversation to explore personal understanding

ELA- 2.1.2 Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding

ELA- 3.1.3 Contribute knowledge of a topic in a group discussion to help determine information needs

ELA- 5.1.1 Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively

ELA- 5.2.1 Record ideas and experiences and share them with others

ELA- 5.2.3 Acknowledge and celebrate individual and class achievements

3-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2 Adjust listening, viewing, speaking behaviours according to the situation

ELA- 5.1.3 Understand how class members help each other

ELA- 5.2.2 Explore own and other cultures

3-S-103 Make decisions that reflect care, concern, and responsibility for the environment

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-302 Draw conclusions based on information and evidence.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-400 Listen actively to others to understand their perspectives.

3-S-401 Use language that is respectful of human diversity.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Learning experiences that take students outside the classroom are more motivating and have a greater impact than activities that simulate the wider world. Capitalizing on community resources promotes knowledge and understanding of the broader environment and allows students to learn from the resources and expertise that are available in the community at large. Students gain authentic experience when they are involved in planning the purpose and logistics of the field trip. Teachers gain valuable insights into their students as they observe their interactions outside the classroom.

Think about…

- Engaging students in planning a field trip based on primary inquiry questions or the "W" in a KWL strategy
- Constructing student-generated criteria for *What does a quality field trip look/sound like?*
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals to assess the outcomes of the field trip
- Recording focused observations to facilitate student inquiry (Note: Watch for individual student curiosity, expertise, interest, and so on.)

BLMs

Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

BLM 1: Reflection—Metacognition

BLM 2: Constructing Student-Generated Criteria for Quality Work

BLM 6: Daily Observation Form

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom

6f – Collecting and Observing Pictures

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-302 Draw conclusions based on information and evidence.

➢	Draw conclusions from organized information
ELA- 1.2.1	Use prior knowledge and new information to draw conclusions

Finding and observing pictures related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Pictures may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the pictures are intended to represent (e.g., landforms, daily life, Canadian symbols…), students may browse a predetermined set of pictures or search for pictures matching the criteria. Encourage students to share thoughts and feelings evoked by the pictures they observe.

Think about…

- Connecting pictures to the topic/theme
- Asking new questions related to the inquiry
- Gathering information from the pictures
- Assessing the accuracy of the information in the pictures
- Using the information in acquiring and applying new learning and understandings

BLMs

Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

BLM 6: Daily Observation Form

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 6.100: Sort and Predict Frame

6g – Viewing Video/Media

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-302 Draw conclusions based on information and evidence.

- ➢ Draw conclusions from organized information

ELA- 1.2.1	Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

3-S-304 Distinguish fact from opinion.

3-S-402 Support their ideas and opinions with information or observations.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the following strategies before, during, and after viewing:

Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with "story mapping"—predicting what the video might be about.
- Have students create questions about what they are wondering, or provide "focus questions" (i.e., informational questions, intuitive/interpretive questions…).

During viewing

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions…), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects…), and then review the segment with video. Discuss how perceptions changed with the video.
- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the "listeners," sits with their backs to the screen while the other half of the class, the "viewers," faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners' questions.
- Freeze frame: PAUSE to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

After viewing

- Students may ask new questions (*e.g., Some of my questions that were answered were…; Now, I know/wonder…*).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Discuss examples of fact and opinion from the video/media.
- Represent their new learning, or add new information to their inquiry journal or notebook.

Think about…

- Reflecting on the purpose for viewing the video
- Observing for new or extending understanding of concept, topic/theme
- Observing for gaps in students' understanding
- Recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise….)

BLMs

Note: The following publications provide helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community

(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 5: Focused Observation Form

BLM 6: Daily Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

BLM 73: A Viewer's Discussion Guide

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
P. 6.102: Look It Over

7 - SOCIAL STUDIES

7a – Creating Maps

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

ELA- 4.3.1 Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-205 Construct maps that include a title, legend, and compass rose.

3-S-206 Interpret maps that include a title, legend, and compass rose.

3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.

3-S-302 Draw conclusions based on information and evidence.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-403 Present information and ideas orally, visually, concretely, or electronically.

➢	Use technology to support and present conclusions
ELA- 4.2.4	Experiment with language to create desired effect in oral, print, and other media text
ELA- 4.4.1	Use techniques to enhance presentations
ELA- 4.4.2	Present information and ideas orally to a familiar audience; use a pre-established plan.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood…) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude…). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps in their daily work (e.g., journals, stories, research…).

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about…

- Observing for students' map-reading, interpreting, and creating skills
- Constructing student-generated criteria for *What does a quality map look like?* (e.g., accuracy, appropriate symbols, readability, consistent use of scale...)
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding drawn/created maps and reflections to the learners' portfolios as evidence of understanding of mapping skills

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 1: Reflection—Metacognition
BLM 2: Constructing Student-Generated Criteria for Quality Work
BLM 5: Focused Observation Form
BLM 6: Daily Observation Form

7b – Using/Interpreting Maps

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

➢	Create visual images for particular audiences and purposes
➢	Use technology to organize and display data in a problem-solving context
ELA- 4.1.3	Create original texts (oral, print, and other media)
ELA- 4.2.3	Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary
ELA- 4.3.1	Use an editing process to check for beginning, middle, and end
ELA- 4.3.2	Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources
ELA- 4.3.3	Use an editing process to check for end punctuation and capitalization

3-S-206 Interpret maps that include a title, legend, and compass rose.
3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.
3-S-302 Draw conclusions based on information and evidence.

➢	Draw conclusions from organized information
ELA- 1.2.1	Use prior knowledge and new information to draw conclusions

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale…). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about…

- Teaching, modelling, and guiding map reading/interpreting skills
- Observing students' knowledge and skills in reading, interpreting, and creating a variety of maps to plan for differentiation
- Observing students' skills in connecting information from maps to other concepts
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about maps/mapping…; For example…*)
- Adding a drawn/created map and reflection to the learners' portfolios as evidence of understanding of mapping skills
- Using a wall map or individual maps to assess students' knowledge of geographic features

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
BLM 1: Reflection—Metacognition

BLM 6: Daily Observation Form

7c – Interpreting Timelines

3-S-202 Use appropriate terms or expressions to describe periods of time.

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

ELA- 4.3.1 Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-204 Use timelines to organize information chronologically.

3-S-302 Draw conclusions based on information and evidence.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills

ELA- 4.2.1 Participate in developing the criteria for focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas and revise organization

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with special historic periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about…

- Teaching, modelling, and guiding interpretation and creation of timelines
- Observing students' knowledge and skills in organizing events chronologically, creating timelines and using information from timelines to plan for differentiation

- Observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about timelines…; Evidence of my learning is…*)
- Adding a created timeline and reflection to the learners' portfolios as evidence of understanding of events or historical periods

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 6: Daily Observation Form

7d – Creating Timelines

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1 Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]

ELA- 3.3.2 Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-202 Use appropriate terms or expressions to describe periods of time.

3-S-403 Present information and ideas orally, visually, concretely, or electronically.

- ➢ Use technology to support and present conclusions

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Use techniques to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; use a pre-established plan.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, younger students might simply label and illustrate events on a timeline that already has periods of time indicated. Older students, using mathematical skills, could determine and mark time periods before labelling and illustrating events.

Think about…

- Constructing student-generated criteria for *What does a quality timeline look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a timeline and reflection to the learners' portfolios as evidence of growth and understanding of timelines

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

7e – Social Action

3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.

- ➢ Share information collected from electronic sources to add to a group task
- *ELA- 1.1.1* Use conversation to explore personal understanding
- *ELA- 2.1.2* Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding
- *ELA- 3.1.3* Contribute knowledge of a topic in a group discussion to help determine information needs
- *ELA- 5.1.1* Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively
- *ELA- 5.2.1* Record ideas and experiences and share them with others
- *ELA- 5.2.3* Acknowledge and celebrate individual and class achievements

3-S-102 Interact fairly and respectfully with others.

- *ELA- 5.1.2* Adjust listening, viewing, speaking behaviours according to the situation
- *ELA- 5.1.3* Understand how class members help each other
- *ELA- 5.2.2* Explore own and other cultures

3-S-103 Make decisions that reflect care, concern, and responsibility for the environment

3-S-104 Consider the rights and opinions of others during interactions.

- *ELA- 1.2.2* Explore personal and other's opinions and understandings

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context
- *ELA- 4.1.3* Create original texts (oral, print, and other media)
- *ELA- 4.2.3* Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary
- *ELA- 4.3.1* Use an editing process to check for beginning, middle, and end
- *ELA- 4.3.2* Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources
- *ELA- 4.3.3* Use an editing process to check for end punctuation and capitalization

3-S-301 Consider advantages and disadvantages of solutions to a problem.

- ➢ Make predictions based on organized information
- *ELA- 3.2.1* Select relevant information from a variety of sources to answer inquiry research questions
- *ELA- 3.3.3* Determine whether collected information is sufficient or inadequate for established purpose

3-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses
- *ELA- 3.3.4* Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
- *ELA- 4.2.1* Participate in developing the criteria for focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas and revise organization

3-S-400 Listen actively to others to understand their perspectives.
3-S-401 Use language that is respectful of human diversity.
3-S-402 Support their ideas and opinions with information or observations.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, *and if they are truly empowered to be active and responsible citizens*, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own, or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about…

- Setting classroom goals for developing action plans and becoming active responsible citizens
- Constructing student-generated criteria for *What does a democratic classroom/an active responsible citizen look/sound like?*

- Offering descriptive feedback
- Recording focused observations to determine teaching points
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding an account and/or images of evidence of social actions to the students' portfolios

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition

• BLM 2: Constructing Student-Generated Criteria for Quality Work

• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• BLM 93: Goal Setting

8 – Content Reading

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-302 Draw conclusions based on information and evidence.

- ➢ Draw conclusions from organized information

ELA- 1.2.1	Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

3-S-304 Distinguish fact from opinion.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Thus, teachers have an opportunity to extend reading instruction beyond the literacy workshop, and to offer learners another opportunity to practise and make connections to reading comprehension strategies in the content areas or inquiry workshop. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, songs, poetry, media texts, vignettes, textbooks…).

Competent readers use reading comprehension strategies independently *before*, *during*, and *after* reading. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about…

- Using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- Modelling *before*, *during*, and *after* reading comprehension strategies
- Monitoring students' choices of texts for seeking information
- Observing comprehension strategies (e.g., predicting, questioning, imaging, self monitoring, re-reading, re-telling, summarizing, inferring, skimming and scanning…)
- Recording focused observations to determine students' ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions…) and text structures/features (compare and contrast, sequential, description, cause and effect…)

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• BLM 4: Observation Checklist for Skimming and Scanning

• BLM 5: Observation Checklist for Skimming and Scanning Skills

• BLM 6: Comprehension Focus: Before, During, and After Reading

• BLM 8: Reading Strategies: Student Monitoring Sheet

• BLM 12: How to Find the Main Idea of a Paragraph

• BLM 14: Previewing Questions

• BLM 15: Skimming

• BLM 16: Reading Strategies: Self-Check

• BLM 74: Before-During-After Map

• BLM 75: Retelling

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- P. 6.103: Compare and Contrast Frame
- P. 6.104: Concept Relationship Frame
- P. 6.111: Concept Frame
- P. 6.112: Concept Overview
- P. 6.113: Frayer Plus Concept Builder
- P. 6.114: Fact-Based Article Analysis
- P. 6.115: Issue-Based Article Analysis
- P. 6.116: Reading from Another Point of View

9 - WRITING

9a – Journals

3-S-302 Draw conclusions based on information and evidence.

➢	Draw conclusions from organized information
ELA- 1.2.1	Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

3-S-401 Use language that is respectful of human diversity.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on personal and emotional reactions. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and may be specifically devoted to response and used across curriculum areas.

Think about…

- Guiding/facilitating reflection orally and with a Y-chart before introducing independent journal writing
- Constructing student-generated criteria for *What does quality reflective journal writing look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Adding reflections to the learners' portfolios as evidence of growth in metacognitive thinking over time
- Assessing the journal for growth over time and/or for summative purposes

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition

• BLM 2: Constructing Student-Generated Criteria for Quality Work

• BLM 5: Focused Observation Form

• BLM 11: Record-Keeping Form

9b – Exit Slip

3-S-302 Draw conclusions based on information and evidence.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills

ELA- 4.2.1 Participate in developing the criteria for focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas and revise organization

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., *Today I learned…; I am still confused about…; I would like to know more about…; A question I have is…*), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about…

- Observing students' perceived strengths and areas for further learning
- Focusing assessment on the accuracy and completeness of the information
- Observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 6: Daily Observation Form

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• P. 6.61: Admit and Exit Slips

9c – RAFT

3-S-302 Draw conclusions based on information and evidence.

➢	Draw conclusions from organized information
ELA- 1.2.1	Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

3-S-401 Use language that is respectful of human diversity.
3-S-402 Support their ideas and opinions with information or observations.
3-S-403 Present information and ideas orally, visually, concretely, or electronically.

➢	Use technology to support and present conclusions
ELA- 4.2.4	Experiment with language to create desired effect in oral, print, and other media text
ELA- 4.4.1	Use techniques to enhance presentations
ELA- 4.4.2	Present information and ideas orally to a familiar audience; use a pre-established plan.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a **R**ole other than themselves (e.g., animal, historical figure, comic book character…). They choose an **A**udience (e.g., a person living in another time or place, a corporation, an inanimate object…). They select a **F**ormat (e.g., poem, letter, journal…) for their writing. They also choose a **T**opic (e.g., plea, persuasion, demand, excuse…) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. A RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about…

- Sharing and reflecting on examples of point-of-view genre in literature
- Modelling, guiding, and offering time to practise RAFT
- Constructing student-generated criteria for *What does a quality written point of view (RAFT strategy) look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation

- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality written point of view (RAFT strategy) to the learners' portfolios as evidence of learning

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition

• BLM 2: Constructing Student-Generated Criteria for Quality Work

• BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau

• BLM 71: Point of View

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.
• P. 6.116: Reading from Another Point of View

9d – Persuasive Writing

3-S-301 Consider advantages and disadvantages of solutions to a problem.		
	➢	Make predictions based on organized information
	ELA- 3.2.1	Select relevant information from a variety of sources to answer inquiry research questions
	ELA- 3.3.3	Determine whether collected information is sufficient or inadequate for established purpose
3-S-302 Draw conclusions based on information and evidence.		
	➢	Draw conclusions from organized information
	ELA- 1.2.1	Use prior knowledge and new information to draw conclusions
3-S-303 Revise ideas and opinions based on new information.		
	➢	Formulate new questions as research progresses
	ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
	ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
	ELA- 4.2.2	Clarify and extend ideas and revise organization
3-S-304 Distinguish fact from opinion. **3-S-401** Use language that is respectful of human diversity. **3-S-402** Support their ideas and opinions with information or observations. **3-S-403** Present information and ideas orally, visually, concretely, or electronically.		
	➢	Use technology to support and present conclusions
	ELA- 4.2.4	Experiment with language to create desired effect in oral, print, and other media text
	ELA- 4.4.1	Use techniques to enhance presentations
	ELA- 4.4.2	Present information and ideas orally to a familiar audience; use a pre-established plan.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about…

- Sharing and reflecting on examples of persuasive writing
- Modelling, guiding, and offering time to practise persuasive writing

- Constructing student-generated criteria for *What does quality persuasive writing look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality piece of persuasive writing to the learners' portfolios as evidence of understanding and organizational skills

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9e – Creating Plans/Outlines

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1 Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]

ELA- 3.3.2 Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-300 Formulate questions for research

- ➢ Develop questions that reflect a personal information needed
- ➢ Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
- ➢ Process information from one than one source to retell what has been discovered

ELA- 1.1.3 Use reflections (about self as language user) to set goals

ELA- 2.1.1 Use prior knowledge to make connections between self and texts (oral, print, and other media)

ELA- 2.2.2 Respond to texts creatively and critically

ELA- 2.2.3 Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities

ELA- 2.3.3 Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts

ELA- 3.1.1 Use self-questioning to determine personal knowledge of a topic and identify information needs

ELA- 3.1.2 Ask topic-appropriate questions to identify information needs

Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about…

- Focusing assessment on a manageable number of learning outcomes/students
- Teaching, modelling, and guiding the creation of plans/outlines

- Constructing student-generated criteria for *What does a quality plan look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' revisions to the plan throughout the inquiry
- Orally guiding/facilitating reflection on planning, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form
• BLM 7: Our/My Learning Plan

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau
• BLM 33: Set Your Goal
• BLM 34: We Reached Our Goal!
• BLM 46: Personal Goal Setting
• BLM 94: Goal Setting
• BLM 96: Project Outline

9f – Recording Information

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and "Strategies That Make a Difference" (Manitoba Education and Training, 1996a, pp. 59–64 and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about…

- Teaching and modelling one strategy at a time for recording information (Note: It takes learners approximately six to eight weeks to internalize a strategy and to apply it independently.)
- Constructing student-generated criteria for *What does a quality Slim Jim look like?*

- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine which students need differentiation and scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' choices of strategies for recording information
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

• BLM 1: Reflection—Metacognition

• BLM 2: Constructing Student-Generated Criteria for Quality Work

• BLM 5: Focused Observation Form

• BLM 8: Evidence of Learning

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference" (last section entitled, "Blackline Masters Kindergarten to Grade 8"). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau

• P. 59: Pyramid Diagram

• Pp. 76–77: The Big Six assignment organizer

• BLM 45: Checklist to Assess Student's Ability to Select and Process Information

• BLM 64: Venn Diagram

• BLM 67: W-5 Chart

Success for All Learners. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

• P. 6.97: Listen–Draw–Pair–Share

• P. 6.101: Three-Point Approach for Words and Concepts

• P. 6.102: Look It Over

• P. 6.108: Do Your LAPS

• P. 6.114: Fact-Based Article Analysis

• P. 6.115: Issue-Based Article Analysis

10 – Presentations/Representations

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1	Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]
ELA- 3.3.2	Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources
ELA- 4.1.1	Generate and focus ideas on a topic, using a variety of strategies
ELA- 4.1.2	Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3	Create original texts (oral, print, and other media)
ELA- 4.2.3	Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary
ELA- 4.3.1	Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-302 Draw conclusions based on information and evidence.

➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-401 Use language that is respectful of human diversity.

3-S-402 Support their ideas and opinions with information or observations.

3-S-403 Present information and ideas orally, visually, concretely, or electronically.

➢ Use technology to support and present conclusions

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Use techniques to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; use a pre-established plan.

Presentations provide opportunities for students to synthesize new knowledge and share their understandings. Presentations allow students to creatively express their understandings through a variety of intelligences (Multiple Intelligences), and may include visual displays, art, drama, music, video, reenactments, or simulations. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will effectively communicate new information to their intended audience.

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality presentation/representation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the process
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)

• BLM 1: Reflection—Metacognition

• BLM 2: Constructing Student-Generated Criteria for Quality Work

• BLM 5: Focused Observation Form

11 - INFORMATION AND COMMUNICATION TECHNOLOGIES

11a – Print and Electronic Research

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1 Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]

ELA- 3.3.2 Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

ELA- 4.3.1 Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-300 Formulate questions for research

- Develop questions that reflect a personal information needed
- Compare and contrast information from similar types of electronic sources, such as information collected on the Internet
- Process information from one than one source to retell what has been discovered

ELA- 1.1.3 Use reflections (about self as language user) to set goals

ELA- 2.1.1 Use prior knowledge to make connections between self and texts (oral, print, and other media)

ELA- 2.2.2 Respond to texts creatively and critically

ELA- 2.2.3 Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities

ELA- 2.3.3 Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts

ELA- 3.1.1 Use self-questioning to determine personal knowledge of a topic and identify information needs

ELA- 3.1.2 Ask topic-appropriate questions to identify information needs

3-S-301 Consider advantages and disadvantages of solutions to a problem.

- Make predictions based on organized information

ELA- 3.2.1 Select relevant information from a variety of sources to answer inquiry research questions

ELA- 3.3.3 Determine whether collected information is sufficient or inadequate for established purpose

3-S-302 Draw conclusions based on information and evidence.

- Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

- Formulate new questions as research progresses

ELA- 3.3.4 Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills

ELA- 4.2.1 Participate in developing the criteria for focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas and revise organization

3-S-304 Distinguish fact from opinion.

Print and electronic research facilitates the inquiry process as students acquire new information, knowledge, and understandings. The focus of the inquiry is often guided by knowledge learning outcomes in social studies. As they plan their research, guide students

through the following stages in the inquiry process: choose a theme or topic; identify and record prior knowledge; ask initial questions; explore and select primary and secondary sources; and plan for inquiry. As students are engaged in research, observe and offer guidance as they gather, process, and record information and focus their inquiry. To help students experience success in their research, guide them to continually assess how they will express their learning (i.e., keep the end in mind).

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality inquiry look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the inquiry process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

11b – Using Graphics Software

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

➢	Create visual images for particular audiences and purposes
➢	Use technology to organize and display data in a problem-solving context
ELA- 4.1.3	Create original texts (oral, print, and other media)
ELA- 4.2.3	Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary
ELA- 4.3.1	Use an editing process to check for beginning, middle, and end
ELA- 4.3.2	Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources
ELA- 4.3.3	Use an editing process to check for end punctuation and capitalization

3-S-403 Present information and ideas orally, visually, concretely, or electronically.

➢	Use technology to support and present conclusions
ELA- 4.2.4	Experiment with language to create desired effect in oral, print, and other media text
ELA- 4.4.1	Use techniques to enhance presentations
ELA- 4.4.2	Present information and ideas orally to a familiar audience; use a pre-established plan.

Students may use graphics software to illustrate and label the concepts and ideas they explore. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software…) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about…

- Focusing assessment on the communication of concepts and ideas in the images created
- Constructing student-generated criteria for *What do quality illustrations/diagrams look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
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• BLM 5: Focused Observation Form

11c – Email

3-S-102 Interact fairly and respectfully with others.

ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation
ELA- 5.1.3	Understand how class members help each other
ELA- 5.2.2	Explore own and other cultures

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
➢	Navigate within a document, compact disc or other software program that contains links
ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [such as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

➢	Create visual images for particular audiences and purposes
➢	Use technology to organize and display data in a problem-solving context
ELA- 4.1.3	Create original texts (oral, print, and other media)
ELA- 4.2.3	Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary
ELA- 4.3.1	Use an editing process to check for beginning, middle, and end
ELA- 4.3.2	Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources
ELA- 4.3.3	Use an editing process to check for end punctuation and capitalization

3-S-300 Formulate questions for research

➢	Develop questions that reflect a personal information needed
➢	Compare and contrast information from similar types of electronic sources, such as information collected on the Internet

➢	Process information from one than one source to retell what has been discovered
ELA- 1.1.3	Use reflections (about self as language user) to set goals
ELA- 2.1.1	Use prior knowledge to make connections between self and texts (oral, print, and other media)
ELA- 2.2.2	Respond to texts creatively and critically
ELA- 2.2.3	Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities
ELA- 2.3.3	Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts
ELA- 3.1.1	Use self-questioning to determine personal knowledge of a topic and identify information needs
ELA- 3.1.2	Ask topic-appropriate questions to identify information needs

3-S-302 Draw conclusions based on information and evidence.

➢	Draw conclusions from organized information
ELA- 1.2.1	Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

➢	Formulate new questions as research progresses
ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills
ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations
ELA- 4.2.2	Clarify and extend ideas and revise organization

3-S-304 Distinguish fact from opinion.

3-S-401 Use language that is respectful of human diversity.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve each purpose, ensuring that students use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they don't know.

Think about…

- Modelling appropriate Internet behaviours
- Focusing assessment on the clarity of student communication and the match of style and tone with purpose
- Constructing student-generated criteria for *What does a quality Internet communication*

look/sound like?

• Offering descriptive feedback

• Recording focused observations to monitor student growth over time and to determine which students need scaffolding

• Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy

• Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
• BLM 1: Reflection—Metacognition
• BLM 2: Constructing Student-Generated Criteria for Quality Work
• BLM 5: Focused Observation Form

11d – Desktop Publishing

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1	Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]
ELA- 3.3.2	Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources
ELA- 4.1.1	Generate and focus ideas on a topic, using a variety of strategies
ELA- 4.1.2	Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3	Create original texts (oral, print, and other media)
ELA- 4.2.3	Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary
ELA- 4.3.1	Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-302 Draw conclusions based on information and evidence.

➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-401 Use language that is respectful of human diversity.

3-S-402 Support their ideas and opinions with information or observations.

3-S-403 Present information and ideas orally, visually, concretely, or electronically.

➢ Use technology to support and present conclusions

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Use techniques to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; use a pre-established plan.

Desktop publishing includes text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about…

- Focusing assessment on the structure, organization, content choices, and whether the final product communicates the purpose effectively
- Constructing student-generated criteria for *What does a quality brochure look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
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- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11e – Word Processing

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

ELA- 4.3.1 Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills

ELA- 4.2.1 Participate in developing the criteria for focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas and revise organization

Word processing supports students through the writing process and encourages them to revise initial drafts and organize their writing to best represent current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options…). Encourage students to save copies of their files as they work through the editing and revision process as evidence of their growth and improvement in the writing process.

Think about…

- Modelling and guiding the development of word-processing skills and strategies
- Recording focused observations to determine skills in organizing information and ideas, revising and editing, and saving copies of files
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

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- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

11f – Concept Mapping

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1 Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]

ELA- 3.3.2 Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

ELA- 4.3.1 Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and stimulate creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about…

- Teaching and modelling concept mapping
- Constructing student-generated criteria for What does a quality concept map look like?
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding

- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11g – Multimedia Presentations

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2	Explain examples of text preferences
ELA- 2.1.3	Use textual clues to construct and confirm meaning
ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
ELA- 2.2.1	Explore a variety of oral, print, and other media texts
ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1	Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]
ELA- 3.3.2	Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources
ELA- 4.1.1	Generate and focus ideas on a topic, using a variety of strategies
ELA- 4.1.2	Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3	Create original texts (oral, print, and other media)
ELA- 4.2.3	Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary
ELA- 4.3.1	Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-302 Draw conclusions based on information and evidence.

➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-401 Use language that is respectful of human diversity.

3-S-402 Support their ideas and opinions with information or observations.

3-S-403 Present information and ideas orally, visually, concretely, or electronically.

➢ Use technology to support and present conclusions

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Use techniques to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; use a pre-established plan.

Multimedia presentations provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and links to further information supporting their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will communicate new information effectively to their intended audience.

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for What does a quality multimedia presentation look/sound like?
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
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• BLM 5: Focused Observation Form

11h – Creating Animations

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

- ➢ Follow a plan to complete an inquiry
- ➢ Organize information from more than one source

ELA- 3.3.1 Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]

ELA- 3.3.2 Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources

ELA- 4.1.1 Generate and focus ideas on a topic, using a variety of strategies

ELA- 4.1.2 Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

ELA- 4.3.1 Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-302 Draw conclusions based on information and evidence.

➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-401 Use language that is respectful of human diversity.

3-S-402 Support their ideas and opinions with information or observations.

3-S-403 Present information and ideas orally, visually, concretely, or electronically.

➢ Use technology to support and present conclusions

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.1 Use techniques to enhance presentations

ELA- 4.4.2 Present information and ideas orally to a familiar audience; use a pre-established plan.

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships. In creating animations, students develop skills in sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for some students to demonstrate their learning.

Think about…

- Focusing assessment on how the animation creatively communicates the concept or idea
- Constructing student-generated criteria for *What does quality animation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information

Offering descriptive feedback

- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
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- BLM 5: Focused Observation Form

11i – Using Software

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

ELA- 4.3.1 Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-302 Draw conclusions based on information and evidence.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills

ELA- 4.2.1 Participate in developing the criteria for focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas and revise organization

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore "what-if" scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can "learn by doing."

Think about…

- Focusing assessment on students' skills in exploring concepts and ideas with simulations and/or animations
- Offering descriptive feedback on students' explorations, deepening understandings and testing of hypotheses
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Using software helps me…*)

BLMs

Note: The following publication provides helpful black line masters:

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(www.ece.gov.nt.ca/k12cur/socstud.htm)
- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

11j – Using Spreadsheets/Databases

3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...

- ➢ Access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ Navigate within a document, compact disc or other software program that contains links

ELA- 1.1.2 Explain examples of text preferences

ELA- 2.1.3 Use textual clues to construct and confirm meaning

ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

ELA- 2.2.1 Explore a variety of oral, print, and other media texts

ELA- 2.3.1 Recognize that the same information can be represented in a variety of forms or genres

ELA- 2.3.2 Listen, read, and view to identify the techniques and elements of texts

ELA- 3.1.4 Recall and follow a sequential plan for accessing and gathering information

ELA- 3.2.2 Review information to determine its usefulness to inquiry or research needs

ELA- 3.2.3 Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas

ELA- 3.2.4 Determine main ideas in information using prior knowledge, predictions, connections, and inferences

3-S-203 Select and use appropriate tools and technologies to accomplish tasks.

- ➢ Create visual images for particular audiences and purposes
- ➢ Use technology to organize and display data in a problem-solving context

ELA- 4.1.3 Create original texts (oral, print, and other media)

ELA- 4.2.3 Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

ELA- 4.3.1 Use an editing process to check for beginning, middle, and end

ELA- 4.3.2 Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

ELA- 4.3.3 Use an editing process to check for end punctuation and capitalization

3-S-302 Draw conclusions based on information and evidence.

- ➢ Draw conclusions from organized information

ELA- 1.2.1 Use prior knowledge and new information to draw conclusions

3-S-303 Revise ideas and opinions based on new information.

- ➢ Formulate new questions as research progresses

ELA- 3.3.4 Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills

ELA- 4.2.1 Participate in developing the criteria for focused conversations about own and others' draft and final representations

ELA- 4.2.2 Clarify and extend ideas and revise organization

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate the acquisition of spreadsheet and database skills with social studies. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions…). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their social studies investigations.

Think about…

- Modelling and guiding the use of spreadsheets/databases
- Focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- Offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

BLMs

Note: The following publication provides helpful black line masters:

Independent Together: Supporting the Multilevel Learning Community
(www.ece.gov.nt.ca/k12cur/socstud.htm)
- BLM 5: Focused Observation Form

GRADE 3

Blackline Masters

Appendix B

Blackline Masters

3.1.1a Canadian Citizenship - Responsibility or Right

3.1.1b Canadian Citizenship - Canadian Citizens Wanted Poster

3.1.2a Canadian National Anthem - Lyrics

3.1.2b Canadian National Anthem - Translations

3.1.2c Canadian National Anthem - Cloze

3.1.2d Canadian National Anthem - Versions

3.1.3a Personal Identity - My Identity

3.1.3b Personal Identity - Character Traits

3.13b-2 The Family Tree

3.1.3c Personal Identity - Factors

3.1.3c2 Personal Identity - Body Paragraph

3.1.3d Personal Identity - Seven Teaching

3.1.3e Personal Identity - Dene Laws

3.1.4a Leadership - Qualities

3.1.5a Conflict Resolution - Y-Chart

3.1.5b Conflict Resolution - Bullying Survey

3.1.5c Conflict Resolution - Case Studies

3.1.5c2 Conflict Resolution – Bibliography of Books on Bullying

3.1.5d Conflict Resolution - Role-Play

3.1.6a Remembrance Day - Vocabulary

3.1.6a2 Remembrance Day - Past Experiences

3.1.6b Remembrance Day – Northwest Territories Veterans List

3.1.6b2 Canadian Rangers

3.1.6b3 Canadian Ranger Crests

3.1 Connecting with Canadians - Connecting and Reflecting

3.2.1a Mapping the World - Geographic Terms

3.2.1b Mapping the World - World Outline Map

3.2.1c Mapping the World - Word Sort

3.2.1d Mapping the World - Mapping Terms

3.2.2a Community Connections - Outline Map of North America

3.2.2b Community Connections - Analysis

3.2.3a Human Rights - Rights or Wants?

3.2.3b Human Rights - Universal Declaration of Human Rights (Plain Language Version)

3.2.3b2 Human Rights – for Children

3.2.3c Human Rights - Cloze

3.2.3d Human Rights - Helping Others

3.2.3e Human Rights - People Helping People

3.2.3f Human Rights - Local Community Services

3.2.4a Personal Responsibilities - Self-Evaluation

3.2.4b Personal Responsibilities - Cause-and-Effect Chart

3.2.4c Personal Responsibilities - Making Decisions

3.2 Exploring the World - Connecting and Reflecting

3.3.1a Locating World Communities - Travel

3.3.1b Locating World Communities - Passports

3.3.2a Living with the Land - Word Splash

3.3.2b Living with the Land - Information Chart

3.3.2c Living with the Land - Influence Chart

3.3.2d Living with the Land - Travel Tags

3.3.3a Resources - Goods and Services Chart

3.3.3b Resources - Uses Chart
- Work, Goods, Technologies, and Trade Chart

3.3.3c Resources - Natural Environment Chart

3.3.4a World Communities - Needs/Media

3.3.4b World Communities - Home Media

3.3.4b2 World Communities - Student Media Preference

3.3.4c World Communities - Media Log

3.3.4d World Communities - Basic Needs-Media Source

3.3.5a Daily Life - Artifacts Chart

3.3.5b Daily Life - Travel Journal

3.3.5c Daily Life - Comparing Daily Life

3.3.6a Cultural Diversity - Word Splash

3.3.6b Cultural Diversity - Mind Map

3.3.6c Cultural Diversity - Expressing Culture

3.3.6d Cultural Diversity - Expressions Chart

3.3.6e Cultural Diversity - Four Examples

3.3.6f Cultural Diversity – Protocols

3.3.6g Cultural Diversity - Food, Food, Food

Blackline Masters

3.3.6g2 Cultural Diversity - Food, Food, Food#2
3.3 Communities of the World - Connecting and Reflecting
3.4.1a Daily Life in an Ancient Society - Ancient Egypt; Aztecs; Incas; Ancient China; Ancient Japan
3.4.1b Daily Life in an Ancient Society - Anticipation Guide
3.4.1c Daily Life in an Ancient Society - Artifacts
3.4.1d Daily Life in an Ancient Society - If I Lived...
3.4.3a Contributions, Continuity, and Change - Contributions
3.4 Exploring an Ancient Society - Connecting and Reflecting

Canadian Citizenship - Responsibility or Right

Responsibilities of citizenship:	Rights of citizenship:
• To obey laws • To vote in elections • To respect the rights of others • To respect private and public property • To care for Canada's heritage	• The right to vote in federal and provincial elections • The right to be a candidate in federal and provincial elections • The right to leave, enter, or remain in Canada • The right to earn a living • The right to live in any province or territory • The right to education in English, French, or a heritage language • The right to apply for a Canadian passport

Indicate in the right-hand column whether the following are rights or responsibilities.

STATEMENTS	RESPONSIBILITY OR RIGHT?
Obeying crosswalks and stop signs	
Voting in federal and provincial elections	
Being a candidate in an election	
Caring for Canadian heritage	
Obeying laws	
Respecting elders	
Caring about other people	
Respecting the rights of others	
Leaving, entering, or staying in Canada	
Respecting private and public property	
Placing litter in a garbage can	
Working or living in any of Canada's provinces or territories	
Helping someone in need	
Having a Canadian passport	
Being educated in French, English, or a heritage language	

Canadian Citizenship – Canadian Citizens Wanted Poster

Qualities

Canadians are…

Caution

Canadians are not…

Reward

Canadians citizens have…

O Canada!

O Canada! Our home and native land!

True patriot love in all thy sons command.

With glowing hearts we see thee rise,

The True North strong and free!

From far and wide, O Canada,

We stand on guard for thee.

God keep our land glorious and free!

O Canada, we stand on guard for thee,

O Canada, we stand on guard for thee.

Canadian National Anthem - Translations

English

O Canada! Our home and native land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise,
The True North strong and free!
From far and wide, O Canada,
We stand on guard for thee.
God keep our land glorious and free!
O Canada, we stand on guard for thee,
O Canada, we stand on guard for thee.

French

O Canada, terre de nos aïeux,
Ton front est ceint de fleurons glorieux.
Car ton bras sait porter l'épée,
Il sait porter la croix.
Ton histoire est une épopée
Des plus brillants exploits.
Et ta valeur, de foi trempée,
Protégera nos foyers et nos droits
Protégera nos foyers et nos droits

Tlicho

O' Ca-na-da, Go-nè-k'e a-go-t'e
We-gho nièh-to,
Do ha-zo ha-gi-wo
Go-dzeè yii-t'à, Ne-gha ts'eè-da
Edza-nè do nà-de
Haa-zo go-ts'o, O Ca-na-da
Ne-ga na-ts'eèh-za
Go-k'è we-dii
Ne-zii ts'ii-dà
O' Ca-na-da, ne-gà na-ts'eèh-za
O' Ca-na-da, ne-gà na-ts'eèh-za

Inuktitut

O'Kanata nangmini Nunavut piqujatii
Nalattiaqpavut angiglivaliajuti sangijulutillu
nanqipugu
O'Kanata mianiripluti
O'Kanata nunatsia
nangiqpugu mianiripluti
O'Kanata salagijauquna

North Slavey

O Canada,
Diri nę gots'ę ʔahít'e
Nezha hídlį negho néwíto
Nehedzə t'á hįdo goghaída
Diri nę hə náts;etse
ʔehná gots'é, O Canada
Negha náréwízha
Nęwehtsį nahenęnę k'éodí
O Canada, Negha náréwízha

South Slavey

O Canada! Dii ndehé k'eh gots'ęh athít'e!
Nezhaa thÍdlį NeghohniéthÍto
Nahe-dzee t'áh Yundaa goghaÍdaa
Dii ndéhé Héh náts'etsee
Ehnąą gots'éh
O Canada Negha nadehthizha

Nóhtsį nah-ndéhé k'éóndii

O Canada Negha nádehthizhaa
O Canada Negha nádehthizhaa

Inuvialuktun

O Canada, Aimavikput
Nakuuruakun Irniqpit Aullataa
Uummattikkun Qaumaruakun
Nuiguraaqtutin
Nuukigiptigin Nuna Maani
Ungavaani illi, O Canada
Nayummigigiptigin
Munarilliung Nakuuruakun
Godim

O Canada, Nayummigigiptigin
O Canada, Nayummigigiptigin

Inuinnaqtun

Atanek God inungnik tamainik
Ikayugumainakavin ilvit,
Tautukit Kanadamiun taima nunaptingni
Uvaptingniluinuit ukpegikuvlutin
Annauyyikput tuhaaktigut
Naguguktilugit Kanadakput
Naguguktilugit Kanadakput
Godikpulli kuviakutingnin,
Munagiuauyun ilaa inuin.
Ikayukit atanivut nunaptingni-itun,
Atannektuinakuvlugit inungnik ilipkun
Llumuktuk Atanikput
Naamakhipkakpaglugu nunakput,
Naamakhipkakpaglugu nunakput,
Atanikput Hakugikpagavin,
Inuillu munagilektatin
Nunaptingniuvlutali engningnun malikta,
Pitkutillu naunaektun maliktaulit ilaa.
Naglikutin uvaptingni
Mihinaktukhauyuk nunaptingni
Mihinaktukhauyuk nunaptingni

Gwich'in

O Kanidaa,
Nakhwanankat goonlii
Łi' hah ch'at'agwiiniindhan zhit,
Nivee t'ah'ii guk'agwahthat vah,
Nikhwidree tthak,
Egwąhdit zhit,
Nigwideech'in naa'ii,
Ts'at tsinehdanh.
Niinzhit ts'at gwiinchyah gwats'at
O Kanidaa.
Neenjit kha'oodaa'in.
K'agwaadhat nakhwanan
K'anaantii, Shoh tr'iinlii ts'at
Tsinehdanh.
O Kanidaa
Neejit kha'oodaa'in
O Kanidaa,
Neenjit kha'oodaa'in

Cree

Ka ka na tahk Oma ki tas ka now

Ta pwa ni sa ki ta nan

Ni wa ya so wa ti nan Wa ase te kih
Ta pwe wi nihk Ki we ti nohk es pi cak
NI kwa ya ci ka po wi nan
Ka ka n tahk Ni kwa ya ci ka po wi nan
Ki se ma ni to Sa we mi nan
Ka ka na tahk
Ni kwa ya ci ka po wi nan
Ka ka na tahk

Ni kwa ya ci ka po wi nan

Chipewyan

Nën Canada Nuh Néné nélí la
Neghąnéthítą
Neskenéhídlį t´a
Nuhdzié t´á
T´aghįlyąghi k´éł´á
T´a hots´į hots´į
Nën Canada Na nárélthílya nį
Níółtsini nek´anełta
Nën Canada Na nárélthílya sį
Nën Canada Na nárélthílya sį

Canadian National Anthem - Cloze

O Canada!

O _____

Our _____ and _____ land!

True _____ _____ in all thy _____

command.

With _____ _____ we see thee _____,

The _____ North _____ and free!

From far and _____,

O _____, we _____ on _____ for

thee.

God _____ our land _____ and free!

O Canada, we _____ on _____ for thee,

O _____, we _____ on _____ for_____.

Canadian National Anthem - Versions

Official Version

O Canada!
Our home and native land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise,
The True North strong and free!
From far and wide, O Canada,
We stand on guard for thee.
God keep our land glorious and free!
O Canada, we stand on guard for thee,
O Canada, we stand on guard for thee.

Richardson version

O Canada! Our fathers' land of old
Thy brow is crown'd with leaves of red and gold.
Beneath the shade of the Holy Cross
Thy children own their birth
No stains thy glorious annals gloss
Since valour shield thy hearth.
Almighty God! On thee we call
Defend our rights, forfend this nation's thrall,
Defend our rights, forfend this nation's thrall.

Buchan version

O Canada, our heritage, our love
Thy worth we praise all other lands above.
From sea to sea throughout their length
From Pole to borderland,
At Britain's side, whate'er betide
Unflinchingly we'll stand
With hearts we sing, "God save the King",
Guide then one Empire wide, do we implore,
And prosper Canada from shore to shore.

McCulloch version

O Canada! in praise of thee we sing;
From echoing hills our anthems proudly ring.
With fertile plains and mountains grand
With lakes and rivers clear,
Eternal beauty, thou dost stand
Throughout the changing year.
Lord God of Hosts! We now implore
Bless our dear land this day and evermore,
Bless our dear land this day and evermore.

Weir version

O Canada! Our home and native land
True patriot love in all thy sons command.
With glowing hearts we see thee rise
The True North strong and free!
And stand on guard, O Canada
We stand on guard for thee.
O Canada, glorious and free,
We stand on guard,
we stand on guard for thee.
O Canada, we stand on guard for thee!

Personal Identity - My Identity

My Personal Identity

	Identification
Last name	
First name	
Age	
Gender	
Height	
Eye colour	
Hair colour	
Skin colour	
Languages spoken	
Address	

Personal Identity - My Identity

What makes us who we are?

Factors that influence identity	Interests/abilities	Example
The Arts		
Community groups		
Culture		
Customs & traditions		
Education		
Media		
Place you live		

Personal Identity - Character Traits

Character traits	Examples of actions	How it is learned
Fair		
Generous		
Helpful		
Honest		
Kind		
Loyal		
Patient		
Respectful		
Responsible		
Self-Controlled		

Personal Identity - Character Traits

My Name

Mom **or** Dad's name
_____

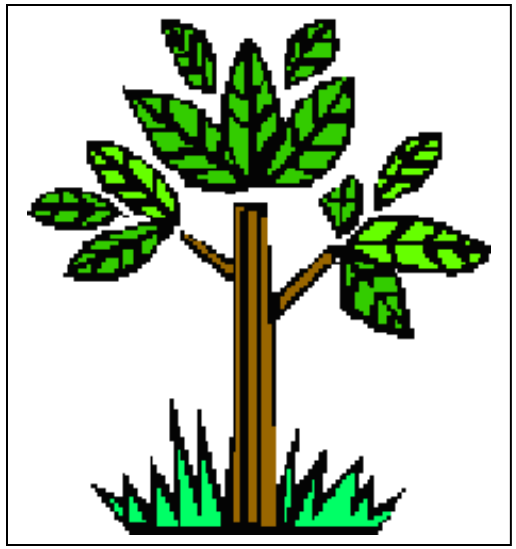
Mom **or** Dad's name

Grandfather's name
_____

Grandmother's name
_____

Great-Grandfather's name + wife
_____/_____

Great-Grandmother's name + husband
_____/_____



Great-Great Grandfather's name + wife
_____/_____

Great-Great Grandmother's name + husband
_____/_____

Great-Great-Great Grandfather's name + wife
_____/_____

Great-Great-Great Grandmother's name + husband
_____/_____

Great-Great-Great-Great Grandfather's name + wife
_____/_____

Great-Great-Great-Great Grandmother's name + wife
_____/_____

_____/_____

Personal Identity - Factors

Factors that influence identity

Cultural background	Languages we speak	Time in which we live	Place where we live
Groups we belong to	Our families	Art we enjoy	Media we see/hear

Body Biography for: _____

Draw a picture of yourself. Make sure you add your heart.

Out of your **head** write two things that interest you.

Out of your **mouth** write one thing that you say a lot.

Out of your **left hand** write two things you are good at.

Out of your **right hand** write two things that you can improve on.

Out of your **eyes**, write two things that you see in your community that are important to you.

Out of your **heart** write two feelings you have about yourself.

Personal Identity - Seven Teachings

Match the character traits with the Seven Teachings.

Character Traits	Seven Teachings
Caring	
Cheerful	**Bravery**
Compassionate	
Dependable	**Honesty**
Fair	
Generous	**Humility**
Helpful	
Honest	
Kind	**Love**
Loyal	
Patient	**Respect**
Reliable	
Respectful	**Truth**
Responsible	
Self-Controlled	**Wisdom**
Self-Disciplined	
Self-Respecting	
Truthful	

Personal Identity – Dene Laws

Match the character traits with the nine Dene Laws. For example, put a Dene Law number(s) in front of a character trait letter(s) if it is a match. Use the center column to draw a picture of you practicing one of the laws.

Character Traits

__ Caring

__ Cheerful

__ Compassionate

__ Dependable

__ Fair

__ Generous

__ Helpful

__ Honest

__ Kind

__ Loyal

__ Patient

__ Reliable

__ Respectful

__ Responsible

__ Self-Controlled

__ Self-Disciplined

__ Self-Respecting

__ Truthful

The Dene Laws

1. Share What You Have

2. Help Each Other

3. Love Each Other as Much as Possible

4. Be Respectful of Elders and Everyone Around You

5. Sleep at Night and Work During the Day

6. Be Polite and Do Not Argue with Anyone

7. Young Girls and Boys Should Behave Respectfully

8. Pass on the Teachings

9. Be Happy at All Times

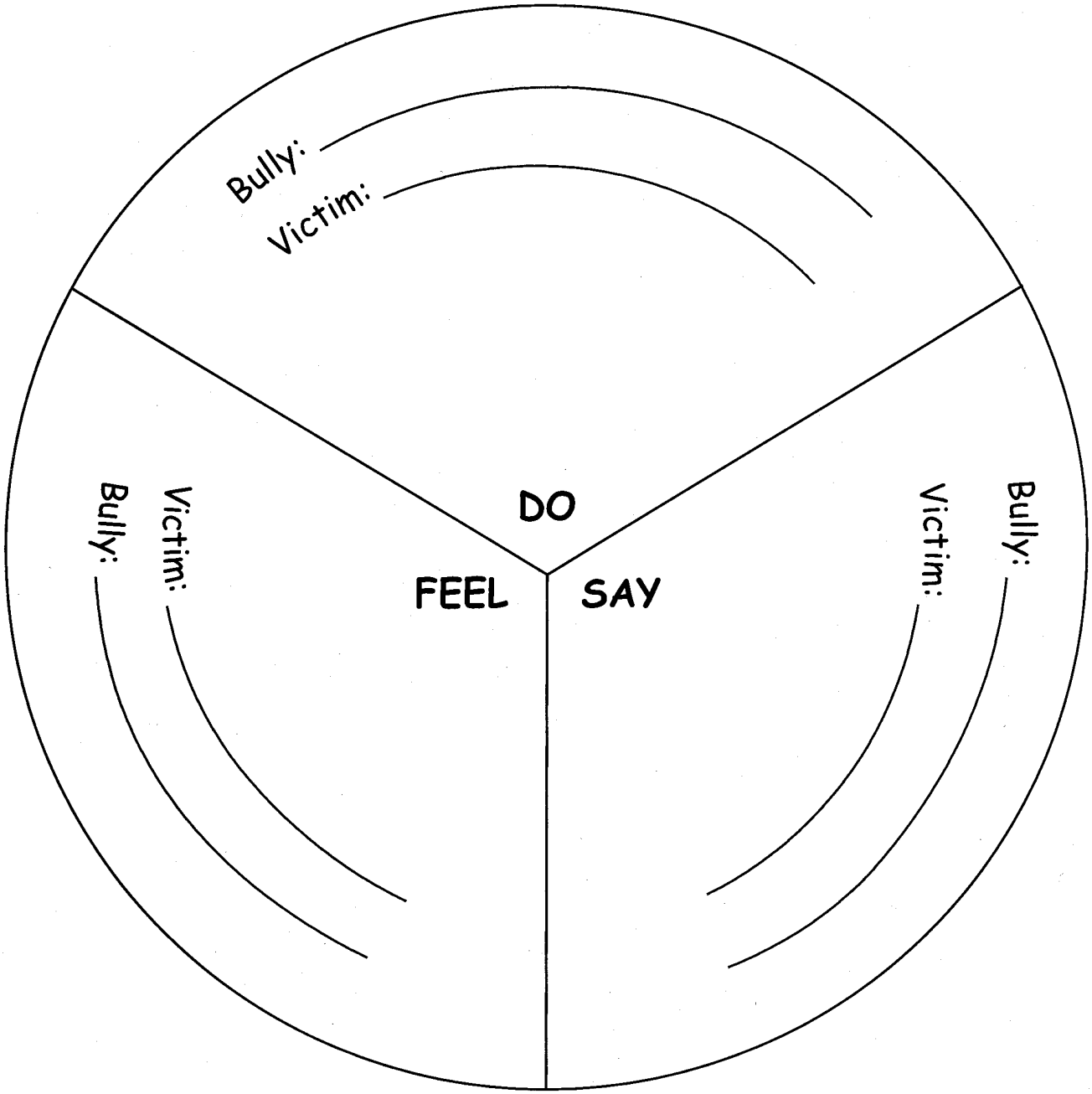
Leadership - Qualities

Nice	Pleasant	Helpful	Considerate	Generous
Warm	Communicative	Compassionate	Understanding	Creative
Supportive	Respectful	Good listener	Encouraging	Energetic
Committed	Team spirit	Enthusiastic	Firm	Reliable
Sensible	Responsible	Good planner	Decision maker	Kind
Sets goals	Sincere	Problem solver	Organizer	Flexible
Patient	Fair	Trustworthy	Polite	Honest

Examples of positive leadership in my groups and communities include...

Conflict Resolution – Y-Chart

Use words and pictures to explain how a bully and victim react in a conflict.
What do they do, feel, and say?



Conflict Resolution - Bullying Survey

Please answer the following questions.

1. Are you a girl or a boy? _____

2. Have you been bullied this year?

   No Sometimes Often

3. If you have been bullied, tell how:

   Called names Excluded from games

   Teased Hit

   Other_____

4. Have you ever bullied others?

   No Sometimes Often

5. If you have been a bully, what did you do? _____

_____

_____

6. What do you do when someone bullies you?

   Talk to an adult Hit the person

   Go and play somewhere else Ignore the person

   Ask my friends to help me I have not been bullied

   Tell the person to stop

7. When someone bullies you, with whom do you talk about it?

   A parent The playground supervisor

   The teacher A friend

   The principal I have not been bullied

Conflict Resolution - Bullying Survey

8. What do adults do when someone bullies you?

Nothing

They talk to the bully who bullied me

They help me find ways to solve the problem

They tell me to deal with it on my own

I have not been bullied

9. What can you do instead of being a bully?_____

_____.

10. When someone bullies you, do the other students try to help you?

No

Sometimes

A lot

I have not been bullied

11. Where have you been bullied?

Playground

Classroom

Hallway

Washrooms

Library

Gymnasium

School bus

Between home and school

I have not been bullied

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<http://www.education-world.com/a_lesson/TM/WS_bully_survey.shtml>

Conflict Resolution - Case Studies

Case Study #1

Claire, Francine, and Alan

On her way to school, Claire often bullies two younger students named Francine and Alan. She chases them, pulls their hair, and sometimes takes their recess treats. She also makes them steal things from other students' desks and give them to her.

One day when she gets to school, Claire pushes Alan to the ground because he and Francine do not have any treats to give her. She tells them that she shall really hurt them if they don't bring her treats the next day. Some other students are nearby and see this.

How are the different people in this case study feeling?

Claire_____
_____
_____

Francine and Alan_____
_____
_____

The other students_____
_____
_____

How can the situation be resolved?_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Case Study #2

Sylvain and Emile

Some Grade 3 boys play soccer together at recess. One day Sylvain, a boy who is bigger than the rest, tells the other boys lies about Emile. He says Emile stole pencils from the teacher's desk. He says that Emile is stupid.

For the next few recesses, when Emile tries to play soccer, Sylvain and two other boys tell him to get lost. They will not let him play soccer.

After recess, Sylvain and the two other boys follow Emile to the washroom. They push him and yell at him. They say that if he tells on them, he will never be able to play soccer again, and they will beat him up.

Now, no one will work or play with Emile. Every time Sylvain goes near Emile, Sylvain pinches Emile or hurts him in some way, and says that Emile had better not tell on him…or else! Emile does not want to go out for recess anymore.

How are the different people in this case study feeling?

Sylvain_____
_____
_____

Emile_____
_____
_____

The other boys_____
_____
_____

How can the situation be resolved?_____
_____
_____
_____
_____

Case Study #3

Catherine and Antoine

The students in a Grade 3 class are painting. Catherine is using a large paintbrush, but wants a smaller one to finish her work. Antoine is also using a large paintbrush, but has a smaller one in front of him that he is not using. When Catherine asks him for the smaller brush, he tells her she has to wait until he is finished. When he turns around, he accidentally touches Catherine's skirt with his paintbrush and leaves a paint stain. She gets upset and pours water on Antoine's picture.

How are the different people in this case study feeling?

Catherine_____

_____

_____

Antoine_____

_____

_____

How can the situation be resolved?_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Mini Case Studies

You and your friend are in the schoolyard and someone teases your friend. Describe how you, your friend, and the teaser feel.

_____
_____
_____
_____
_____

How can the situation be resolved?_____
_____
_____
_____
_____

Another student often takes things from your backpack without asking. Describe how you feel. Describe how the other student feels._____
_____
_____
_____
_____

How can the situation be resolved?_____
_____
_____
_____
_____

You see an older student throw sand at your little brother on the playground. Describe how you feel, how your brother feels, and how the older student feels._____
_____
_____
_____
_____

How can the situation be resolved?_____
_____
_____
_____
_____

Conflict Resolution - Case Studies

Another student takes your soccer ball and runs off to play with his friends.
Describe how you feel and how the other student feels._____
_____
_____
_____
_____
How can the situation be resolved?_____
_____
_____
_____
_____

A girl in your class often stares at you and makes faces at you.
Describe how you feel and how the girl feels._____
_____
_____
_____
_____
How can the situation be resolved?_____
_____
_____
_____
_____

A student in your class often takes your worksheets and throws them in the garbage. Describe how you feel. Describe how the student feels?_____
_____
_____
_____
_____
How can the situation be resolved?_____
_____
_____
_____
_____

Conflict Resolution - Case Studies

A student who used to be your friend is now telling lies about you to other students. How do you feel? How does the other student feel?_____

_____

_____

_____

_____

How can the situation be resolved?_____

_____

_____

_____

_____

A student makes fun of your new clothes at recess. How do you feel? How does the other student feel?_____

_____

_____

_____

_____

How can the situation be resolved?_____

_____

_____

_____

_____

Conflict Resolution – Bibliography of Books on Bullying

1. Slater, Teddy. *No Bullies Allowed*. Includes: *Henry's Violin*; *Ben's Dad*; *Trouble for Trudy*; *Here Comes Smellie Nellie*; *Patty and the Pink Princesses*; and *Jake's Secret*. Scholastic Books.

2. Johnson, Gillian. *My Sister Gracie.* Tundra Books

3. Petty, Kate and Charlotte Firmin. *Being Bullied.* Barron's Educational Series.

4. DePaola, Tomie. *Trouble in the Barker's Class.* G.P. Putman's Sons.

5. Henkes, Kevin. *Lilly's Purple Plastic Purse.* New York: Greenwillow Books.

6. Zolotow, Charlotte. *The Hating Book*. Harper & Row Publishers.

7. Steig, William. *Spinky Sulks.* Michael di Capua Books.

8. deGroat, Diane. *Happy Birthday to You, You Belong in a Zoo.* New York: Morrow Junior Books.

9. Petz, Moritz. *The Bad Mood!.* New York: North-South Books.

Conflict Resolution – Role-Play

Choose one of the situations and role-play ways to resolve the conflict.

1. You and your friend are in the schoolyard and someone teases your friend.

2. Another student often takes things from your backpack without asking.

3. You see an older student throw sand at your little brother on the playground.

4. Another student takes your soccer ball and runs off to play with his friends.

5. A girl in your class often stares at you and makes faces at you.

6. A student in your class often takes your worksheets and throws them in the garbage.

7. A student who used to be your friend is now telling lies about you to other students.

8. A student makes fun of your new clothes at recess.

Remembrance Day - Vocabulary

Definitions

Cenotaph: a monument to honour an event or series of events
Memorial: a monument to honour specific people
Monument: a stone structure to honour people or events
Foreign: from another country—outside your country
Battlefield: the field or ground on which a battle is fought

Word Bank

Ambulance	November 11th
Battle	Parade
Bravery	Peace
Bugle	Peacekeepers
Ceremony	Poppy
Cross	Remembrance
Dove	Soldier
Enemy	Trench
Field	Veteran
Fight	Veterans
Grave	Volunteer
Medal	War
Memorial service	World

Remembrance Day – Past Experiences

1. Did you attend a Remembrance Day ceremony last year? ____ (yes or no)?

2. If you did, in what community were you in? _____

What territory or province were you in? _____

3. On what date was the ceremony? _____

4. Draw four pictures or/and write a description of four memories you have from a past Remembrance Day ceremony.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Remembrance Day – Northwest Territories Veterans List

Veterans Name	Branch of Force	Present/ Last-Final Posting	Living/Deceased

Canadian Rangers

Directions: Fill out the KWL chart: (KW—before you start; L—after you have researched

KWL Chart

K- what I know already	**W**- what I want to know

L- what I learned after researching

L- Show what you learned by drawing four pictures of four jobs the Canadian Rangers perform and write a label (description) for each:

_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____

Canadian and Junior Rangers Crests

Directions: Read the following piece about Canadian Rangers

The Rangers were started right after the attack at Pearl Harbour, Hawaii in 1942. They were to be like eyes and ears along the Pacific Coast—looking and listening for the enemy so another attack could be stopped. Later the Atlantic and Arctic coasts were added. The three maple leafs represent the three coasts. The rifle and axe represent the skills of the Rangers (i.e. they are woodsman from local communities that have the skills to survive in the wilderness and when called up, be able to stop their regular jobs and provide support to the government and military.

At first, they just wore a red arm band. There was no reason for the red other than worldwide rules ("Geneva Convention") which say soldiers/rangers must have some sign. The arm band later changed into the crest where green was added to show the forest part of the being a "woodsman" or person with land and bush skills.

The Junior Rangers are a part of the Rangers and have a crest which is mostly green to show they learn and have bush skills taught to them by Elders and Rangers.

Canadian Rangers Crest	Junior Rangers Crest
Lettering - red	Lettering - green
Maple leaves and stems - red	Maple leaves and stems - green
Gun and axe handle - brown	Background - red
Axe head - white	
Background - green	

Directions: Using the color guide above, color the crests

Connecting with Canadians - Connecting and Reflecting

Using your "Connecting with Canadians" portfolio, reflect on your responsibilities and rights as a citizen of Canada, and describe how your daily decisions and actions show concern for others.

Mapping the World – Geographic Terms

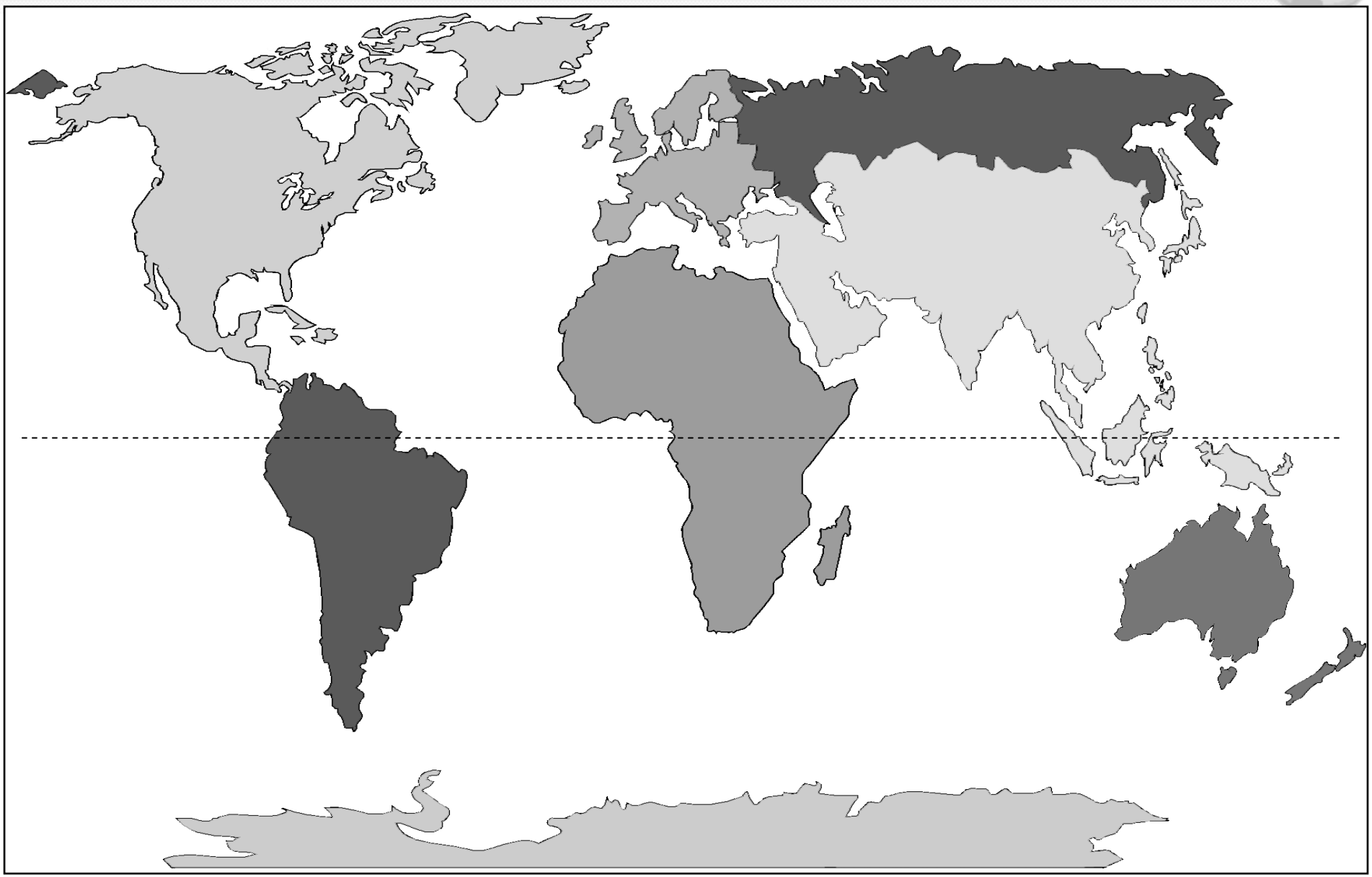
Write a phrase or draw an image to show the meaning of each of the following words.

Equator	
Legend	
Aerial Photograph	
Map	
Globe	
Atlas	

Mapping the World – Geographic Terms

Hemisphere	
Cardinal Directions	
Ocean	
Satellite Image	
Continent	
Compass Rose	

Mapping the World – World Outline Map



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Mapping the World - Word Sort

Sort the following words into the correct box.
One word does not fit. Circle it.

Africa

Antarctica

Arctic

Asia

Atlantic

Australia

East

Eastern Hemisphere

Equator

Europe

Indian

North

North America

Northern Hemisphere

Pacific

South

South America

Southern Hemisphere

West

Western Hemisphere

Continents	Oceans
Cardinal Directions	Hemispheres

Mapping the World - Mapping Terms

Mapping Term	Definition	Picture
Aerial Photograph		
Cardinal Directions		
Compass Rose		
Continent		
Equator		

Mapping the World - Mapping Terms

Globe		
Hemisphere		
Legend		
Map		
Ocean		
Satellite Image		

Community Connections - Outline Map of North America

3.2.2
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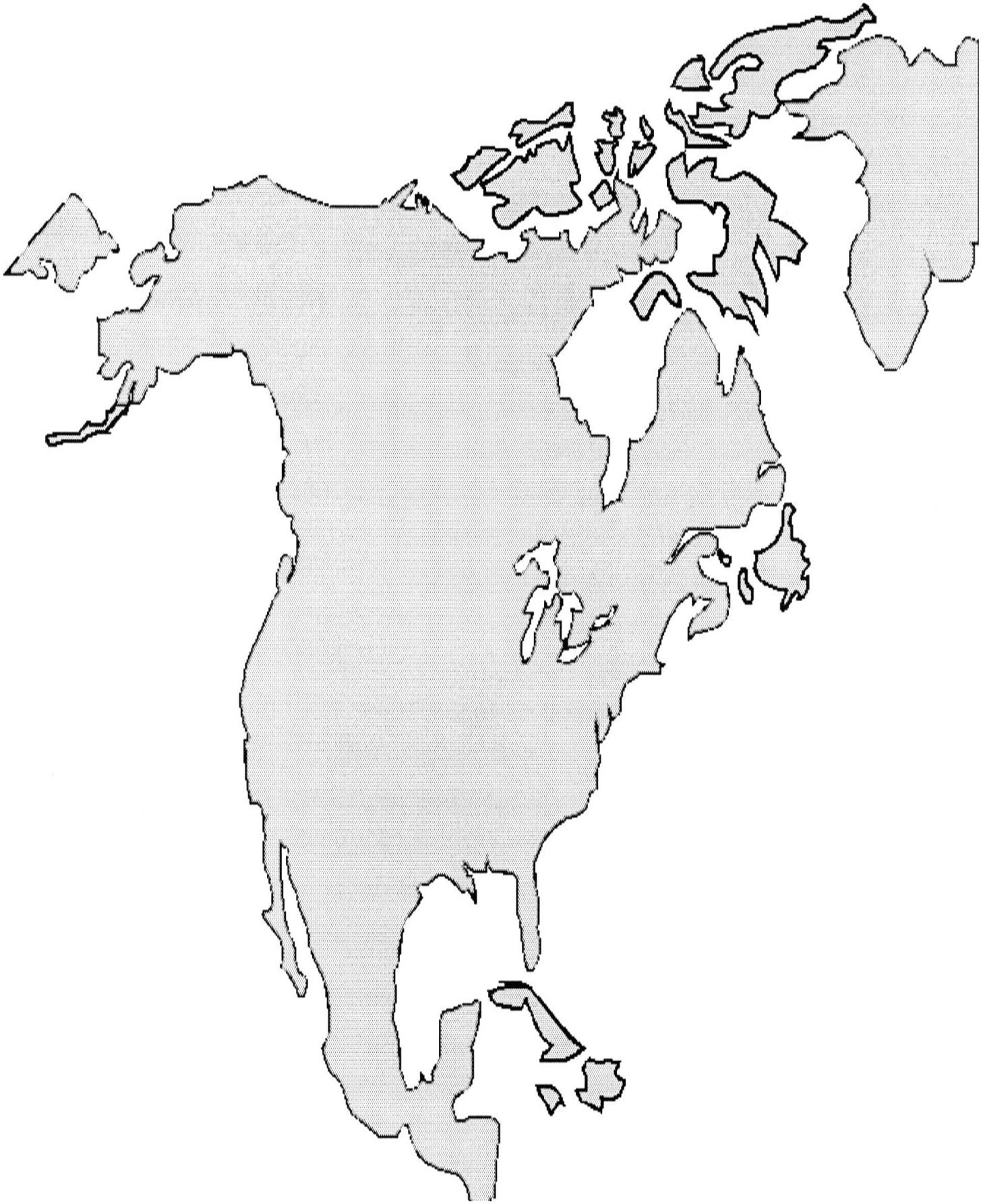

Community Connections - Analysis

List each item and the country of origin.

Item	Country of Origin

Use the chart above to fill in the frequency table below. List countries in order of their number of items, from most to least.

Country of Origin	Frequency Tally	Total

Human Rights - Rights or Wants?

Decide if the ideas below are "rights" or "wants," and place a checkmark in the correct box.

2. Colour the human rights sentences using these colours:

Food and Water – blue
Shelter – green
Safe Environment – yellow
Education – orange
Fair Treatment – red

	Right	Want
My family lives in an apartment or a house.		
I watch cartoons on television.		
I am protected from crime.		
I often eat desserts such as cake or pie.		
I go to bed late on weekends.		
I feel equal to others even though I might be shorter or taller.		
I eat fruit every day.		
I play baseball with my friends.		
I drink clean water.		
I go to school to learn.		
I am not punished for things I didn't do.		
I am safe from violence.		

Human Rights - Universal Declaration of Human Rights
Plain Language Version

Preamble

The Preamble describes what the rest of the document is about, why it was written, and what it means for those who have signed it.

Because respect for the equal importance of every human being is the only way the world will have freedom, justice and peace;

Because ignoring the rights of human beings has caused acts of hatred that have shocked and saddened the people of the world; and we all want to live in a world where people can speak freely what they believe, and where no one is poor or afraid;

Because it is important that the laws should protect all people, so that no one is forced to rebel against cruelty;

Because it is important that countries learn to get along with one another;

Because the peoples of the world have said in *the Charter of the United Nations* that they believe in human rights, and in the value of each and every man and woman, and they have decided to work for a better world, a better life and more freedom for all people;

Because all member countries of the United Nations have promised to work together to respect human rights and freedoms;

Because all countries need to have the same understanding of what these human rights and freedoms are;

Now, therefore, The General Assembly proclaims

This *Universal Declaration Of Human Rights* as a rule to be followed and remembered always by the people and societies of the world, as they teach respect for these rights and freedoms, doing everything possible to be sure they are kept by all the countries of the United Nations and by all the people living in these countries.

The following plain language version of the thirty articles of the Declaration is given as a guide. For an exact version of each principle, refer to the original. This version is based in part on the translation of a text, prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti, using a basic vocabulary.

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Human Rights - Universal Declaration of Human Rights
Plain Language Version

1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

2 Everyone can claim the following rights, despite:
- a different sex
- a different skin colour
- speaking a different language
- thinking different things
- believing in another religion
- owning more or less
- being born in another social group
- coming from another country

It also makes no difference whether the country you live in is independent or not.

3 You have the right to live, and to live in freedom and safety.

4 Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

5 Nobody has the right to torture you.

6 You should be legally protected in the same way everywhere, and like everyone else.

7 The law is the same for everyone; it should be applied in the same way to all.

8 You should be able to ask for legal help when the rights your country grants you are not respected.

9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.

10 If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

12 You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

13 You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

14 If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.

15 You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.

16 As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect your family and its members.

17 You have the right to own things and nobody has the right to take these from you without a good reason.

18 You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.

19 You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.

20 You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.

21 You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.

22 The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.

23 You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.

24 Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

25 You have the right to have whatever you need so that you and your family do not fall ill or go hungry; so that you may have clothes and a house, and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. The mother who is going to have a baby, and her baby, should get special help. All children have the same rights, whether or not the mother is married.

26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get along with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.

27 You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.

28 So that your rights will be respected, there must be an “order” which can protect them. This order should be local and worldwide.

29 You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

30 In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which your have just been reading about.

The Charter of Rights for Children

1. The right to life.

2. The right to health.

3. The right to a family.

4. The right to be protected from racism and all forms of discrimination.

5. The right to education.

6. The right of expression.

7. The right to be protected from war and the cessation of liberty.

8. The right to a cultural identity.

9. The right to be protected from sexual exploitation and physical and psychological abuse.

10. The right to rest and leisure.

Human Rights - Cloze

Complete the following sentences, using the words below. Not all the words will be used.

_____ take care of my teeth.

_____ help me to read and write.

_____ fix roads for safe driving.

_____ provides me with a home.

_____ collects money for children in other countries.

_____ protect me from crime.

_____ put out fires.

_____ help sick people.

_____ helps feed hungry people.

City or highway workers *Police* *Dentists*

OXFAM *Teachers* *Doctors*

Lawyers *My family* *UNICEF*

Garbage collectors *Hockey players*

Fire-fighters *Postal carriers*

Human Rights – Helping Others

1. Place a checkmark in one box beside each action to show which basic right is being supported.
2. How have you helped others? Add your own examples to the list, and place a checkmark to show which basic right you supported.

Actions	Food and Water	Secure Environment	Clothing and Shelter	Education
A family donates used clothing to its church.				
A sister helps her younger brother when a bully hurts him.				
Students collect money for UNICEF on Hallowe'en.				
A school collects food in a Christmas Cheer Board hamper for a family in need.				
A Kindergarten student finds a wallet with money in it and gives it to his teacher.				
A Grade 5 student helps her reading buddy in Grade 3.				
A family helps build a Habitat for Humanity house for a family in need.				
A Grade 2 student always puts things he finds in the school Lost & Found box.				
Each spring a Grade 3 class donates used books to the Children's Hospital				

Human Rights – Helping Others

Neighbours on a street form a "Neighbourhood Watch" group.				
A school raises money to send to a village in India to build a community well.				
A Grade 6 class volunteers at a food bank once a month.				
A teacher volunteers her time in a teachers' college in Malawi, Africa each summer.				

Human Rights - People Helping People

Each of the following is either a personal action, a community service, or an international organization that supports human rights.
Cut out each item and glue it in the proper category on the People Helping People chart.

A Grade 3 class donates food to the school Christmas hamper for a needy family.	A teacher stays after school to work with a few students who need extra help with math.
UNICEF collects money to help people in need in other countries.	Once a month, parent volunteers organize pizza day to raise money for the school library.
Firefighters protect our community from fires.	*Médecins sans frontières* provides health care.
A Grade 4 girl defends a new Kindergarten student who is being bullied by an older student.	The United Nations helps solve problems that involve more than one country.
Save the Children provides food and shelter to needy children in other countries.	A food bank provides food to needy families.
Community workers build a sandbag dike on the banks of a rising river to protect a town.	One afternoon each month, Grade 3 students read to Kindergarten students.
The Red Cross provides food and shelter to victims of disasters.	Police officers protect us from crime.
A doctor takes care of sick people in the hospital.	A Grade 5 class collects money each month to sponsor a child in need in another country.

Human Rights – People Helping People

Personal Actions	Community Services	International Organizations

Explain <u>why</u> these actions, services, and organizations are important and <u>how</u> they support human rights.

_____

_____

_____

_____

Human Rights – Local Community Services

Basic Human Rights	Provided by (Local Service)
Clean water	
A warm, safe home	
Good food	
Education	
Health care	
A safe neigbourhood	
A place for needy families to get food and clothing	
Protection from violence	
Dental care	
A library filled with books	

Choose one community service to write about. Describe how that service helps people and supports human rights. Explain why all people equally deserve those services.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Personal Responsibilities – Self-Evaluation

My Actions	Always	Sometimes	Rarely
During group work…			
I accept everyone in my group.			
I listen to other ideas.			
I am polite to others in my group.			
I do my fair share of the work.			
At recess…			
I share the equipment with others.			
I take turns.			
I welcome other students to play.			
I am honest when I play games.			
In the classroom…			
I welcome new students.			
I listen while others are talking.			
I am polite to all students.			
I contribute to the classroom.			

When I think of fairness, I think I am good at _____

_____

_____

_____

When I think of fairness, I think I can improve at _____

_____

_____

_____

Fairness and sharing are important because _____

_____

_____

Personal Responsibilities - Cause-and-Effect Chart

Situation	Cause	Effect	Change Needed?
An older student never lets younger students on the school playground equipment.			
The library will begin letting students take as many books home as they like.			
Parent volunteers want to stop having hot dog day for students because of the mess in the school.			
The Principal has said there will be no more school assemblies because students are too noisy and rude to speakers and guests.			

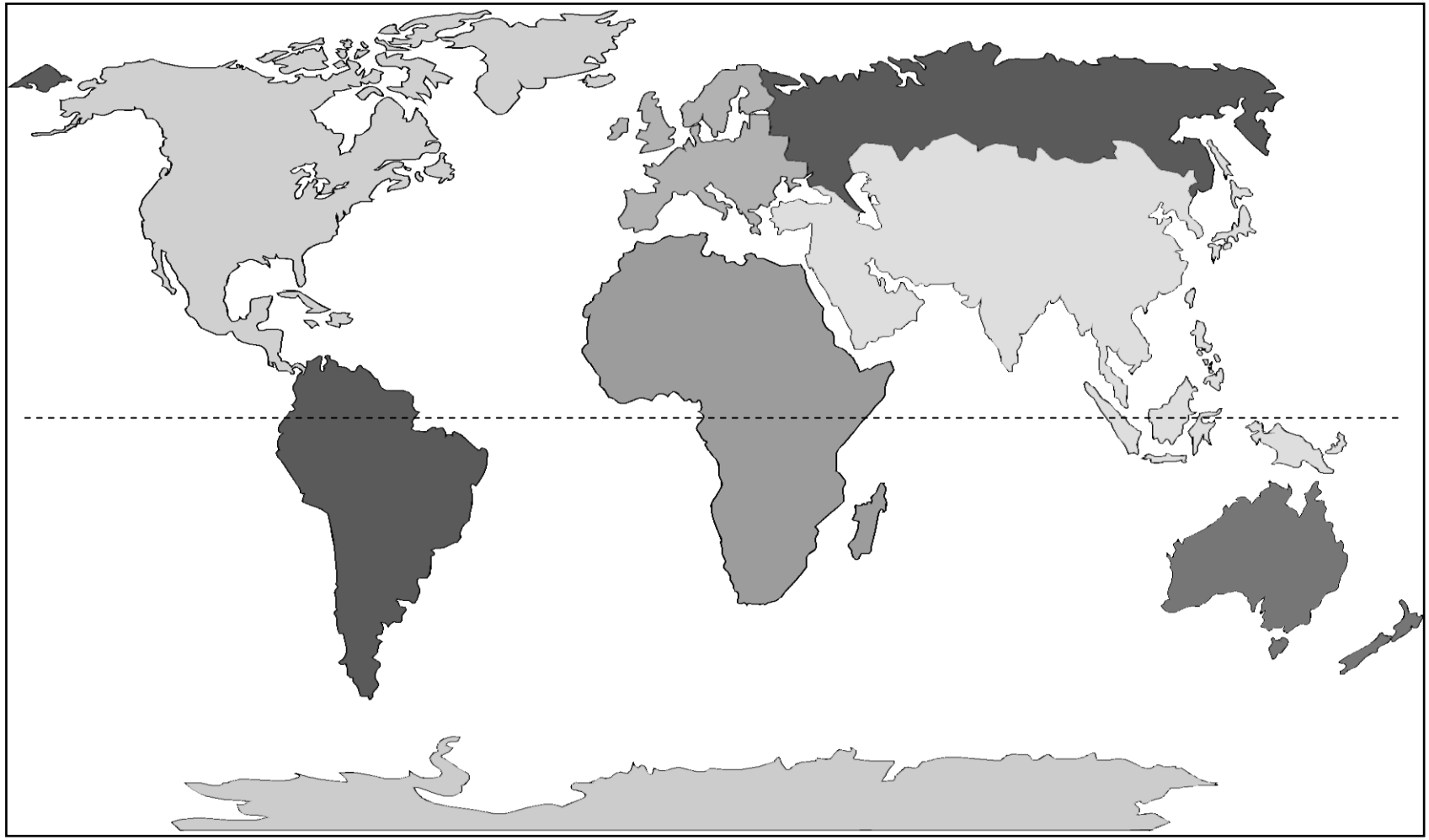
Personal Responsibilities - Making Decisions

Situation	Concern	Solution
Children cannot play on the community playground because of old equipment and garbage such as broken glass.		

Using your "Exploring the World" portfolio, reflect on the ways in which you are connected to people in other places, and describe how your actions and decisions affect people in other communities of the world.

Locating World Communities - Travel

Colour Canada on the world map below. Place a small star * on two communities or countries you would like to visit, and label their names. Describe how you would travel to each community (e.g., air, water, land), predict how long it might take to get there, and describe what you might see when you arrive.



* Graphic reproduced from <www.ec.gc.ca> (Government of Canada with permission from Environment Canada), © 2001. Reproduced by permission.

Locating World Communities – Travel

Name of first community_____

How would you get there?_____

_____

How long would it take to travel there?_____

What would you see when you got there?_____

_____

_____

_____

_____

Name of second community_____

How would you get there?_____

_____

How long would it take to travel there?_____

What would you see when you got there?_____

_____

_____

_____

_____

Locating World Communities – Passports

CANADA Passport No. _____

_____
Surname

_____
Given Names

_____
Nationality

_____
Date of Birth

_____ _____
Sex Place of Birth

_____
Date of Issue

Picture

2

ABCDE 12345

_____
Signature of Bearer

3

CANADA

PASSPORT
PASSEPORT

VISAS

Country of Study: _____

Country Location:

_____

_____

_____

Identify the features and characteristics you have learned about your community of study.- _____ _____ _____ _____ _____ _____	Describe why this community is of interest to you. _____ _____ _____ _____ _____ _____ _____
Community features and characteristics (Continued) _____ _____ _____ _____ _____ _____ _____6	Illustrate an item that represents your Country.

Living with the Land - Word Splash

Circle the words you know.
Add new words that are related to the land.

climate

weather rain

tornado snowfall

mountain

flood

drought lake

thunderstorm

Living with the Land - Information Chart

Name of community_____

Describe (What is it?)	**Influence** (How does it affect ways of life?)
Climate	
Vegetation	
Natural Resources	
Landforms	
Natural Disasters	
Other	

What is a natural phenomenon? _____

_____

Living with the Land - Influence Chart

Name of community_____

Choose three factors that show how the land influences ways of life.

Climate	Landforms	Bodies of Water
Vegetation	Location	Other
Natural Resources	Natural Disasters	

Factor	Influence on Ways of Life

Living with the Land - Travel Tags

Make a travel tag for each location.
List the name of the community, a natural phenomenon, and three influences of that phenomenon on ways of life.
On the back of the tag, draw the most significant landform.

Location: _____

Natural Phenomenon: _____

Influence: _____

_____

Influence: _____

_____

Influence: _____

_____

Location: _____

Natural Phenomenon: _____

Influence: _____

_____

Influence: _____

_____

Influence: _____

_____

Location: _____

Natural Phenomenon: _____

Influence: _____

_____

Influence: _____

_____

Influence: _____

_____

Location: _____

Natural Phenomenon: _____

Influence: _____

_____

Influence: _____

_____

Influence: _____

_____

Resources - Goods and Services Chart

Sort the following jobs according to whether they produce "goods" or "services." Highlight goods and services you predict are found in the communities studied.

Airline Pilot
Artist
Baker
Bus Driver
Car Mechanic
Carpenter
Caterer
Chef
Computer-Repair Person
Dentist
Doctor
Dressmaker
Electrician
Farmer
Fire-fighter
Florist
Garbage-Collector
Grocer
Hair Stylist
Librarian
Nurse
Photographer
Police Officer
Secretary
Singer
Taxi Driver
Teacher
Travel Agent
Truck Driver
Veterinarian
Waiter
Weather-Forecaster
Zoo Keeper

Goods	Services

Resources - Uses Chart

Give examples of natural resources found in the communities studied and how they are used.

Resource	Examples	How are they used?
Plants		
Animals		
Soil		
Minerals		
Water		
Energy Sources		

Resources – Work, Goods, Technologies, and Trade Chart

1. Give two examples of work, goods, technologies, and trade in the community studied, and explain how each is used.
2. On the back of this page, explain how the natural environment influences work, goods, technologies, and trade in the community studied.

Name of Community_____

	Examples	How is it used?
Work	1.	
	2.	
	Examples	**How is it used?**
Goods	1.	
	2.	
	Examples	**How is it used?**
Technologies	1.	
	2.	
	Examples	**How is it used?**
Trade	1.	
	2.	

Resources - Natural Environment Chart

How does the natural environment affect the community studied? List features of the natural environment and explain how they influence work, goods, technologies, and/or trade.

Name of Community _____

Natural Feature	Influence on Work, Goods, Technologies, or Trade
Climate	The climate is very warm and many types of fruit grow there. People have jobs picking the fruit. The fruit is sold to other communities.

World Communities – Needs/Media

How people meet their needs in _____
(name of community studied)

Need	How this need is met	How I learned this… Put a checkmark beside information you learned from media.	(check)

On the other side of this page, explain and give examples of how media affect your ideas about people and places in other parts of the world.

World Communities – Home Media

Check off the media in your house. If you have other media in your home, add them to the list.

	Media source
❑	Books
❑	Catalogues
❑	Cell Phone
❑	CD-ROMs
❑	Comic Books
❑	Computer Games
❑	Encyclopedias
❑	DVDs
❑	Flyers
❑	Magazines
❑	Mail
❑	Newspapers
❑	Posters
❑	Radio
❑	Satellite Dish
❑	Telephone
❑	Television
❑	Videotapes
❑	
❑	
❑	

Check off the media you prefer to use. It doesn't matter whether you have it or not at your house..

Media source

- ❑ Books
- ❑ Catalogues
- ❑ Cell Phone
- ❑ CD-ROMs
- ❑ Comic Books
- ❑ Computer Games
- ❑ Encyclopedias
- ❑ DVDs
- ❑ Flyers
- ❑ Magazines
- ❑ Mail
- ❑ Newspapers
- ❑ Posters
- ❑ Radio
- ❑ Satellite Dish
- ❑ Telephone
- ❑ Television
- ❑ Videotapes
- ❑
- ❑
- ❑

World Communities – Media Log

Record the number of minutes you spend each day using the following media.

	Books and Magazines	Television	Telephone	Radio	Internet	Other (list)
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

World Communities – Basic Needs/Media Source

3.3.4 d

Name of community _____

Give examples of how the following needs are met. Add others that you discover on your own. List your media source.

How are these needs met?	Who in the community helps meet this need?	Media Source
Food		
Shelter		
Clothing		
Transportation		

Daily Life - Artifacts Chart

3.3.5
a

Choose three artifacts and complete the chart below.
Name of Community _____

Description	Sketch	How is this used in daily life?	Similar things in my community

Daily Life - Travel Journal

3.3.5 b

Take an imaginary vacation and describe where you go, what you do, and what you see.
Draw a picture of something you saw on the back of the page. Name of community _____.

Day __

Where did you go?_____

_____

_____

_____

What did you do?_____

_____

_____

What did you see?_____

_____

_____

Day __

Where did you go?_____

_____

_____

_____

What did you do?_____

_____

_____

What did you see?_____

_____

_____

Daily Life – Comparing Daily Life

Compare daily life in your community and another community.

Aspect of Life	Life in My Community	_____ (name of community)
Housing		
Tools		
Work		
Use of the Land		
Recreation		
Education		
Food		

Cultural Diversity - Word Splash

Circle the words you know.

With a partner, discuss examples for the words you know.

Life

Artifacts

Art

Games

Beliefs

Festivals

Culture

Heritage

Language

Clothing

Traditions

Tools

Food

Diversity

Customs

Communities

Ceremonies

Dance

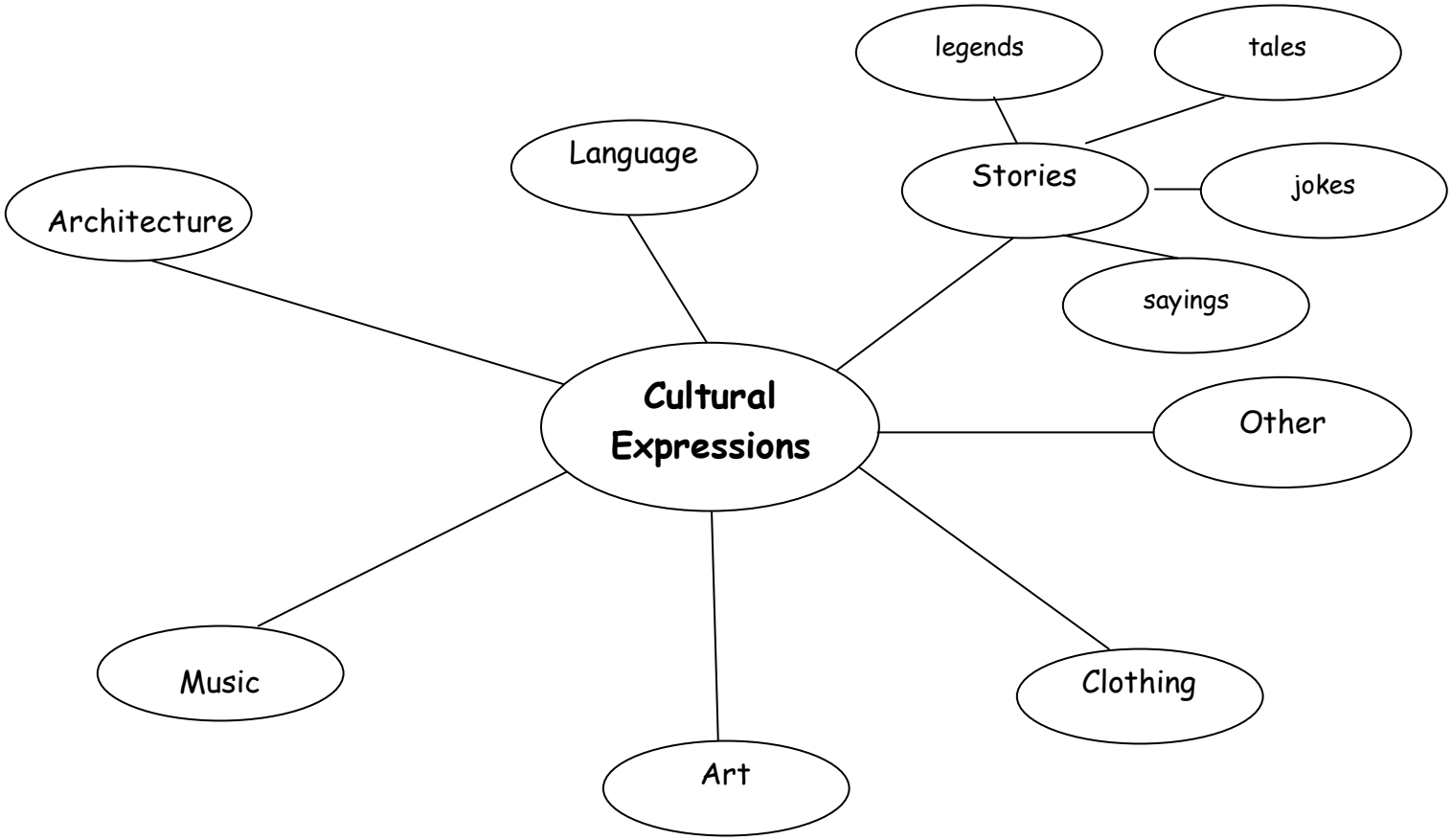
Music

Architecture

Cultural Diversity – Mind Map

List examples of ways people express their culture.

Name of community _____



Cultural Diversity – Expressing Culture

1. Give several examples for each cultural expression. In groups research elements of cultural diversity and make notes in the chart below.
2. Decide, as a group, how you can share your findings in a collage/illustration.

Things to look for:	Notes:
Architecture (details on buildings and houses)	
Art (colours, shapes, materials, topics)	
Ceremonies, Celebrations and Festivals	
Clothing (fabric, colours, style, details)	
Communities (nomadic, rural, agricultural, hunting, urban)	
Dance/Music (movements, groupings, instruments, uses of)	
Food	
Games	
Music	
Tools (artifacts from yesterday and today)	
Stories, Myths, Legends	

Cultural Diversity – Expressions Chart

3.3.6 d

Draw and describe examples of cultural expressions in the community studied. On the back of this page, write a paragraph describing what you think are the most important expressions of a culture.

Name of Community _____

Food	Music/Dance
Clothing/Costumes	Celebrations
Games/Sports	Language 賀正
Stories	Artwork/Artifacts
Other	Other

Cultural Diversity – Four Examples

1. Choose one cultural expression to research.

Cultural Expressions			
Architecture	Clothing	Games	Stories
Art	Customs	Language	Traditions
Beliefs	Dance	Music	
Celebrations	Food	Sports	

2. Draw (or find pictures) and describe four examples of the cultural expression you have chosen. Name of community _____

_____

_____

_____

_____

_____

_____

_____

_____

Cultural Diversity – Protocols

3.3.6 f

Aboriginal **Protocols** (definition: the way to act and behave when you are with elders)

These are 2 examples:

1. When you meet an elder, you shake their hand and say something to them as a greeting.
2. If an elder is telling a story, it's important to let them know that you're listening. You can do this by nodding your head and saying "Hehn" to confirm you are paying attention. This is not interrupting them.

Write 3 questions you could ask an elder or a community member about how you should act when you are with elders (or as a group, brainstorm questions and select the three best questions). Write the answer the elder gave you beside your question.

Question	Elder's answer
_____	_____
_____	_____
_____	_____
_____	_____

Question	Elder's answer
_____	_____
_____	_____
_____	_____
_____	_____

Question	Elder's answer
_____	_____
_____	_____
_____	_____
_____	_____

Cultural Diversity – Protocols

3.3.6 f

_____ says I can share protocols these ways:
(name of elder or community member)

One way:

_____

_____

_____

One way:

_____

_____

_____

Draw a picture of you sharing your knowledge with others in one of the ways the elder told you. Use speech bubbles so we can hear what you are saying.

This is _____ sharing.
(student name)

Cultural Diversity – Food – Food - Food

1. Name of community (or country): _____

2. What types of food are unique (special) to this culture?

   _____

   _____

   _____

3. Find a recipe. Title of recipe:

   _____

4. What are the main ingredients?

   _____

   _____

5. Draw a picture of this dish.

Cultural Diversity – Food – Food – Food 2

What was the food or dish that you tasted? _____

How did it taste?

_____ salty _____ sour _____ juicy

_____oily or fat _____ sweet _____ dry

I liked this food because

_____

_____

I didn't like this food because

_____

_____

How do you show thanks for your food?

_____

_____

Is there special importance attached to this food or dish? (eg. a food served to elders or made for a ceremony or event.)

_____

_____

Communities of the World - Connecting and Reflecting

Using your "Communities of the World" portfolio, reflect on the ways in which you are connected to people in other places, and describe how your actions and decisions affect people in other communities of the world.

Daily Life in an Ancient Society - Ancient China

Describe how you think the following words relate to daily life in ancient China.

Bronze	
Buddhism	
Canals	
Zodiac	
Compass	
Confucius	
Crossbow	
Dragon	
Dynasty	
Embroidery	
Emperor	
Fireworks	
Fish	
Great Wall	
Gunpowder	
Herbs	
Horoscope	

Nobles	
Pearls	
Peasant	
Pottery	
Rice Paddies	
Rice Paper	
Robes	
Sandals	
Silk	
Temples	
Tombs	
Trade	
Warriors	

Daily Life in an Ancient Society - Ancient Egypt

Describe how you think the following words relate to daily life in ancient Egypt.

Calendar	
Delta	
Desert	
Embalm	
Grave Robbers	
Hieroglyphics	
Irrigation	
King Tut	
Mummy	
Nile River	
Papyrus	
Pharoah	
Pottery	
Priests	
Pyramids	
Scribe	
Tomb	

Describe how you think the following words relate to daily life in ancient Japan.

Armour	
Army	
Buddhism	
Clan	
Emperor	
Empress	
Ikabano-Flower Arranging	
Kimono	
Mountains	
Music	
Origami	
Palace	
Peasants	
Pottery	
Rice	
Samurai	
Seaweed	

Shrine	
Silk	
Sushi	
Swords	
Tea	
Tomb Mounds	
Tribes	
Volcano	
Warriors	
Weapons	

Daily Life in an Ancient Society - Aztecs

Describe how you think the following words relate to the life of the ancient Aztecs.

Adobe	
Aqueducts	
Corn	
Dams	
Emperor	
Empire	
Gold	
Government	
Jewellery	
Loom	
Maize	
Mask	
Nobles	
Palace	
Pyramid	
School	

Silver	
Slaves	
Sun God	
Warrior	
Weaving	
Great Plaza	
Priests	

Daily Life in an Ancient Society - Incas

Describe how you think the following words relate to the life of the ancient Incas.

Adobe	
Alpaca Wool	
Army	
Clothing Dyes	
Emperor	
Empire	
Gold	
Hand Loom	
Irrigation	
Llama	
Magic	
Mummified	
Peru	
Potatoes	
Quipu	
Roads	

Shaman	
Spanish Conquerors	
Temples	
Terrace	

Daily Life in an Ancient Society - Anticipation Guide

Sketch a scene illustrating a characteristic of daily life in an ancient society. Resketch the scene after watching the video. Name of society _____

Before viewing the video
After viewing the video

Daily Life in an Ancient Society - Artifacts

3.4.1 c

Insert or draw images of artifacts from an ancient society and describe how they were used in daily life. List similar things we use today. Name of society _____

Artifact	How it is used in daily life	Similar thing we use today

Daily Life in an Ancient Society - If I Lived...

If I lived in _____

(name of an ancient society)

Based on your research of daily life in an ancient society, write a reflection about what your life would have been like.

What kind of clothes would you wear?_____

What kind of food would you eat?

What kind of a house would you live in?_____

What, how, and where would you learn?_____

What kind of games would you play?_____

What kind of jobs would there be?_____

How would you travel?_____

What kind of tools would you have?_____

Contributions, Continuity, and Change - Contributions

3.4.3 a

List contributions of an ancient society and describe how they have changed over time or remained the same. Name of Society _____

Contribution Description/Image	Use/Purpose in an Ancient Society	Use/Purpose Today (Same/Different)

Using your "Exploring an Ancient Society" portfolio, reflect on daily life in an ancient society, describe similarities and differences to your life, and explain why knowing about the past is important.

GRADE 3

Charts and Checklists

Appendix C

Social Studies skill outcomes (eg. “S-100”) and English Languages Arts skill outcomes (“ELA) are contained in the following **skills progress chart**. The practical path towards use of Appendix A and this closely connected Appendix C would be as follows:

1. select a strategy in a Learning Experience
2. note the Appendix A Skill # under the teacher/student icon
3. go to that skill in Appendix A and design a rubric for your learning strategy from the skills listed-- *before* the activity starts
4. check-off the acquired skills using the Appendix C “skills progress chart” *during* and *after* the learning
5. when applicable, encourage students to record the project, artifact, etc. they created on their copy of the **student portfolio tracking chart** that follows the progress charts
6. continued use of the chart will reveal whether or not certain strategies are being over or underused resulting in gaps or repeats in skill use

Generally, Appendix A provides instructional support in the using of a skill set and Appendix C provides a teacher tool to track skills used in the class, or individual student growth *throughout the course* for the various kinds of learning assessments (“as”, “for, and “of”).

Skills Progress Chart

Active Democratic Citizenship							
3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.							
		Share information collected from electronic sources to add to a group task					
	ELA- 1.1.1	Use conversation to explore personal understanding					
	ELA- 2.1.2	Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, and revise, and explain understanding					
	ELA- 3.1.3	Contribute knowledge of a topic in a group discussion to help determine information needs					
	ELA- 5.1.1	Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively					
	ELA- 5.2.1	Record ideas and experiences and share them with others					
	ELA- 5.2.3	Acknowledge and celebrate individual and class achievements					
3-S-102 Resolve conflicts peacefully and fairly							
3-S-103 Interact fairly and respectfully with others.							
	ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation					
	ELA- 5.1.3	Understand how class members help each other					
	ELA- 5.2.2	Explore own and other cultures					
3-S-104 Make decisions that reflect care, concern, and responsibility for the environment							
3-S-105 Consider the rights and opinions of others during interactions.							
	ELA- 1.2.2	Explore personal and other's opinions and understandings					

Skills Progress Chart

Managing Information and Ideas		
3-S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*		
	➢	Access and retrieve appropriate information from electronic sources for a specific inquiry
	➢	Navigate within a document, compact disc or other software program that contains links
	ELA- 1.1.2	Explain examples of text preferences
	ELA- 2.1.3	Use textual clues to construct and confirm meaning
	ELA- 2.1.4-7	Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
	ELA- 2.2.1	Explore a variety of oral, print, and other media texts
	ELA- 2.3.1	Recognize that the same information can be represented in a variety of forms or genres
	ELA- 2.3.2	Listen, read, and view to identify the techniques and elements of texts
	ELA- 3.1.4	Recall and follow a sequential plan for accessing and gathering information
	ELA- 3.2.2	Review information to determine its usefulness to inquiry or research needs
	ELA- 3.2.3	Use knowledge of visual and auditory cues and organizational devices [su ch as titles, pictures, headings, labels, diagrams, library files, dictionary guide words…], to locate and gather information and ideas
	ELA- 3.2.4	Determine main ideas in information using prior knowledge, predictions, connections, and inferences
3-S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*		
	➢	Follow a plan to complete an inquiry
	➢	Organize information from more than one source
	ELA- 3.3.1	Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing…]
	ELA- 3.3.2	Record facts and ideas using a variety of strategies [such as outlining, webbing, charting…]; identify authors and titles of sources
	ELA- 4.1.1	Generate and focus ideas on a topic, using a variety of strategies
	ELA- 4.1.2	Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

Skills Progress Chart

3-S-202 Use appropriate terms or expressions to describe periods of time.							
3-S-203 Select and use appropriate tools and technologies to accomplish tasks.							
	➢	Create visual images for particular audiences and purposes					
	➢	Use technology to organize and display data in a problem-solving context					
	ELA- 4.1.3	Create original texts (oral, print, and other media)					
	ELA- 4.2.3	Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary					
	ELA- 4.3.1	Use an editing process to check for beginning, middle, and end					
	ELA- 4.3.2	Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources					
	ELA- 4.3.3	Use an editing process to check for end punctuation and capitalization					
3-S-204 Use timelines to organize information chronologically.							
3-S-205 Construct maps that include a title, legend, and compass rose.							
3-S-206 Interpret maps that include a title, legend, and compass rose.							
3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.							

Skills Progress Chart

Critical and Creative Thinking							
3-S-300 Formulate questions for research							
	➢	Develop questions that reflect a personal information needed					
	➢	Compare and contrast information from similar types of electronic sources, such as information collected on the Internet					
	➢	Process information from one than one source to retell what has been discovered					
	ELA- 1.1.3	Use reflections (about self as language user) to set goals					
	ELA- 2.1.1	Use prior knowledge to make connections between self and texts (oral, print, and other media)					
	ELA- 2.2.2	Respond to texts creatively and critically					
	ELA- 2.2.3	Identify similarities and differences between self and portrayals in text (oral, print, and other media) from other communities					
	ELA- 2.3.3	Talk about the author's use of voice, vocabulary and techniques in a variety of oral, print, and other media texts					
	ELA- 3.1.1	Use self-questioning to determine personal knowledge of a topic and identify information needs					
	ELA- 3.1.2	Ask topic-appropriate questions to identify information needs					
3-S-301 Consider advantages and disadvantages of solutions to a problem.							
	➢	Make predictions based on organized information					
	ELA- 3.2.1	Select relevant information from a variety of sources to answer inquiry research questions					
	ELA- 3.3.3	Determine whether collected information is sufficient or inadequate for established purpose					
3-S-302 Draw conclusions based on information and evidence.							
	➢	Draw conclusions from organized information					
	ELA- 1.2.1	Use prior knowledge and new information to draw conclusions					
3-S-303 Revise ideas and opinions based on new information.							
	➢	Formulate new questions as research progresses					
	ELA- 3.3.4	Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills					
	ELA- 4.2.1	Participate in developing the criteria for focused conversations about own and others' draft and final representations					
	ELA- 4.2.2	Clarify and extend ideas and revise organization					
3-S-304 Distinguish fact from opinion.							

Skills Progress Chart

Communication							
3-S-400	Listen actively to others to understand their perspectives.						
3-S-401	Use language that is respectful of human diversity.						
3-S-402	Support their ideas and opinions with information or observations.						
3-S-403	Present information and ideas orally, visually, concretely, or electronically.						
	➢	Use technology to support and present conclusions					
	ELA- 4.2.4	Experiment with language to create desired effect in oral, print, and other media text					
	ELA- 4.4.1	Use techniques to enhance presentations					
	ELA- 4.4.2	Present information and ideas orally to a familiar audience; use a pre-established plan.					

Skills Progress Chart

Name of Learning Experience	Portfolio Selections
3.1.1 Canadian Citizenship	• • • •
3.1.2 Canadian National Anthem	• • • •
3.1.3 Personal Identity	• • •
3.1.4 Leadership	• • • •
3.1.5 Conflict Resolution	• • • •
3.1.6 Remembrance Day	• • • •

Name of Learning Experience	Portfolio Selections
3.2.1 Mapping the World	• • • •
3.2.2 Community Connections	• • • •
3.2.3 Human Rights	• • • •
3.2.4 Personal Responsibilities	• • • •

Name of Learning Experience	Portfolio Selections
3.3.1 Locating World Communities	• •
3.3.2 Living with the Land	• • • •
3.3.3 Resources	• • • •
3.3.4 World Communities	• • • •
3.3.5 Daily Life	• • • •
3.3.6 Cultural Diversity	• • • •

Name of Learning Experience	Portfolio Selections
3.4.1 Daily Life in an Ancient Society	• • • •
3.4.2 Cultural Expression in an Ancient Society	• • • •
3.4.3 Contributions, Continuity, and Change	• • • •

GRADE 3

Vocabulary Strategies

Appendix D

Vocabulary

Vocabulary development is integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster.

A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Activate

Using a word processor, students type the new vocabulary into a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to a peer, or highlight related words and explain their relationship to a peer.
Grades 1-4

Students come to class dressed in a costume that represents a new vocabulary word or dramatizes the meaning of new vocabulary. Students guess the meaning of the word/concept that is illustrated.
Grades K–4

Other strategies:

- Students will complete simple word searches
- Vocabulary songs such as BINGO using new words
- Bingo games using new vocabulary with pictures prompts
- Word webs/brainstorming
- Word of the day
- KWL charts
- Word Run Game. Post vocabulary words on the wall in different spots throughout the gym. The students stay in the middle until a word is called. They then run to that word. You could do this game with any new information. This can also be done inside hula hoops.
- Tic Tac Toe Game. Divide the class into two teams of X's and O's. Write sight words in the tic-tac-toe spaces. Team members take turns coming up and selecting a space to read. If the child reads the word correctly, he or she may put up an X or O for his or her team. If the answer is incorrect, the other team gets to send a player to the board to try to read the same word. An easy alternative to save time and keep the game moving is to have several tic-tac-toe boards made up with words ahead of time on overhead transparencies. Another alternative is to give each child a blank copy of the tic tac toe board, and put the list of words on the board. The children can place the words wherever they want to on their board. As the teacher calls the words out, the children will have to be told if the word is an X word or an O word. The first child to get tic-tac-toe is the winner
- Good ideas were referenced from website www.teachingfirst.net/wordwallact.htm

Grades K–4

Acquire

Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing new vocabulary. Alternatively, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.

Vocabulary

TIP: A volunteer may help students record and insert sound clips with the appropriate pictures
Grades 1–4

Enter vocabulary words in an electronic spelling program so that students may complete preprogrammed spelling activities
Grades 1–4

Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper
Grades 1–4

Students use sandpaper letters and crayons to do word rubbings for new vocabulary.
Alternatively, students cover pre-printed word cards with string, beads, or sparkles. Students recite the words aloud while tracing the outline of the word.
Grades K–2

Students physically create new vocabulary words in various media (e.g., with modeling clay or magnetic letters, in sand or with paint).
TIP: Create your own "Etch-a-Sketch®." Mix tempera paint, cornstarch, and water to a fairly thick consistency, and place the mixture in self-sealing plastic bags. Students use their fingers to trace words in the plastic.
Grades K–2

Students create songs or classroom chants to illustrate the meaning of new vocabulary words.
Grades K–4

Students use "Pocket Definitions" to reinforce new vocabulary. Students write new vocabulary on slips of paper and put them in their pockets. Several times throughout the day, call out "Pocket Definitions!" Students take the slips of paper out of their pockets and practise the words and definitions.
Grades 2–4

Use self-stick notes to label items displayed in an artifact centre (e.g., globe, map...).
Students find other items in the classroom that match the new vocabulary and label those items.
Grades K–2

Students create desktop vocabulary placemats. Students illustrate their placemats with new vocabulary, definitions, and pictures representing the new vocabulary. Students may refer to their placemats throughout the cluster.
Grades 1–4

Students match new vocabulary to magazine pictures or clip art illustrating the new word.
Grades K–4

Students practice new vocabulary using flash cards
TIP: Have students create a personal set of flash cards
Grades 2–4

Using print and electronic resources, students research new vocabulary, recording definitions, explanations, and images that illustrate or clarify the meaning of the word
Grades 2–4

Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Peers predict the vocabulary word each image represents, and check their answer by playing the sound clip.
Grades 2–4

Other strategies:

- Guess 'What am I ?' game
- 'Around the World' Game. All the students sit in a circle (or in their desks) One student stands behind another student who is sitting. The teacher flashes them a sight word. Whichever child says the word first will move on to the next student. The student who makes it back to his or her own desk or starting point is the winner.
- Game: BANG! Put all the words into a bag and if the child that picks the word can identify it they keep it. If someone pulls out the word BANG! all of the words go back in the bag. The student with the most cards at the end wins.
- Doing rhyming word activities such as…..
- Making words using Word tiles
- sentence strips at centres
- Multiple leveled vocabulary development game that is blended with a UN Social Justice project at; www. freerice.com
- Concept Bingo Game: Using the example of traditions as vocabulary, brainstorm examples of traditions and record with words or phrases on chart paper. Give each child a blank bingo card. They choose examples of traditions from the chart and record them randomly on the bingo cards. Teacher calls out traditions and the child with the first straight wins.
- Concept Riddles: Refer to class vocabulary list, provide an oral riddle or example of a situation that illustrates a concept and the children have to guess what the concept is.
- Scrambled words
- Create over the year a large class Social Studies vocabulary dictionary.
- Have students create a simple word search using cluster vocabulary.
- Using a graphic organizer, students create a word association chart that grows two words at a time.
- Create sensory charts of words; feels like, sounds like, looks like, etc

Grades K–4

Apply

Using a word processor, students play "Vocabulary Bingo." Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabualry words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls "Bingo!"
TIP: in the classroom with one computer, students may create individual bingo cards and print them
Grades 2–4

Vocabulary

Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabualry words. Students share word graphics in an electronic gallery walk.
Grade 2-4

Collaborative groups of students create "The Answer is ..." puzzles using new vocabulary and quiz peers (e.g., "The answer is 'north, south, east, and west.' What is the question? The answer is 'What are the four cardinal directions?'").
Grade 2-4

Students play new vocabulary "Password**."** Four students are divided into two teams of two. One student on each team is given a "secret" vocabulary word on a slip of paper. Taking turns, the first team provides a one-word clue to her or his partner who attempts to quess the "secret" word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.
Grade 2-4

Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.
Grade 2-4

Students play "Vocabulary Beach Ball." Label a beach ball with vocabulary words. Students sit in a circle and toss the beach ball to a peer. The student who catches the ball reads the word closest to his or her right thumb, defines the word, and/or uses it in a sentence. The student tosses the ball to another peer.
TIP: Students may ask peers for help/clues if they cannot remember the word.
Grade 2-4

Students play "I Spy," providing clues to match something in the classroom that represents new vocabulary (e.g., I spy something round; I spy something with a tiny bit of blue on it; I spy something that spins. Answer: the globe). Peers guess the vocabulary word.
Grades K–4

Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave for recess).
TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.
Grades K–4

Students play "Spelling in Motion" to practice new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and finally states an action word. Peers perform the action, spelling the word out loud (e.g., One student says "Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks." Peers do jumping jacks as they spell the word, performing one jumping jack for each letter.).
Grades K–4

Using "Hot Potatoes," students demonstrate the undertsanding of new vocabulary by completing a teacher-created activity (eg, cloze passage, crossword puzzle, multiple choice, or matching quiz), using new vocabulary in context.
Grades 1–4

Vocabulary

Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.
Grades 2–4

Using presentation software, students craete an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with peers who use the clues to guess the vocabualry word.
Grades 1–4

Other strategies:

- Making greeting cards using new vocabulary
- Creating a skit or song using new vocab.
- Journal entries and writing pieces
- Create a poster

Grades K–4

GRADES K to 4

Cumulative Skills Chart

Appendix E

The progression of skills over the five grades (K-4) in this appendix is Manitoba's expression. The use of "Grade 4" is for the benefit of the NWT teacher looking for the range of skill expectations over five grades (K-4) and provides an intended "profile" of a student approaching Grade 5. The NWT Gr. 4 skills list does not match Manitoba's rollout exactly but is generally aligned with it.

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-100	**0-S-100** Cooperate and collaborate with others. *Examples: take turns, share space and resources...*	**1-S-100** Cooperate and collaborate with others. *Examples: share space and resources, assume responsibilities, seek agreement...*	**2-S-100** Cooperate and collaborate with others. *Examples: make collective decisions, share responsibilities, seek agreement...*
S-101	**0-S-101** Consider others' needs when working and playing together.	**1-S-101** Consider others' needs when working and playing together.	**2-S-101** Resolve conflicts peacefully and fairly.
S-102	**0-S-102** Interact fairly and respectfully with others.	**1-S-102** Interact fairly and respectfully with others.	**2-S-102** Interact fairly and respectfully with others.
S-103	**0-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**1-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**2-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
S-104			**2-S-104** Consider the rights and opinions of others during interactions.

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.	**4-S-100** Collaborate with others to share ideas, decisions, and responsibilities in groups.	**S-100**
3-S-101 Resolve conflicts peacefully and fairly.	**4-S-101** Resolve conflicts peacefully and fairly.	**S-101**
3-S-102 Interact fairly and respectfully with others.	**4-S-102** Interact fairly and respectfully with others.	**S-102**
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	**4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**S-103**
3-S-104 Consider the rights and opinions of others during interactions.	**4-S-104** Negotiate constructively with others to build consensus.	**S-104**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-200	**0-S-200** Gather information from oral, visual, material, or print sources.	**1-S-200** Gather information from oral, visual, material, print, or electronic sources.	**2-S-200** Select information from oral, visual, material, print, or electronic sources.
S-201	**0-S-201** Sort information using selected criteria.	**1-S-201** Categorize information using selected criteria.	**2-S-201** Organize and record information using visual organizers.
S-202	**0-S-202** Use appropriate terms or expressions to describe periods of time.	**1-S-202** Use appropriate terms or expressions to describe periods of time.	**2-S-202** Use appropriate terms or expressions to describe periods of time.
S-203	**0-S-203** Use tools and technologies to accomplish given tasks.	**1-S-203** Use tools and technologies to accomplish given tasks.	**2-S-203** Use tools and technologies to accomplish given tasks.
S-204		**1-S-204** Use simple timelines to organize information chronologically.	**2-S-204** Use simple timelines to organize information chronologically.
S-205		**1-S-205** Construct simple maps to represent familiar places and locations.	**2-S-205** Construct maps that include a title, legend, and symbols.
S-206		**1-S-206** Interpret simple maps as representations of familiar places and locations.	**2-S-206** Interpret maps that include a title, legend, and symbols.
S-207		**1-S-207** Use relative terms to describe familiar locations.	**2-S-207** Use cardinal directions to describe location.
S-208			

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	**4-S-200** Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	**S-200**
3-S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	**4-S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	**S-201**
3-S-202 Use appropriate terms or expressions to describe periods of time.	**4-S-202** Use appropriate terms or expressions to describe periods of time. *Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...*	**S-202**
3-S-203 Select and use appropriate tools and technologies to accomplish tasks.	**4-S-203** Select and use appropriate tools and technologies to accomplish tasks.	**S-203**
3-S-204 Use timelines to organize information chronologically.	**4-S-204** Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	**S-204**
3-S-205 Construct maps that include a title, legend, and compass rose.	**4-S-205** Construct maps that include a title, legend, compass rose, and grid.	**S-205**
3-S-206 Interpret maps that include a title, legend, and compass rose.	**4-S-206** Interpret maps that include a title, legend, compass rose, and grid.	**S-206**
3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.	**4-S-207** Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.	**S-207**
	4-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. *Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...*	**S-208**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-300	**0-S-300** Use comparison in investigations.	**1-S-300** Use comparison in investigations.	**2-S-300** Formulate questions for research.
S-301	**0-S-301** Identify consequences of their decisions and actions.	**1-S-301** Identify consequences of their decisions and actions.	**2-S-301** Consider advantages and disadvantages of solutions to a problem.
S-302		**1-S-302** Use information or observation to form opinions.	**2-S-302** Use information or observation to form opinions.
S-303		**1-S-303** Revise ideas and opinions based on new information.	**2-S-303** Revise ideas and opinions based on new information.
S-304			
S-305			

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-300 Formulate questions for research.	**4-S-300** Formulate questions for research.	**S-300**
3-S-301 Consider advantages and disadvantages of solutions to a problem.	**4-S-301** Consider advantages and disadvantages of solutions to a problem.	**S-301**
3-S-302 Draw conclusions based on information and evidence.	**4-S-302** Draw conclusions based on information and evidence.	**S-302**
3-S-303 Revise ideas and opinions based on new information.	**4-S-303** Evaluate personal assumptions based on new information and ideas.	**S-303**
3-S-304 Distinguish fact from opinion.	**4-S-304** Distinguish fact from opinion.	**S-304**
	4-S-305 Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	**S-305**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-400	**0-S-400** Listen actively to others.	**1-S-400** Listen actively to others.	**2-S-400** Listen actively to others.
S-401	**0-S-401** Use language that is respectful of others.	**1-S-401** Use language that is respectful of others.	**2-S-401** Use language that is respectful of others.
S-402	**0-S-402** Express reasons for their ideas and opinions.	**1-S-402** Express reasons for their ideas and opinions.	**2-S-402** Express reasons for their ideas and opinions.
S-403	**0-S-403** Present information and ideas orally, visually, or concretely.	**1-S-403** Present information and ideas orally, visually, concretely, or electronically.	**2-S-403** Present information and ideas orally, visually, concretely, or electronically.
S-404	**0-S-404** Relate events and stories in chronological order.	**1-S-404** Relate events and stories in chronological order.	**2-S-404** Relate events and stories in chronological order.

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-400 Listen actively to others to understand their perspectives.	**4-S-400** Listen actively to others to understand their perspectives.	**S-400**
3-S-401 Use language that is respectful of human diversity.	**4-S-401** Use language that is respectful of human diversity.	**S-401**
3-S-402 Support their ideas and opinions with information or observations.	**4-S-402** Support their ideas and opinions with information or observations.	**S-402**
3-S-403 Present information and ideas orally, visually, concretely, or electronically.	**4-S-403** Present information and ideas orally, visually, concretely, or electronically.	**S-403**
		S-404

Recommended Learning Resources

Appendix F

GRADE 3

These suggested resources were evaluated and recommended in 2003 by a group of Manitoba teachers who were nominated by their school divisions to participate in the Kindergarten to Grade 8 learning resource review. As additional materials are evaluated and recommended, this resource list will be updated. Please check online for updates and for the complete K–8 annotated bibliography of recommended learning resources at: <http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>.

For information or assistance regarding the purchase of learning resources listed, please contact:

The Manitoba Text Book Bureau
Box 910
Souris, MB R0K 2C0
Toll free (in Manitoba and Saskatchewan): 1-866-771-6822
Telephone (outside Manitoba and Saskatchewan): (204) 483-5040
Fax: (204) 483-5041
Email: mtbb@merlin.mb.ca
Search and order online at <http://www.mtbb.mb.ca>.

Many of the resources listed are available for loan by contacting:

Instructional Resources Unit (IRU)
Manitoba Education, Citizenship and Youth
1181 Portage Avenue
Winnipeg, MB R3G 0T3
Telephone: (204) 945-7830/7851 (in Winnipeg)
1-800-282-8069, ext. 7830/7851 (Manitoba only)
Fax: (204) 945-8756
Email: iruref@gov.mb.ca
Internet: <http://library.edu.gov.mb.ca:4100>

Grade-Level Resources

(Resources organized by cluster follow this section.)

Beginner's Classroom Atlas of Canada and the World

ISBN # 0-88640-921-7
This is a well-organized, user-friendly resource that meets specific learning outcomes from Grades 1–3 of the Manitoba social studies curriculum.

This is a comprehensive resource with age-appropriate, clearly labelled maps that make effective use of colour. It also includes mapping skills, geographical terms, symbols, legends, compass rose, bar scale, longitude and latitude, cultural links, regional links, timelines for development of countries, and a complete glossary with page references.

Atlas
Distributor: Rand McNally Canada
Publisher: Rand McNally Canada
Copyright: 2002
Author: Book, Rick

In the Global Classroom 1

ISBN # 0-88751-081-7
This is a Kindergarten to Grade 8 teacher professional resource. This resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes citizenship, diverse-perspectives, global, identity, and economic learning outcome experiences. Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index, but they do not include the grade level for which the activities are suggested. If the resource were better organized, it would be easier to find grade-appropriate ideas. Because this is a softcover book, it is not very durable.

Non-Fiction
Distributor: University of Toronto Press
Publisher: Pippin Publishing Corporation
Copyright: 1998
Author: Pike, Graham

Is That Right? Critical Thinking and the Social World of the Young Learner

ISBN # 0-88751-094-9
This teacher resource emphasizes that there is no better day than today to teach our children the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Non-Fiction
Distributor: University of Toronto Press
Publisher: Pippin Publishing Corporation
Copyright: 2002
Author: Wright, Ian

Rand McNally Classroom Atlas of Canada and the World

ISBN # 0-528-17779-X
This resource supports the study of Canada and the world in Clusters 1, 2, and 3 of the Grade 3 Manitoba social studies curriculum, and Clusters 1, 2, 3, and 5 of the Grade 4 social studies curriculum.

It is skill-based, well organized, and user friendly. It provides age-appropriate learning activities that could be further developed and/or adapted for these students. The activities are relevant and meaningful to students.

This resource is current and accurate, and contains Canadian and Manitoba content. This resource includes excellent graphics, diagrams, and illustrations, with subject matter that supports inclusion and promotes respect for diversity. It offers a variety of learning strategies from diverse perspectives that show thoughtfulness and consideration of subject matter and respect multiple intelligences and active learning.

It supports integration across subject areas, such as mathematics, and contains a glossary of geographical terms and a detailed index of locations. It uses clear headings and is clearly laid out, but the soft cover of the resource is not very durable.

Atlas
Distributor: Rand McNally Canada
Publisher: Rand McNally Canada
Copyright: 2002
Author: McNamara, Margaret

Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

ISBN # 0-88640-920-9
This teacher resource package complements the student text *Classroom Atlas of Canada and the World*. This resource supports the study of Canada and the world in Clusters 1, 2, and 3 of the Grade 3 Manitoba social studies curriculum, and Clusters 1, 2, 3, and 5 of the Grade 4 curriculum.

It is skill-based, well organized, and user friendly. It provides support for age-appropriate learning activities found in the textbook that could be further developed and/or adapted for these students.

It does not contain a glossary of geographical terms but it does have a detailed index that includes all the contents.

This resource is current and accurate, and contains Canadian and Manitoba content. It is clearly laid out with clear headings, and the three-ring binder format is very durable and convenient for teacher use.

Atlas
Distributor: Rand McNally Canada
Publisher: Rand McNally Canada
Copyright: 2001
Author: McNamara, Margaret

Hands-on Social Studies Grade Three

ISBN 1-55379-006-5.
This made-in-Manitoba resource is based on the specific learning outcomes in the Manitoba Grade 3 social studies curriculum, and supports teaching in all four clusters (Connecting with Canadians, Exploring the World, Communities of the World, Exploring an Ancient Society). It provides a variety of student activities, background information for teachers, theme vocabulary, learning extensions, Canadian Literature Links, and blackline masters.

This is a well-organized resource that includes creative, interactive, and meaningful student learning activities that connect to social studies, English language arts, art, and science. Assessment strategies are provided and include teacher, student, and group forms.

The resource contains both Canadian and World content. When learning about languages, cultures, and celebrations, specific references are made to Canadian and World communities. When sensitive issues are addressed in learning experiences, teacher notes provide suggestions for approaching the experience with sensitivity to individual, family, and cultural differences. The resource focuses on respecting cultural differences, and reinforces pride in one's own culture.

The resource is coil-bound. It includes a detailed table of contents, and a consistent format for learning experiences including background information for teachers, materials needed, activities, extensions, and activity centres.

Stand-Alone
Distributor:
Publisher: Portage & Main Press (PEG)
Copyright: 2003
Author: Lawson, Jennifer, et al.

Resources Organized by Cluster and Key Concepts

Grade 3—Cluster 1

All Kinds of Children

ISBN # 0-8075-0281-2

Cluster 1—Connecting with Canadians
- Connections with other Canadians

Cluster 3—Communities of the World
- Global human diversity

Fiction
Distributor: Fitzhenry & Whiteside Limited.
Publisher: Fitzhenry & Whiteside Limited
Copyright: 1999
Author: Simon, Norma

Dear Whiskers

ISBN # 0-8234-1495-7

Cluster 1—Connecting with Canadians
- Connections with other Canadians

Cluster 2—Exploring the World
- Common concerns and connections between world communities

Cluster 3—Communities of the World
- Contemporary world communities

Fiction
Distributor: Thomas Allen & Son Limited
Publisher: Holiday House, Inc.
Copyright: 2000
Author: Nagda, Ann Whitehead

From Far Away

ISBN # 1-55037-396-X

Cluster 1—Connecting with Canadians
- Connections with other Canadians

Caution: Teachers are advised to use this book with sensitivity with children from war-torn countries.

Picture Book
Distributor: Firefly Books Ltd.
Publisher: Annick Press
Copyright: 1995
Author: Munsch, Robert N.

Gleam and Glow

ISBN # 0-15-202596-0

Cluster 1—Connecting with Canadians

- Remembrance Day

Cluster 2—Exploring the World

- Human rights (housing, education, security, food, water…)

Fiction
Distributor: Harcourt Brace & Company
Publisher: Harcourt Brace & Company
Copyright: 2001
Author: Bunting, Eve

Key to the Playhouse

ISBN # 0-590-46266-0

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1994
Author: York, Carol Beach

O Canada

ISBN # 1-55337-581-5

Cluster 1—Connecting with Canadians

- Canadian citizenship (national anthem)

Note: Contains the official national anthem including all three verses from the 1908 version of "O Canada."

Picture Book
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 1992
Author: Harrison, Ted

Peace Begins with You

ISBN # 0-316-77440-5

Cluster 1—Connecting with Canadians

- Remembrance Day

Fiction
Distributor: H. B. Fenn & Company Ltd.
Publisher: Little, Brown and Co.
Copyright: 1990
Author: Scholes, Katherine

Rosie's Story

ISBN # 1-879531-62-3

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Mondo Publishing
Copyright: 1994
Author: Gogoll, Martine

Rumor

ISBN # 1-894379-39-X

Cluster 1—Connecting with Canadians

- Decision making

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Firefly Books Ltd.
Publisher: Maple Tree Press
Copyright: 1999
Author: Thornhill, Jan

Very Special Kwanzaa

ISBN # 0-590-84862-3

Cluster 1—Connecting with Canadians

- Connections with other Canadians
- Decision making (conflict, bullying)

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Chocolate, Debbie

Grade 3—Cluster 2

Dear Whiskers

ISBN # 0-8234-1495-7

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Thomas Allen & Son Limited
Publisher: Holiday House, Inc.
Copyright: 2000
Author: Nagda, Ann Whitehead

Gifts

ISBN # 0-590-24935-5

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1994
Author: Bogart, Jo Ellen

Gleam and Glow

ISBN # 0-15-202596-0

Cluster 1—Connecting with Canadians

- Remembrance Day

Cluster 2—Exploring the World

- Human rights (housing, education, security, food, water…)

Fiction
Distributor: Harcourt Brace & Company
Publisher: Harcourt Brace & Company
Copyright: 2001
Author: Bunting, Eve

Helping Organizations: Doctors Without Borders

ISBN # 0-8239-6002-1

Cluster 2—Exploring the World

- International support organizations (United Nations, UNICEF, Red Cross…)

Non-Fiction
Distributor: Knowbuddy Resources
Publisher: Rosen Publishing Group
Copyright: 2002
Author: Suen, Anastasia

Helping Organizations: Habitat for Humanity
ISBN # 0-8239-6006-4
Cluster 2—Exploring the World
- International support organizations (United Nations, UNICEF, Red Cross…)

Non-Fiction
Distributor: Knowbuddy Resources
Publisher: Rosen Publishing Group
Copyright: 2002
Author: Suen, Anastasia

I Heard the Willow Weep
ISBN # 1-929432-01-1
Cluster 2—Exploring the World
- Common concerns and connections between world communities

Fiction
Distributor: Harbour Publishing
Publisher: Harbour Publishing
Copyright: 2000
Author: Albert, Toni

If the World Were a Village: A Book About the World's People
ISBN # 1-55074-779-7
Cluster 2—Exploring the World
- Common concerns and connections between world communities

Non-Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 2002
Author: Smith, David J.

Imaginative Inventions
ISBN # 0-316-34725-6
Cluster 2—Exploring the World
- Common concerns and connections between world communities

Non-Fiction
Distributor: H. B. Fenn & Company Ltd.
Publisher: Little, Brown and Co.
Copyright: 2001
Author: Harper, Charise Mericle

Rookie Read-About Geography: Living in a Desert
ISBN # 0-516-27049-4
Cluster 2—Exploring the World
- Common concerns and connections between world communities

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Fowler, Allan

Rookie Read-About Geography: Looking at Maps and Globes

ISBN # 0-516-25982-2

Cluster 2—Exploring the World

- Mapping (maps, aerial photographs, and satellite images)

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Bredeson, Carmen

Rookie Read-About Geography: We Need Directions

ISBN # 0-516-27380-9

Cluster 2—Exploring the World

- Mapping (maps, aerial photographs, and satellite images)

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2002
Author: De Capua, Sarah

This is My House

ISBN # 0-590-45303-3

Cluster 2—Exploring the World

- Mapping (maps, aerial photographs, and satellite images)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1992
Author: Dorros, Arthur

Grade 3—Cluster 3

All Kinds of Children

ISBN # 0-8075-0281-2

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Cluster 3—Communities of the World

- Global human diversity

Fiction
Distributor: Fitzhenry & Whiteside Limited
Publisher: Fitzhenry & Whiteside Limited
Copyright: 1999
Author: Simon, Norma

Black Snowman

ISBN # 0-590-44873-0

Cluster 3—Communities of the World

- Global human diversity

Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1989
Author: Mendez, Phil

Children from Australia to Zimbabwe

ISBN # 1-57091-478-8

Cluster 3—Communities of the World

- Global human diversity

Picture Book
Distributor: Monarch Books of Canada
Publisher: Charlesbridge Publishing
Copyright: 2001
Author: Ajmera, Maya

Communities: Living in a Rain Forest

ISBN # 0-516-23501-X

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Communities: Living near a River

ISBN # 0-516-23502-8

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Communities: Living on a Mountain

ISBN # 0-516-23503-6

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Communities: Living on a Plain

ISBN # 0-516-23504-4

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Communities: Living on an Island

ISBN # 0-516-23505-2

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Winne, Joanne

Dear Whiskers

ISBN # 0-8234-1495-7

Cluster 1—Connecting with Canadians

- Connections with other Canadians

Cluster 2—Exploring the World

- Common concerns and connections between world communities

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Thomas Allen & Son Limited
Publisher: Holiday House, Inc.
Copyright: 2000
Author: Nagda, Ann Whitehead

First Book about Africa: An Introduction for Young Readers

ISBN # 0-439-42918-8

Cluster 3—Communities of the World

- Contemporary world communities

Note: Higher level reading.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2003
Author: Marx, David F.

First Guide to Russia

ISBN # 1-874488-37-1

Cluster 3—Communities of the World

- Contemporary World Communities

Non-Fiction
Distributor: Vanwell Publishing Limited
Publisher: Zoe Books
Copyright: 1995
Author: Davies, Kathy

Kite

ISBN # 0-88776-503-3

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Fiction
Distributor: Random House of Canada Limited
Publisher: Tundra Books Inc.
Copyright: 2002
Author: Garay, Luis

Lion Dancer: Ernie Wan's Chinese New Year

ISBN # 0-590-43047-5

Cluster 3—Communities of the World

- Contemporary world communities

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1990
Author: Waters, Kate

My Baby

ISBN # 0-374-35103-1

Cluster 3—Communities of the World

- Indigenous communities of the world

Caution: Reference to religious symbol and drawing of mother giving birth.

Picture Book
Distributor: Groundwood Books
Publisher: Groundwood Books
Copyright: 2000
Author: Winter, Jeanette

Nations of the Plains

ISBN # 0-7787-0460-2

Cluster 3—Communities of the World

- Indigenous communities of the world

Non-Fiction
Distributor: Crabtree Publishing Company
Publisher: Crabtree Publishing Company
Copyright: 2001
Author: Kalman, Bobbie

Nations of the Western Great Lakes

ISBN # 0-7787-0464-5

Cluster 3—Communities of the World

- Indigenous communities of the world

Non-Fiction
Distributor: Crabtree Publishing Company
Publisher: Crabtree Publishing Company
Copyright: 2003
Author: Kalman, Bobbie

Powwow

ISBN # 0-15-263269-7

Cluster 3—Communities of the World

- Indigenous communities of the world

Non-Fiction
Distributor: Harcourt Canada Ltd.
Publisher: Harcourt Canada Ltd.
Copyright: 1993
Author: Ancona, George

Quest in Time

ISBN # 1-894379-07-1

Cluster 3—Communities of the World

- Human diversity

Cluster 4—Exploring an Ancient Society

- Ways of life

Fiction
Distributor: Firefly Books Ltd.
Publisher: Maple Tree Press
Copyright: 2000
Author: Wishinsky, Frieda

Roses Sing on New Snow

ISBN # 0-88899-217-3

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Groundwood Books
Publisher: Groundwood Books
Copyright: 1994
Author: Yee, Paul

Social Studies Resource Centre: A Day in Japan

ISBN # 0-7791-0443-9

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Note: This picture book for easy reading is a very good introductory source.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Moreton, Daniel

Social Studies Resource Centre: Australia

ISBN # 0-7791-0442-0

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Note: This is an introductory source for details of world communities at an easy reading level.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Chessen, Betsey

Social Studies Resource Centre: Italy

ISBN # 0-7791-044-7

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Note: This is an introductory source for details of world communities at an easy reading level.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Canizares, Susan

Social Studies Resource Centre: Mexico

ISBN # 0-7791-041-2

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Note: Limited text, large font. Easy reading level.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Canizares, Susan

Social Studies Resource Centre: South Africa

ISBN # 0-7791-0445-5

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural; daily life, traditions)

Note: This is an introductory source for details of world communities at an easy reading level.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2001
Author: Graham, Wendy

Spirit of the Maasai Man
ISBN # 1-902283-74-0
Cluster 3—Communities of the World
- Indigenous communities of the world

Fiction
Distributor: Raincoast Books
Publisher: Barefoot Books
Copyright: 2000
Author: Berkeley, Laura

Tiger and the Dried Persimmon
ISBN # 0-88899-485-0
Cluster 3—Communities of the World
- Contemporary world communities

Fiction
Distributor: Groundwood Books
Publisher: Groundwood Books
Copyright: 2002
Author: Park, Janie Jaehyun

True Book: Argentina
ISBN # 0-516-26490-7
Cluster 3—Communities of the World
- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Burgan, Michael

True Book: Australia and New Zealand
ISBN # 0-516-26573-3
Cluster 3—Communities of the World
- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Landau, Elaine

True Book: Brazil
ISBN # 0-516-26164-9
Cluster 3—Communities of the World
- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1997
Author: Heinrichs, Ann

True Book: China

ISBN # 0-516-26165-7

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1997
Author: Heinrichs, Ann

True Book: England

ISBN # 0-516-26492-3

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Burgan, Michael

True Book: France

ISBN # 0-516-27023-0

Cluster 3—Communities of the World

- Contemporary world communities

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Landau, Elaine

True Book: India

ISBN # 0-516-26764-7

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural, daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1999
Author: Landau, Elaine

True Book: Japan

ISBN # 0-516-26172-X

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural; daily life, traditions)

Note: Japanese data correct as of 1997.

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1997
Author: Heinrichs, Ann

True Book: Mexico

ISBN # 0-516-26173-8

Cluster 3—Communities of the World

- Contemporary world communities (physical, social, cultural; daily life, traditions)

Picture Book
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1997
Author: Heinrichs, Ann

Very Special Kwanzaa

ISBN # 0-590-84862-3

Cluster 1—Connecting with Canadians

- Connections with other Canadians
- Decision making (conflict, bullying)

Cluster 3—Communities of the World

- Contemporary world communities

Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 2000
Author: Chocolate, Debbie

Vision Seeker

ISBN # 0-7737-2966-6

Cluster 3—Communities of the World

- Indigenous communities of the world

Non-Fiction
Distributor: Fitzhenry & Whiteside Limited.
Publisher: Stoddart Kids
Copyright: 1997
Author: Whetung, James

Welcome to my Country: Welcome to Australia
ISBN # 0-8368-2393-1
Cluster 3—Communities of the World
- Contemporary world communities
- Indigenous communities of the world

Non-Fiction
Distributor: Gareth Stevens
Publisher: Gareth Stevens
Copyright: 1999
Author: North, Peter

Grade 3—Cluster 4

Adventures with the Vikings
ISBN # 1-55074-544-1
Cluster 4—Exploring an Ancient Society: The Vikings
- Customs, stories, and traditions

Note: Some graphic portrayals.
Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 2001
Author: Bailey, Linda

Civilizations Past to Present: China
ISBN # 0-7922-8698-7
Cluster 4—Exploring an Ancient Society: China
- Cultural expressions
- Enduring contributions

Non-Fiction
Distributor: National Geographic Education
Publisher: National Geographic Education
Copyright: 2002
Author: Supples, Kevin

Civilizations Past to Present: Egypt
ISBN # 0-7922-8687-1
Cluster 4—Exploring an Ancient Society: Egypt
- Ways of life
- Cultural expressions
- Enduring contributions

Non-Fiction
Distributor: National Geographic Education
Publisher: National Geographic Education
Copyright: 2002
Author: Supples, Kevin

Civilizations Past to Present: Teacher's Guide & Assessments

ISBN # 0-7922-8594-8

Cluster 4—Exploring an Ancient Society

- Ways of life
- Customs, stories, traditions
- Cultural expressions
- Enduring contributions

Non-Fiction
Distributor: National Geographic Education
Publisher: National Geographic Education
Copyright: 2003
Author: National Geographic Society

Great Pyramid

ISBN # 0-9650493-1-0

Cluster 4—Exploring an Ancient Society

- Ways of life
- Customs, stories, traditions
- Cultural expressions (religious practices)

Caution: Includes mummification.

Non-Fiction
Distributor: Firefly Books Ltd.
Publisher: Mikaya Press
Copyright: 1996
Author: Mann, Elizabeth

History Opens Windows: The Vikings

ISBN # 1-4034-0254-X

Cluster 4—Exploring an Ancient Society: The Vikings

- Ways of life
- Customs, stories, traditions
- Enduring contributions

Non-Fiction
Distributor: Knowbuddy Resources
Publisher: Reed Educational & Professional Publishers
Copyright: 2003
Author: Shuter, Jane

How Would You Survive as an Ancient Egyptian?

ISBN # 0-531-14245-7

Cluster 4—Exploring an Ancient Society: Egypt

- Ways of life

Caution: There is some nudity in the illustrations.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Watts, Franklin, Inc.
Copyright: 1995
Author: Morley, Jacqueline

How Would You Survive as an Ancient Greek?

ISBN # 0-531-15307-X

Cluster 4—Exploring an Ancient Society: Egypt

- Ways of life

Caution: There is some nudity in the illustrations.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Watts, Franklin, Inc.
Copyright: 1995
Author: Macdonald, Fiona

How Would You Survive as an Ancient Roman?

ISBN # 0-531-15305-3

Cluster 4—Exploring an Ancient Society: Rome

- Ways of life

Caution: There is some nudity in the illustrations.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Watts, Franklin, Inc.
Copyright: 1995
Author: Ganeri, Anita

How Would You Survive as an Aztec?

ISBN # 0-531-15304-5

Cluster 4—Exploring an Ancient Society: Aztecs

- Ways of life

Caution: There is some nudity in the illustrations.

Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Watts, Franklin, Inc.
Copyright: 1995
Author: Macdonald, Fiona

Quest in Time

ISBN # 1-894379-07-1

Cluster 3—Communities of the World

- Human diversity

Cluster 4—Exploring an Ancient Society

- Ways of life

Fiction
Distributor: Firefly Books Ltd.
Publisher: Maple Tree Press
Copyright: 2000
Author: Wishinsky, Frieda

Writing in the Ancient World: Writing in Ancient Egypt

ISBN # 0-8239-5606-6

Cluster 4—Exploring an Ancient Society: Egypt

- Cultural expressions
- Enduring contributions

Non-Fiction
Distributor: Knowbuddy Resources
Publisher: Rosen Publishing Group
Copyright: 2003
Author: Fine, Jil

Grade 3

Resources Organized by Learning Experiences

Appendix G

Grade 3 Resources Organized by Learning Experiences

Sensitive Content and Local Selection of Learning Resources

Although each resource listed in this bibliography has been reviewed by a team of Manitoba social studies teachers, school divisions/districts are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of **caution** appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, **all books/videos need to be reviewed for local sensitivities.**

Definitions of Terms Used in the Learning Experiences

The following terms and definitions are used to describe how the resources should be used.

- **Student Breadth: i**dentifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

How To Access Learning Resources

The resources listed here are available from the Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

To register as a patron, renew resources and inquire about loans, contact:

Instructional Resources Unit	Telephone	(204) 945-5371
Manitoba Education, Citizenship and Youth	Toll Free	(800) 282-8069 ext. 5371
1181 Portage Avenue		
Winnipeg, MB R3G 0T3	Email	irucirc@gov.mb.ca

Online Catalogue

To conduct your own searches of the Library's collections, visit the online catalogue at: <http://libcat.merlin.mb.ca>.

Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability, and videos will not always be available as needed. Please consult the IRU for a list of DVD resources to support the learning experiences. At time of publication that list was not available.

Free Materials and Websites

Please note that the free materials and websites listed in this document were available at time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

Cluster 1: Connecting With Canadians

3.1.1. Canadian Citizenship

Specific Learning Outcomes: KC 001; KC 002; VC 002

Teacher Reference

- Beginner's Classroom Atlas of Canada and the World
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

Student Depth

- All Kinds of Children

Student Breadth & Depth

- Beginner's Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World

Free Materials

- World Vision Canada
  <www.worldvisioncanada>
  Children's Rights For You and Me
  <www.worldvision.ca/home/education-and-justice/teacher-resources/>
  At this site resources for teachers and global learners are divided into 3 categories: Grades 2-6; Grades 7-9; and Grades 10+. For Grade 3, the topics of Safe Water, Communities, Media Literacy, Children's Rights, and Global issues are described. Free resources can be downloaded.
- Government of Canada
  <canada.gc.ca>
  Charter poster
  Charter of Rights booklet
  Email: <rights-droits@pch.gc.ca>
- Citizenship Education and Activities
  <www.cic.gc.ca/english/citizen/menu-promotion.html>
- Celebrate Citizenship Year Round
  <www.cic.gc.ca/english/citizen/celebrate.html>
- Look at Canada – citizenship booklet
  <www.cic.gc.ca/english/citizen/look/look-00e.html>

Videos

- Glorious & Free.
  Media Booking #0233, Video Duplication #VT-0012
  See Annotation on page G21

3.1.2. Canadian National Anthem

Specific Learning Outcomes: KC 003

Teacher Reference

- Beginner's Classroom Atlas of Canada and the World
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

Student Depth

- Canada

Student Breadth & Depth

- Beginner's Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World

Free Materials

- Canadian Heritage
  Telephone: (204) 983-3601
  <www.canadianheritage.gc.ca/pc-ch/pubs/cpsc-ccsp_e.cfm>
  The following free materials are available on-line:
  – Flag Etiquette in Canada
  – The Canadian Coat of Arms
  – The National Flag of Canada
  – The National Anthem of Canada
- Calendar of Events for the year
  <www.canadianheritage.gc.ca/pc-ch/calen/2005/10_e.cfm>
- Celebrate Canada (National Aboriginal Day)
  <www.canadianheritage.gc.ca/special/canada/index_e.cfm>
- Fun Zone
  <www.canadianheritage.gc.ca/special/canada/zone/index_e.cfm>
  Includes images of Coat of Arms; Flags; a Mountie; Snowbird;
  Celebrate Canada 1,2,3,4; and the National Anthem.
  This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

3.1.3. Personal Identity

Specific Learning Outcomes: KI 007

Teacher Reference

- Beginner's Classroom Atlas of Canada and the World
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

Student Depth
- All Kinds of Children
- Dear Whiskers
- From Far Away
- Key to the Playhouse
- Rosie's Story (Out of Print)
- Very Special Kwanzaa

Student Breadth & Depth
- Beginner's Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World

3.1.4. Leadership

Specific Learning Outcomes: KP 032; VP 011

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

Student Breadth & Depth
- Beginner's Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World

3.1.5. Conflict Resolution

Specific Learning Outcomes: KP 033; KP 034

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

Student Depth
- The Rumor
- Very Special Kwanzaa

Student Breadth & Depth
- Beginner's Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World

3.1.6. Remembrance Day
Specific Learning Outcomes: KC 004

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- A Poppy Is to Remember
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

Student Depth
- Gleam and Glow
- Peace Begins with You

Student Breadth and Depth
- Beginner's Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World

Free Materials
- The Memory Project-Peace and War
  <www.TheMemoryProject.com>
  To arrange for a local veteran to visit your students, or to request materials, contact the Dominion Institute toll-free at 1-866-701-1867 or by Email at: <memory@dominion.ca>

Cluster 2: Exploring the World

3.2.1. Mapping the World
Specific Learning Outcomes: KL 014; KL 015; KL 016

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Depth
- Rookie Read-About Geography: Looking at Maps and Globes
- Rookie Read-About Geography: We Need Directions
- This is My House

Student Breadth & Depth
- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)
- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

3.2.2. Community Connections

Specific Learning Outcomes: KI 008; KG 030; VG 009; VG 010

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Breadth and Depth
- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)
- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

Free Materials
- Globe Teacher
  <www.globeteacher.com>
  The Educators Network Newsletter is sent by e-mail every week. It includes quote of the week and a number of other useful resources.
- Canadian International Development Agency
  <www.acdi-cida.gc.ca>
  Global Citizenship in Action: Canadians Reaching Out to the World: Special Edition-Africa. There is an excellent map of Africa in this resource.

3.2.3. Human Rights

Specific Learning Outcomes: KC 005; KG 028; KG 029; VC 003

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Three
- Helping Organizations: Doctors without Borders
- Helping Organizations: Habitat for Humanity
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Depth
- Gleam and Glow

Student Breadth & Depth
- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)
- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

Free Materials
- World Vision Canada
  <www.worldvision.ca/resources>
  Children's Rights For You and Me
  <www.worldvision.ca/home/education-and-justice/teacher-resources/>
  At this site resources for teachers and global learners are divided into 3 categories: Grades 2-6; Grades 7-9; and Grades 10+. For Grade 3, the topics of Safe Water, Communities, Media Literacy, Children's Rights, and Global issues are described. Free resources can be downloaded.
- United Nations
  High Commissioner For Refugees
  Branch Office for Canada
  280, rue Albert Street
  Suite 401
  Ottawa, K1P 5G8
  Video – Carly (ages 5-8)Free
  – To Be a Refugee (ages 8-12) Free
  Other useful web sites:
  – <www.mcc.org/inexile>
  – <www.foodgrainsbank.ca>
  – <www.clwr.org>
  – <www.msf.ca/programs/rcamp.htm>
  – <www.refuge.amnesty.org>
  – <www.unhcr.ch>
  – <www.act-intl.org>
  – <www.redcross.ca>
  – <www.thehungersite.com>
  – <www.disasterrelief.org>
  – <www.amnesty.ca>
  – <www.amnesty.org>
  – <www.refugeeinternational.org>

Videos
- From Far Away.
  Media Booking #6504
  See Annotation on page G21

3.2.4. Personal Responsibilities

Specific Learning Outcomes: KC 006; KG 027; KG 031; VC 001

Teacher Reference

- Beginner's Classroom Atlas of Canada and the World
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Depth

- Dear Whiskers
- Gifts
- I Heard the Willow Weep
- If the World Were a Village: A Book about the World's People
- Imaginative Inventions
- Rookie Read-About Geography: Living in a Desert

Student Breadth & Depth

- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)
- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

Videos

- From Far Away.
  Media Booking #6504
  See Annotation on page G21

Cluster 3: Communities of the World

Learning Experiences in Cluster 3 are intended for the study of both a community elsewhere in the world, and an indigenous community outside of Canada. The resources listed below are for one or both of these studies.

3.3.1. Locating World Communities

Specific Learning Outcomes: KL 020

Teacher Reference

- Beginner's Classroom Atlas of Canada and the World
- Civilizations Past to Present: Teacher's Guide and Assessments
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World

- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Depth
- A to Z: Brazil
- A to Z: China
- A to Z: Egypt
- A to Z: France
- A to Z: India
- A to Z: Ireland
- A to Z: Israel
- A to Z: Italy
- A to Z: Japan
- A to Z: Kenya
- A to Z: Mexico
- A to Z: Puerto Rico
- A to Z: Russia
- A to Z: United States of America

Student Breadth
- Civilizations Past to Present: India
- Civilizations Past to Present: Japan
- Civilizations Past to Present: Mali
- Civilizations Past to Present: Peru

Student Breadth & Depth
- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)
- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

Free Materials
- Saudi Aramco World Circulation Department
  P.O. Box 469008
  Escondido, CA 92046-9008
  This publication is free and provides information about the cultures of the Arab and Muslim worlds, the history, geography and economy of Saudi Arabia, and their connections with the West.

3.3.2. Living with the Land

Specific Learning Outcomes: KL 017; KL 019; VL 006

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Civilizations Past to Present: Teacher's Guide and Assessments
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World

- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Breadth
- Civilizations Past to Present: India
- Civilizations Past to Present: Japan
- Civilizations Past to Present: Mali
- Civilizations Past to Present: Peru

Student Depth
- A to Z: Brazil
- A to Z: China
- A to Z: Egypt
- A to Z: France
- A to Z: India
- A to Z: Ireland
- A to Z: Israel
- A to Z: Italy
- A to Z: Japan
- A to Z: Kenya
- A to Z: Mexico
- A to Z: Puerto Rico
- A to Z: Russia
- A to Z: United States of America

Student Breadth and Depth
- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)
- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

Free Materials
- Saudi Aramco World
  Circulation Department
  P.O. Box 469008
  Escondido, CA 92046-9008
  This publication is free and provides information about the cultures of the Arab and Muslim worlds, the history, geography and economy of Saudi Arabia, and their connections with the West.

Videos
- Communities around the World, Around the Corner
  Media Booking #6497
  See Annotation on page G20

3.3.3. Resources

Specific Learning Outcomes: KL 018; KE 035; KE 036; VL 005

Teacher Reference

- Beginner's Classroom Atlas of Canada and the World
- Civilizations Past to Present: Teacher's Guide and Assessments
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Breadth

- Civilizations Past to Present: India
- Civilizations Past to Present: Japan
- Civilizations Past to Present: Mali
- Civilizations Past to Present: Peru

Student Depth

- A to Z: Brazil
- A to Z: China
- A to Z: Egypt
- A to Z: France
- A to Z: India
- A to Z: Ireland
- A to Z: Israel
- A to Z: Italy
- A to Z: Japan
- A to Z: Kenya
- A to Z: Mexico
- A to Z: Puerto Rico
- A to Z: Russia
- A to Z: United States of America

Student Breadth and Depth

- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)
- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

Free Materials

- Saudi Aramco World
  Circulation Department
  P.O. Box 469008
  Escondido, CA 92046-9008
  This publication is free and provides information about the cultures of the Arab and Muslim worlds, the history, geography and economy of Saudi Arabia, and their connections with the West.

3.3.4. World Communities

Specific Learning Outcomes: KE 037; KE 038; VE 012

Teacher Reference

- Beginner's Classroom Atlas of Canada and the World
- Civilizations Past to Present: Teacher's Guide and Assessments
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Breadth

- Civilizations Past to Present: India
- Civilizations Past to Present: Japan
- Civilizations Past to Present: Mali
- Civilizations Past to Present: Peru

Student Depth

- A to Z: Brazil
- A to Z: China
- A to Z: Egypt
- A to Z: France
- A to Z: India
- A to Z: Ireland
- A to Z: Israel
- A to Z: Italy
- A to Z: Japan
- A to Z: Kenya
- A to Z: Mexico
- A to Z: Puerto Rico
- A to Z: Russia
- A to Z: United States of America
- Communities: Living in a Rain Forest
- Communities: Living Near a River
- Communities: Living on a Mountain
- Communities: Living on a Plain
- Communities: Living on an Island
- Dear Whiskers
- First Book about Africa: An Introduction for Young Readers
- First Guide to Russia
- Kite
- Lion Dancer: Ernie Wan's Chinese New Year
- My Baby
- The Rumor
- Social Studies Resource Centre: A Day in Japan
- Social Studies Resource Centre: Australia
- Social Studies Resource Centre: Italy

- Social Studies Resource Centre: Mexico
- Social Studies Resource Centre: South Africa
- Spirit of the Maasai Man
- Tiger and the Dried Persimmon
- True Book: Argentina
- True Book: Australia and New Zealand
- True Book: Brazil
- True Book: China
- True Book: England
- True Book: France
- True Book: India
- True Book: Japan
- True Book: Mexico
- Very Special Kwanzaa
- Vision Seeker
- Welcome to My Country: Welcome to Australia

Student Breadth and Depth

- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)
- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

Free Materials

- Saudi Aramco World
  Circulation Department
  P.O. Box 469008
  Escondido, CA 92046-9008
  This publication is free and provides information about the cultures of the Arab and Muslim worlds, the history, geography and economy of Saudi Arabia, and their connections with the West.
- Manitoba Council for International Cooperation (MCIC)
  Order the Ourworld CD by Email at <mcic@web.net> or by telephone at (204) 987-6420
  <www.ourworld.ca>
- National Geographic Education and Children's Programs
  <www.nationalgeographic.com/geographyaction>
  Lesson plans can be found at this site. National Geographic Society provides teachers with a poster map called 'Kids Dare to Explore: World Cultures'. On the back of the map is an interactive game that is geared to students in the elementary grades.

3.3.5. Daily Life

Specific Learning Outcomes: KI 010; KI 013; VI 004

Teacher Reference

- Beginner's Classroom Atlas of Canada and the World
- Civilizations Past to Present: Teacher's Guide and Assessments
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Breadth

- Civilizations Past to Present: India
- Civilizations Past to Present: Japan
- Civilizations Past to Present: Mali
- Civilizations Past to Present: Peru

Student Depth

- A to Z: Brazil
- A to Z: China
- A to Z: Egypt
- A to Z: France
- A to Z: India
- A to Z: Ireland
- A to Z: Israel
- A to Z: Italy
- A to Z: Japan
- A to Z: Kenya
- A to Z: Mexico
- A to Z: Puerto Rico
- A to Z: Russia
- A to Z: United States of America
- Communities: Living in a Rain Forest
- Communities: Living near a River
- Communities: Living on a Mountain
- Communities: Living on a Plain
- Communities: Living on an Island
- Dear Whiskers
- First Book about Africa: An Introduction for Young Readers
- First Guide to Russia
- Kite
- Lion Dancer: Ernie Wan's Chinese New Year
- My Baby
- Social Studies Resource Centre: A Day in Japan
- Social Studies Resource Centre: Australia
- Social Studies Resource Centre: Italy
- Social Studies Resource Centre: Mexico
- Social Studies Resource Centre: South Africa
- Spirit of the Maasai Man
- Tiger and the Dried Persimmon
- True Book: Argentina
- True Book: Australia and New Zealand
- True Book: Brazil
- True Book: China
- True Book: England
- True Book: France

- True Book: India
- True Book: Japan
- True Book: Mexico
- Very Special Kwanzaa
- Vision Seeker
- Welcome to My Country: Welcome to Australia

Student Breadth and Depth
- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)
- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

Free Materials
- Saudi Aramco World
  Circulation Department
  P.O. Box 469008
  Escondido, CA 92046-9008
  This publication is free and provides information about the cultures of the Arab and Muslim worlds, the history, geography and economy of Saudi Arabia, and their connections with the West.

Videos
- Ramadan.
  Media Booking #5237
  See Annotation on page G21

3.3.6. Cultural Diversity

Specific Learning Outcomes: KI 009; KI 011; KI 012

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Civilizations Past to Present: Teacher's Guide and Assessments
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- No Two Snowflakes (Read-Aloud)
- Quest in Time (Read-Aloud)
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide
- Our World: World Communities Teaching Resource (with Audio CD)

Student Breadth
- Civilizations Past to Present: India
- Civilizations Past to Present: Japan
- Civilizations Past to Present: Mali
- Civilizations Past to Present: Peru

Student Depth
- A to Z: Brazil
- A to Z: China
- A to Z: Egypt

- A to Z: France
- A to Z: India
- A to Z: Ireland
- A to Z: Israel
- A to Z: Italy
- A to Z: Japan
- A to Z: Kenya
- A to Z: Mexico
- A to Z: Puerto Rico
- A to Z: Russia
- A to Z: United States of America
- All Kinds of Children
- Very Special Kwanzaa
- Black Snowman
- Children from Australia to Zimbabwe
- Communities: Living in a Rain Forest
- Communities: Living near a River
- Communities: Living on a Mountain
- Communities: Living on a Plain
- Communities: Living on an Island
- Dear Whiskers
- First Book about Africa: An Introduction for Young Readers
- First Guide to Russia
- Kite
- Lion Dancer: Ernie Wan's Chinese New Year
- My Baby
- Social Studies Resource Centre: A Day in Japan
- Social Studies Resource Centre: Australia
- Social Studies Resource Centre: Italy
- Social Studies Resource Centre: Mexico
- Social Studies Resource Centre: South Africa
- Spirit of the Maasai Man
- Tiger and the Dried Persimmon
- True Book: Argentina
- True Book: Australia and New Zealand
- True Book: Brazil
- True Book: China
- True Book: England
- True Book: France
- True Book: India
- True Book: Japan
- True Book: Mexico
- Very Special Kwanzaa
- Vision Seeker
- Welcome to My Country: Welcome to Australia

Student Breadth and Depth

- Beginner's Classroom Atlas of Canada and the World
- Our World: World Communities (Student Book)

- Our World: World Communities Activity Card Pack
- Rand McNally Classroom Atlas of Canada and the World

Free Materials

- Saudi Aramco World
  Circulation Department
  P.O. Box 469008
  Escondido, CA 92046-9008
  This publication is free and provides information about the cultures of the Arab and Muslim worlds, the history, geography and economy of Saudi Arabia, and their connections with the West.

Videos

- Just a Little Red Dot.
  Media Booking #1867
  See Annotation on page G21

Cluster 4: Exploring an Ancient Society

3.4.1. Daily Life in an Ancient Society

Specific Learning Outcomes: KH 023; VH 007

Teacher Reference

- Beginner's Classroom Atlas of Canada and the World
- Civilizations Past to Present: Teacher's Guide and Assessments
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Quest in Time (Read-Aloud)
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

Student Breadth

- Civilizations Past to Present: The Viking World

Student Depth

- Civilizations Past to Present: Egypt
- The Great Pyramid
- History Opens Windows: The Vikings

Student Breadth and Depth

- Beginner's Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World

Videos

- Ancient Egypt
  Media Booking #2119
  See Annotation on page G20

3.4.2. Cultural Expression in an Ancient Society

Specific Learning Outcomes: KH 024; KH 025

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Civilizations Past to Present: Teacher's Guide and Assessments
- Hands-On Social Studies Grade Three In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Quest in Time (Read-Aloud)
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

Student Breadth
- Civilizations Past to Present: The Viking World

Student Depth
- Adventures with the Vikings
- Civilizations Past to Present: China
- Civilizations Past to Present: Egypt
- The Great Pyramid
- History Opens Windows: The Vikings
- Writing in the Ancient World: Writing in Ancient Egypt

Student Breadth and Depth
- Beginner's Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World

3.4.3. Contributions, Continuity, and Change

Specific Learning Outcomes: KH 021; KH 022; KH 026; VH 008

Teacher Reference
- Beginner's Classroom Atlas of Canada and the World
- Civilizations Past to Present: Teacher's Guide and Assessments
- Hands-On Social Studies Grade Three
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Quest in Time (Read-Aloud)
- Rand McNally Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

Student Breadth
- Civilizations Past to Present: The Viking World

Student Depth
- Civilizations Past to Present: China
- Civilizations Past to Present: Egypt
- History Opens Windows: The Vikings
- Writing in the Ancient World: Writing in Ancient Egypt

Student Breadth and Depth
- Beginner's Classroom Atlas of Canada and the World
- Rand McNally Classroom Atlas of Canada and the World

Videos
- Egypt.
  Media Booking #0852
  See Annotation on page G20

Grade 1 Video Annotations
(Alphabetical Order by Title)

Ancient Egypt. (1998). [videocassette]. Series: Ancient Civilizations for Children. Wynnewood, PA: Schlessinger Media. Media Booking #2119

This video is useful for Grade 3 Cluster 4 when learning about Ancient Egypt. It is divided into segments that are easily noted.

In this program, archaeologist Arizona Smith examines the history and culture of ancient Egypt, a civilization which began more than 5000 years ago. The video discusses the discovery of the tomb of King Tutankhamun by English archaeologist Howard Carter in 1922, the process of mummification, the Egyptian system of writing known as hieroglyphics, and the importance of the Nile River to the lives of the ancient Egyptians. It also describes the building of the pyramids, religious rites and practices, the lives led by Egyptian children and the clothing and food of this ancient culture. As well, early Egyptian contributions to mathematics, medicine, art, and architecture are noted.

Caution: There is a brief description of mummification. The ancient Egyptians removed the brain through the nose in the process of mummification.

It is recommended that the video be watched in segments, which are easily noted.

Communities around the World, Around the Corner. (2001). [videocassette]. Mississauga, ON: World Vision Canada. Media Booking #6497

This video is useful for Grade 3 Cluster 3 when discussing characteristics of communities. It visits children in Tanzania, Nicaragua, and India.

The video introduces viewers to the following children from three different communities around the world:

- Nairiamu, an 8-year-old girl is a member of a nomadic Maasai tribe in Tanzania
- Jaime, a 10-year-old boy who lives in a small mountain village in Nicaragua
- Rehka, an 11-year-old girl who lives in India.

The video compares their lives to those of children in Canada and explains how the environment affects communities and how communities can affect the environment.

Egypt. (1997). [videocassette]. Series: Inspector Gadget's Field Trip Series. [United States]: Disney Educational Productions. Media Booking #0852

This video is useful for Grade 3 Cluster 4 when learning about Ancient Egypt. It is divided into 2 segments: Pyramids and Nile River.

In this program Inspector Gadget visits Egypt. The first segment focuses on Egyptian history, including the Pyramids at Giza, the tombs and burial chambers at the Valley of the Kings, and the lives and times of Pharaohs Khufu, Tutankhamun, Hatshepsut, Cleopatra, and Ramses 11. As well, the treasures of King Tutankhamun, now housed in the Egyptian Antiquities Museum in Cairo, are examined.

In the second segment, Inspector Gadget travels down the Nile River where he learns about papyrus, the importance of camels in desert life, and how Egyptians learned to control the water of the Nile. As well, the relocation of the Abu Simbel Temple and the role and importance of the Aswan High Dam are detailed.

From Far Away. (2002). [videocassette]. Series: Talespinners Collection. Montreal: National Film Board of Canada. Media Booking #6504

This video is useful for Grade 3 Cluster 2 when discussing celebrations, such as Halloween. The topic of diversity is explored, and the fear that children new to Canada feel around such celebrations is addressed.

Caution: The phrase, "I have to go pee." is used repeatedly.

This program tells the story of Saoussan, a young girl struggling to adjust to life in Canada after being uprooted from her war-torn homeland of Lebanon. She and her family have come to seek safety in Canada and, although memories of war and death linger, the young girl realizes that she must come to terms with a new language and traditions.

Glorious & Free. (1997). [videocassette]. [Canada]: Canadian Heritage. Media Booking #0233, Video Duplication #VT-0012

This video is useful for Grade 3 Cluster 1 when learning about rights and responsibilities.

The video uses a mix of music, visual imagery, and narration to present viewers with a glimpse of symbols, people, and events which are uniquely Canadian. It also notes rights and responsibilities of Canadians.

Just a Little Red Dot. (1996). [videocassette]. [Canada]: Sandalwood Productions Inc. Media Booking #1867

This video is useful for Grade 3 Cluster 3 when discussing diverse perspectives in communities around the world. Teachers may want to preview the first part of the video before viewing with students. The video is 35 minutes long and should be seen in segments.

A 10-year-old Tamil child joins the class as a new student, unleashing great curiosity amongst the class about the red dot she wears on her forehead. A discussion on respect ensues in the classroom. After an incident in the playground, the class explores the term racist and what racism does to people. Further incidents, including bullying, lead to a conclusion which challenges the negative attitudes of some students and allows for the development of sensitivity, tolerance and respect for all people.

Ramadan. (1996). [videocassette]. Series: Holidays for Children. Wynnewood, PA: Schlessinger Video Productions. Media Booking #5237

This video is useful for Grade 3 Cluster 3 when discussing religious celebrations.

Through the use of illustrated stories, animation, puppets, song, and live action, this program explores the origins, symbols, activities, and traditions of Ramadan, the month-long Muslim religious observance which culminates in the celebration of the festival Eid ul-Fitr. The video includes a segment in which they learn how to construct a Ramadan diorama.

Recommended Learning Resources - Short List and Websites

Appendix H

GRADE 3

This appendix includes an NWT short list of resources--pilot-tested and evaluated. This list was initially composed at Early Childhood & School Services, Yellowknife (ECE) after research of Appendix F. After being tested by pilots during the 2007-2008 school year, this short-list of resources was group-evaluated by the various grade teacher groupings and finally posted here in this appendix. It must be noted resources in Appendix F, not found on this short list, were used by pilots. Therefore, use this appendix as a guide—not a comprehensive, one-stop list. Also, a small number of resources not found in Appendix F have been added to the short-list.

Because Social Studies skills are so well correlated to ELA outcomes, many pilots relied on literature titles normally used in ELA instruction to teach the outcomes and skills of Social Studies. These titles were often in the school or teacher's libraries.

This list is organized by clusters. Each item is rated according to its effectiveness. Even "N" (not recommended) rated resources are included since dropping them would leave them unflagged in Appendix F and G.

This appendix ends with a list of internet-based resources which were found to be helpful in the implementation of this course. A number of password-protected resources have been subscribed to by ECE and made accessible to all students, parents, and teachers in the NWT through use of the provided usernames and passwords.

CLUSTER 1: "Connecting With Canadians"

Not recommended (of little use; connections intended to be made were not obvious)

Acceptable (met basic thematic requirements; learning was supported; title was helpful)

Very Effective (strong connections were made; learning was considerably enhanced)

Cluster 1 Titles	Author(s)	N	A	V
The Peaceful School, Models That Work	Hetty Van Grup			V
Peace Begins with You	Katherine Scholes			V
O Canada	Ted Harrison			V
Dear Whiskers	Anne Whitehead Nagada			V
All Kinds of Children	Norma Simon			V
Hands-on Social Studies Grade 3 This Resource must have a priority rating since it is written with the curriculum in mind and has essential assessment methods	Jennifer Lawson, Joni Bowman, Gail Ruta Fontaine et **NOTE:** this is from *Portage and Main Press* (do not confuse with a similarly titled book from Ontario)			V
O Canada (bookmark translations in all 11 NWT official languages)	Government of the Northwest Territories (legislature)			V
O Canada (CD)	Government of the Northwest Territories (legislature)			V
Native Soldiers: Foreign Battlefields	Government of Canada			V
Lessons from Turtle Island (a teacher resource)	Guy W. Jones and Sally Moomaw		A	
Is That Right? (an essential tool for understanding how to develop critical thinking in Social Studies)	Ian Wright			V
Other Resources Used:				
In English, Of Course	Josephine Nobisso			V
Suki's Kimono	Chieri Vegaki			V
A Poppy to Remember	Heather Patterson			V

CLUSTER 2: "Exploring the World"

Not recommended (of little use; connections intended to be made were not obvious)

Acceptable (met basic thematic requirements; learning was supported; title was helpful)

Very Effective (strong connections were made; learning was considerably enhanced)

Cluster 2 Titles	Author(s)	N	A	V
Looking at Maps and Globes	Carmen Bredeson			V
We Need Directions! Great books that could be used for guided reading if there was funding available for class sets?	Sarah De Capua			V
Living in a Desert	Allan Fowler			V
Doctors without Borders	Anastasia Suen			V
Habitat for Humanity Excellent series by Suen	Anastasia Suen			V
Gifts	Jo Ellen Bogart			V
This Is My House	Arthur Dorros			V
I Heard the Willow Weep	Toni Albert			V
If the World Were a Village	David J. Smith			V
My World—An Elementary Atlas This resource was flagged by all K-3 pilot teachers—**purchase a class set**	Ethel Johnston, Duval House Publishing, a division of Nelson Canada			V

OTHER Resources Used:		
The Story of Ruby Bridges	Robert Coles	V
Mean Jean the Recess Queen	Alexis O'Neil	V
Something From Nothing	Pheobe Gilman	V
Mrs. Katz and Tush	Patricia Polacco	V
Stand Tall Molly Lou Lemon	Patty Lovell	V
The Bernestein Bears ad the Bully	Stan and Jan Bernestein	V
When Sophie Gets Angry – Really Really Angry	Molly Bang	V
How To Lose All Your Friends	Nancy Carlson	V
Here Are My Hands	Bill Martin Jr. and John Archambault	V
These Hands	Hope Lynne Price	V

CLUSTER 3: "Communities of the World"

Not recommended (of little use; connections intended to be made were not obvious)
Acceptable (met basic thematic requirements; learning was supported; title was helpful)
Very Effective (strong connections were made; learning was considerably enhanced)

Cluster 3 Titles	Author(s)	N	A	V
Living on an Island	Joanne Winne			V
Living on a Plain	Joanne Winne			V
Living on a Mountain	Joanne Winne			V
Living Near a River	Joanne Winne			V
Living in a Rain Forest (an excellent series)	Joanne Winne			V
Japan	Ann Heinrichs			V
Argentina	Michael Burgan			V
Australia and New Zealand	Elaine Landau			V
Brazil	Ann Heinrichs			V
China	Ann Heinrichs			V

England	Michael Burgon			V
France	Elaine Landau			V
India	Alaine Landau			V
Mexico	Ann Heinrichs			V
Australia	Betsey Chessen, Pamela Chanko			V
A Day in Japan	Daniel Moreton, Samantha Berger			V
Mexico	Susan Cazinares, Pamela Chanko			V
Italy	Susan Cazinares, Pamela Chanko			V
South Africa	Wendy Graham			V
The Black Snowman	Phil Mendez			V
Lion Dancer, Ernie Wan's Chinese New Year	Kate Waters, Madeline Slovenz-Low			V
The Spirit of the Maasai Man	Laura Berkeley, forward by Virginia McKenna			V
The Vision Seeker	James Whetung			V
Planet Earth DVD Series				V

CLUSTER 4: "Exploring an Ancient Society"

Not recommended (of little use; connections intended to be made were not obvious)

Acceptable (met basic thematic requirements; learning was supported; title was helpful)

Very Effective (strong connections were made; learning was considerably enhanced)

Cluster 4 Titles	Author(s)	N	A	V
A Quest in Time	Frieda Wishinsky			V
The Aztecs	Jane Shuter			V
How Would You Survive as an Aztec?	David Salariya			V
How Would You Survive as an Acient Greek?	David Salariya			V
How Would You Survive as an Ancient Egyptian?	David Salariya			V
Adventures with the Vikings	Linda Bailey			V
The Great Pyramid	Elizabeth Mann			V
Great Ancient Egypt Projects You Can Build Yourself	Carmella Van Vlect			V
Ancient Civilizations for Children A 9 Volume Video Set	Schlessinger Media			V

INTERNET RESOURCES

Source/ Web Address:	An example of a use …	Once there, follow this path:
HISTORYTREK www.historytrek.ca	**K.3.3** Globes and Maps KL-016 Recognize globes, maps, and models as representations of actual places	Places> Northwest Territories>Aklavik> Inuvilauit Place Names
CULTUREGRAMS http://online.culturegrams.com Username: govnorthwest Password: welcome	**K.3.5** Basic Needs in Other Places (p. 144)	Kids Editions> eg. Asia> eg. China>eg. photo gallery etc.,
PRINCE OF WALES NORTHERN HERITAGE CENTER http://pwnhc.learnnet.nt.ca	**K.3.5** Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.	Databases> Hi-Resolution Photo Gallery>eg. many choices are available
ELIBRARY http://elibrary.bigchalk.com/ca Username: govont0201 Password: elca	Grade 3, Cluster 4: Exploring an Ancient Society	Search field: aztecs
LEARNALBERTA www.LearnAlberta.ca enter this site as a guest (this will take considerable bandwidth)	Video: "A Classroom Example of Investigating Pictures"	Enter this site as a guest; Online guide to implementation (in blue text)> English> Search resources or Implementation Support-

		--Select a program of study> Social Studies K-12>etc.
MANITOBA EDUCATION http://www.edu.gov.mb.ca	for any Cluster or LE	Kindergarten to Grade 12; Curriculum (on left); Social Studies; Kindergarten to Grade 4; pick your grade and "Supporting Websites"
UNICEF http://www.unicef.ca	"Helping Children Around the World" "Children's Rights"	English>Kids and Teens>Games and Cartoons
ENCYCLOPORTAL http://www.northernblue.ca/OP/index.php/Welcome_to_the_Encycloportal Username: EducationNWT Password: nwtece999	This is a portal to the next four sites below. It has the CIA factbook and teacher portals as well.	
CANADAWIKI http://canadawiki.org/index.php/Main_Page Username: EducationNWT Password: nwtece999	Quick facts: they can contribute with your password and supervision	Login at top with the Username and Password Note index of topics
THE HISTORY OF CANADA ONLINE (HCO) http://canadachannel.ca/HCO/index.php/Main_Page Username: EducationNWT Password: nwtece999	Very useful site to project images from the textbook on the wall of Early Canada; Original Peoples, etc.	Login at top with the Username and Password Note index of topics

THE FIRST CANADIANS http://www.odawa.org/CFPJr/index.php/ Username: EducationNWT Password: nwtece999	Very useful site to project images from the textbook on the wall of Early Canada; Original Peoples, etc.	Note index of topics
CANADA'S FIRST PEOPLE http://www.canata.ca/index.php Username: EducationNWT Password: nwtece999	Very useful site to project images from the textbook on the wall of Early Canada; Original Peoples, etc.	Note index of topics
WORLD ATLAS OF MAPS, FLAGS, and GEOGRAPHY FACTS and FIGURES http://www.worldatlas.com/	Excellent maps by country, continent, state, province, pictures, etc.	Especially good for Grade 2, 3

GRADE 3

Long Range Planning

Appendix I

Appendix I provides three tools intended for long-range planning of Social Studies curriculum implementation.

The first tool outlines a suggested roll-out of Learning Experiences over the course of the year with an emphasis on monthly sequence.

The second tool provides examples of thematic prompts with associated Learning Experiences. These prompts may become the basis or provide ideas for a thematic approach to the course.

The third tool offers two long-range planner--daily checklists. These checklists facilitate the tracking of “classes used” to maintain a balance of time for each Learning Experience.

Sequencing of Learning Experiences

The list of the Learning Experiences as ordered in the curriculum:

Cluster#1— "Connecting with Canadians"	**Cluster#2**— "Exploring the World"	**Cluster #3 –** "Communities of the World"	**Cluster #4 –** "Exploring an Ancient Society"
3.1.1 Canadian Citizenship 3.1.2 Canadian National Anthem 3.1.3 Personal Identity 3.1.4 Leadership 3.1.5 Conflict Resolution 3.1.6 Remembrance Day	3.2.1 Mapping the World 3.2.2 Communities Connections 3.2.3 Human Rights 3.2.4 Personal Responsibilities	3.3.1 Locating World Communities 3.3.2 Living with the Land 3.3.3 Resources 3.3.4 World Communities 3.3.5 Daily Life 3.3.6 Cultural Diversity	3.4.1 Daily Life in an Ancient Society 3.4.2 Cultural Expression in an Ancient Society 3.4.3 Contributions, Continuity, and Change

The list of Learning Experiences in a suggested monthly order:

Sept.	3.1.2 Canadian National Anthem; 3.1.1 Canadian Citizenship;
Oct.	3.1.3 Personal Identity; 3.1.4 Leadership; 3.1.5 Conflict Resolution
Nov.	3.1.6 Remembrance Day; 3.2.1 Mapping the World
Dec.	3.2.2 Communities Connections; 3.2.3 Human Rights
Jan.	3.2.4 Personal Responsibilities; 3.3.1 Locating World Communities
Feb.	3.3.2 Living with the Land; 3.3.3 Resources
Mar.	3.3.4 World Communities; 3.3.5 Daily Life
Apr.	3.3.6 Cultural Diversity; 3.4.1 Daily Life in an Ancient Society
May	3.4.2 Cultural Expression in an Ancient Society
June	3.4.3 Contributions, Continuity and Change

Appendix I – Long Range Planning

Thematic Prompts

1ST TERM			
Theme: "Recognizing Good Citizenship" **Learning Experiences Covered**: 3.1.4 Leadership 3.1.5 Conflict Resolution **Project Form:** Ballot box recognizing good citizens/pictures	**Theme:** "Peaceful People" **Learning Experiences Covered**: 3.1.3 Personal Identity 3.1.4 Leadership 3.1.5 Conflict Resolution 3.1.6 Remembrance Day **Project Form:** Posters depicting positive behaviors	**Theme:** "Hero Project" **Learning Experiences Covered**: 3.1.2 Canadian National Anthem 3.1.3 Personal Identity 3.1.4 Leadership 3.1.6 Remembrance Day **Project Form:** Posters	**Theme:** "Family Tree" **Learning Experiences Covered**: 3.1.1 Canadian Citizenship 3.1.3 Personal Identity **Project Form:** Slide show / Poster/ Photo Album
2nd TERM			
Theme: "International Snack Week" **Learning Experiences Covered**: 3.2.1 Mapping the World 3.2.2 Communities Connections **Project Form:** Research countries and make snacks to represent various countries	**Theme:** "Christmas Traditions" **Learning Experiences Covered**: 3.2.1 Mapping the World 3.2.2 Communities Connections **Project Form:** Slide show; Invite guests and demonstrate traditions from classroom backgrounds	**Theme:** "Making a Difference" **Learning Experiences Covered**: 3.2.3 Human Rights 3.2.4 Personal Responsibilities **Project Form:** Research organizations to prepare a plan with a "who and how to help" ceremony	**Theme:** "Recycling" **Learning Experiences Covered**: 3.2.3 Human Rights 3.2.4 Personal Responsibilities **Project Form:** Organize recycling; group effort to decide where the money goes--celebration
3rd TERM			
Theme: "Redecorating" **Learning Experiences Covered:** 3.4.1 Daily Life in an Ancient Society 3.4.2 Cultural Expression in an Ancient Society 3.4.3 Contributions, Continuity, and Change **Project Form:** Create props, murals, artifacts relevant to ancient society	**Theme**: "Visiting Countries" **Learning Experiences Covered:** 3.3.1 Locating World Communities 3.3.4 World Communities 3.3.5 Daily Life 3.3.6 Cultural Diversity **Project Form:** Make a passport; receive stamps upon completion of hearing a story, etc.	**Theme**: "Travel Log" **Learning Experiences Covered:** 3.3.1 Locating World Communities 3.3.4 World Communities 3.3.5 Daily Life 3.3.6 Cultural Diversity **Project Form:** Plan an itinerary of travel to countries studied - journal; pictures	**Theme**: "Relief Map" **Learning Experiences Covered:** 3.3.1 Locating World Communities 3.3.2 Living with the Land 3.3.3 Resources **Project Form:** create a topographical map of country studied using paint/clay with labels

LONG RANGE PLANNER – **GRADE 3 (19 Separate Learning Experiences)**

Social Studies Alone: 5400 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#LE) = ___ classes per LE

ELA Alone: 12600 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#Themes/Units) = ___ classes per theme

Social Studies/ELA Together: 18000 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#LE) = ___ classes per LE

NOTE: 120 hrs (12600 mins) of ELA instruction is required in the NWT. In this new curriculum, Social Studies skill outcomes have been integrated with ELA outcomes to promote the teaching of the two at the same time (See Appendix A).

CHECKLIST of CLASSES USED – 19 Learning Experiences

(do the calculation above to determine how many classes to spend on each Learning Experience (LE))

DIRECTIONS: check off each class (square) after it is taught

LE Title _____	LE Title _____	LE Title _____	LE Title _____	LE Title _____
LE Title _____	LE Title _____	LE Title _____	LE Title _____	LE Title _____
LE Title _____	LE Title _____	LE Title _____	LE Title _____	LE Title _____
LE Title _____	LE Title _____	LE Title _____	LE Title _____	NOTES: _____

LONG RANGE PLANNER – **GRADE 3 (6 Theme Approach (2 per term))**

Social Studies Alone: 5400 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#LE) = ___ classes per LE
ELA Alone: 12600 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#Themes/Units) = ___ classes per theme
Social Studies/ELA Together: 18000 min ÷ ___ (class length) = ___ classes periods ÷ ___ (#LE) = ___ classes per LE

NOTE: 120 hrs (12600 mins) of ELA instruction is required in the NWT. In this new curriculum, Social Studies skill outcomes have been integrated with ELA outcomes to promote the teaching of the two at the same time (See Appendix A).

CHECKLIST of CLASSES USED – **6 Themes (2 per term)** using 19 Learning Experiences
(do the calculation above to determine how many classes to spend on each Learning Experience (LE))

DIRECTIONS: check off each class (square) after it is taught

TERM# 1 – September- October- November		TERM# 2 – December- January- February	
Theme#1 _____	**Theme#2** _____	**Theme#3** _____	**Theme#4** _____
LE Title _____	LE Title _____	LE Title _____	LE Title _____
LE Title _____	LE Title _____	LE Title _____	LE Title _____
LE Title _____	LE Title _____	LE Title _____	LE Title _____

TERM# 3 – March- April- May- June			
Theme#5 _____		**Theme#6** _____	
LE Title _____	LE Title _____	LE Title _____	LE Title _____
LE Title _____	LE Title _____	LE Title _____	

GRADE 3

Learning Experience Poster Series

Appendix J

Appendix J provides an 8.5 X 11 “thumbnail” of each poster in a series intended to be used as a resource with each Learning Experience. The appendix begins with the User’s Guide explaining the multi-purpose nature of the series.

These posters can be accessed in the following ways:

1. Glossy full-sized posters have been sent along with each curriculum document. These are ready to display and use in a circle time setting as anchor charts.

2. At time of publication, “Teacher Resourses” at <http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/indexK12.htm> displays the same thumbnails as listed in this Appendix. At a future time, these may be shown in “Curriculum Services” within “Social Studies” at the above website. These pdf’s can be viewed with a digital projector or printed off from the website in “grayscale” if necessary.

3. The posters are also found on the disk that contains the PDF of these curriculum documents. Again, a digital projector connected to your computer can display these posters from the disk or the posters could be printed off in grayscale as well.

4. These 8.5 x 11 thumbnails can be photocopied in grayscale if your copier has a photograph mode.

Learning Experience Poster Series

The Learning Experience posters are designed as a resource to support the new K-3 Social Studies curriculum.

Multi-Purpose Use of the Poster Series:

- Introduce each Learning Experience
- Provide an engaging visual to activate interest
- Offer a critical challenge
- Create a location to anchor the development of the Learning Experience

1) Introduce each Learning Experience; A List of the Outcomes for the Teacher

Kindergarten Social Studies is made up of three *Clusters*, or units of study. These clusters are broken into smaller units called *Learning Experiences*. In the kindergarten context, there are five or six learning experiences in each cluster, At the outset of each *Learning Experience*, teachers lead students through the first teaching strategy called *activation* (the second and third stages are *acquiring* and *applying*). In the *Curriculum and Guide to Implementation,* many *activation* strategies have been provided for teachers. At the *activation* stage, the teacher's interest is in reviewing and activating prior knowledge students possess about the topic through various introductory activities.

Through this poster series, the course offers another *activation* opportunity—it might be the first one used. The poster pictures are of an "open meaning" nature that allow the course outcomes to be raised and discussed in a relevant context. This discussion can lead to the posting of student responses on stickies around the poster.

The learning outcomes for the course are called *Specific Learning Outcomes* (*SLOs*). The *SLOs* for each *Learning Experience* are shown on the bottom of the posters, coded as Knowledge (K) or Value (V) type outcomes. These *SLOs* are the actual curriculum expectations that teachers are responsible to explore in K-3 Social Studies. The display of these *SLOs* provides a focusing device for the teacher to continue curriculum-centered lesson planning and discussion with students throughout the entire *Learning Experience*.

2) Provide an engaging visual to activate interest

For students who are visual learners, the high resolution photo provides a differentiated access to the *SLOs*. The photo was selected for its effectiveness in prompting responses about prior knowledge, opening the discussion about the intended learning outcomes, and encouraging critical thought around the photo's meaning. Other teacher-chosen photos could be used as well.

3) Offer a critical challenge

An emphasis particularly important in NWT Social Studies curriculum is that of critical thinking (or "criterial thinking") within a skills-based approach, as opposed to passive reception of pre-established, non-contentious "answers" often inherent in a traditional content-based curriculum approach. By critical thought, we mean the kind of thinking that is brought to bear upon a situation (in this case a photo) where students are tasked with reasoning through the plausibility and sensibleness of judgments that can be made about problematic situations—where the truth is "in doubt". The photos offer students the opportunity to reason with and beyond the available data, using photo details as evidence toward fair-minded conclusions or encouraging inferences and plausible conclusions. Every attempt has been made to find multi-use photo--in keeping with the multi-purpose nature of this poster series--that are at a developmentally appropriate level.

The subject of the photo will determine the kind of critical challenge to be conducted. The basic task is framed around the critical thinking vocabulary of "clue" and "conclusion" where students are expected to discuss clues in the photo to support the conclusions they draw—using the 5WH chart as an organizing tool. A similar chart may also be created on a word processor, photocopied and given to small groups or individuals for independent learning. The WHs may be modified depending on the photo and lesson intent.

The basic critical task could be differentiated in other ways. For the photo on "Guide to Use: As an Anchor Chart for Stickies, Arts …", for example, we might ask for criteria for what a "best" version of the concept being discussed would be, (eg. "What makes a good interest or ability?") and how well the object in the photo measures against that criteria--or the question of which of these criterion the poster best illustrates (eg. "The smiling lady really shows that an interest is something you love!"). Note the use of this second type of critical challenge at the bottom of the "Guide to Reading" poster.

The "Critical Question" gets at the heart of the *Learning Experience's SLO's*. It can be especially useful for feedback for learning (FFL), assessment for learning (AFL), and assessment of learning (AOL). For more information on critical challenges in elementary school, see the Critical Thinking Consortium web site (http://tc2.ca/).

4) Create a location to anchor the development of the Learning Experience

Anchor charts are used particularly in English Language Arts to increase the comprehension strategies of developing readers. The new Social Studies curriculum uses many "textual" resources making comprehension skills fundamental to the exploration of *SLOs*.

It is expected the posters-charts will become a vehicle to facilitate the development of the following comprehension strategies:

- monitor comprehension
- make connections to themselves, the world, and other 'texts'
- post questions that arise and require further inquiry
- display images that are visualized
- record inferences made
- highlight matters of importance and draw conclusions
- synthesize learning by organizing or reordering the "postings"

The poster is meant to be large enough for the photo to be viewed by all students in a "circle time" setting, yet small enough to be placed in the middle of a larger easel-type paper where the student-created stickies, pictures, or other media can be anchored around the poster. These "postings" will indicate their thought development throughout the three stages of the *Learning Experience.*

Further on in this guide, "Guide to Use: As an Anchor Chart for Stickies, Arts …" provides visual examples of postings that could be made as the *Learning Experience* continues. The nature of the postings will be determined by student writing and drawing abilities. Sometimes the teacher will scribe the student's comments and have the student post the sticky.

To learn more about the use of the charts and other such strategies, refer to *Strategies That Work* by Stephanie Harvey and Anne Goudvis (2007, Pembroke Publishers Limited, Markham, Ontario).

Guide to Reading and Use

Cluster order

Social Studies – Grade 1 *Connecting and Belonging*
CLUSTER 2- My Environment

LEARNING EXPERIENCE: 1.2.3 – My Address

Learning Experience code and title:

1 (Grade 1)
2 (*Cluster* #1)
3 (*Learning Experience* #3)

Image that illustrates the *SLO's*

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue
Clues are hints or pieces of information that help you find out something

	Conclusions	Clues
What is the best way to get to this community?		
What are some landmarks in this community?		
Where would you enter the community from an ice road?		
How many ways is your community like this one?		

Critical Question: What is the best way for you to tell someone how to find your house in your community (what landmarks are the best ones for them to look for)?

1.2.3 My Address

KL-013 Identify their address or describe the relative location of their home in their community, town, or city

Definitions of critical thinking vocabulary

The 4WH chart where students first draw conclusions then state what clues in the photo support their conclusions

A sample of a central critical question which could be used in, "as", "for", and "of" kinds of assessment

The *Specific Learning Outcomes* of the course. "K" means knowledge; "L" means land

<u>More Rigorous Use of the Poster: Developing and Applying Criteria Before Using the Photo</u>

1) Before the *Learning Experience* poster is used, prepare a poster-size piece of blank paper (or use the white board) with a column labeled, "Criteria for Really Good Directions" (ask, "what do really good directions to someone's house have to be like?")
2) List the student-given criteria in the column.
3) Show the *Learning Experience* poster to the students and ask them to use the criteria to write or orally give good directions to a place in this community

Guide to Use: As an Anchor Chart for Stickies, Arts …

- monitor comprehension
- make connections to themselves, the world, and other „texts'
- post questions that arise and require further inquiry
- display images that are visualized
- record inferences made
- highlight matters of importance and draw conclusions
- synthesize learning by organizing or reordering the "postings"

Display images that visualize the content

"These are the important people in my life" (K.1.3)

Monitor Comprehension

"When we read *Pet Care*, the voice inside my head made me think of how good I can brush the hair on my cat, Pumpkin." (K.1.1)

Social Studies – Kindergarten "Being Together"
CLUSTER 1- *Me*

LEARNING EXPERIENCE: K.1.1 - Interests and Abilities

Make Connections between the „text' (T) and themselves (T-S), the world (T-W), and other texts (T-T).

"The woman in the picture reminds me of my mom. She is always knitting." (T-S) (K.1.1)

Record inferences Using the facts from *Carol is a Daycare Worker* that kids in daycares eat food, play games, have a nap, all like home.

"Maybe, when they cry, they get hugged like their Mother does at home… ." (K.1.1)

Post Questions that arise and require further inquiry.

"How can people make art while other people are watching them?" (K.1.1)

Studying Pictures

Clues are hints or pieces of information which help you find out something
Conclusions are answers or ideas that you think of because of a clue

	Clues	Conclusions
What is the lady doing?		
Where is this?		
Who is this she?		
Why is the lady doing what she is doing?		

Critical Question: What is one thing you like to do best? Why?

Highlight Matters of Importance and draw conclusions

"The last page says that parents know Carol takes good care of the kids. I think being a worker means doing a good job." (K.1.1 or K.2.2)

"Some people are ever nice to kids. But, when we read, *Carol is a Daycare Worker*, I wondered what happens when kids are sad and want their mommy back?" (K.1.1)

K.1.1 Interests and Abilities

KI-008 Recognize that everyone has particular interests and abilities
VI-002 Value their own and others' interests and abilities
VI-002A Value the special talents and strengths as gifts given to them

Synthesize Learning by organizing or reordering the "postings"

"I looked at all my postings and now I think Daycares would be fun places." (K.1.1 or K.1.2 or K.2.2)

Teacher Note:

- The literature titles referred to in the above samples of anchor postings are from the list of recommended resources for the Kindergarten Social Studies Curriculum.
- Also, student responses will reflect their growing awareness of letters, words, and sentences.
- A variety of *Learning Experiences* are referred to above from Cluster 1 and 2 to facilitate the illustrating of each type of response

CRITICAL THINKING: EXEMPLAR#1

(Learners age 7-12)

Curricular Connection: Learning Experience K.1.4 Rules Help Us

Critical Question: What makes a good rule?	
Activation Stage: (class-wide) (concept definition) (examples)	 1. What is a rule? 2. What are some rules that affect you?
Acquiring Stage: (small groups, class-wide) ("handle" some specimens) (develop criteria that reflects the decision-making used) (reporting) (collective decision-making)	 3. Label the rules on this list as either good or bad. (egs. "Only boys with blue eyes can use the pencil sharpener"; "No rollerblades in school"; "Enjoy your work") 4. List criteria for what makes a good or bad rule. 5. Groups report conclusions about criteria to class 6. Reach class-wide consensus about common criteria used to judge rules
Application Stage: (individual, peers)	 7. Make up a rule according to the common criteria 8. Have your rule assessed against the criteria

CRITICAL THINKING: EXEMPLAR#2

(Learners age 6-10)

Curricular Connection: Learning Experience 1.2.3 My Address

Critical Question: What is the best way to tell someone how to find your house?	
Activation Stage: (class-wide) (examples) (concept definition)	1. What are some times when you need to compare things? (to decide if two things are equal; to make a better choice) 2. How do you compare things? (noting the characteristics—whether they are the same or different)
Acquiring Stage: (class-wide and small groups) ("handle" some specimens) (compare the various methods and techniques—perhaps using double or triple Venn diagrams) (develop criteria that reflects the decision-making used; collective decision-making) (reporting)	3. Ask for and show some examples of methods and tools used to communicate directions to a destination (egs. commercial paper/book map, GPS, aerial picture, landmark picture, hand drawn map, verbal explanation of street names, etc.) 4. Compare a hand drawn map to a commercial map—then how these compare to a verbal explanation; compare an aerial photo to photos of several landmarks--then compare these to the previous maps 5. Showing the poster picture or digital projection of **Learning Experience 1.2.3 My Address**, ask the groups to decide what would be the best way to direct someone how to find a house in this settlement. Ask them to make some rules or "criteria" to decide the *best* method. 6. Each group explain to the class what *best* method they used and what criteria they based their decision on.
Application Stage: (individual and class-wide)	7. Students individually use criteria to prepare directions to their house 8. Each students gives directions to their house and explains the criteria they used

CRITICAL THINKING ACTIVITY--PLANNING SHEET: Grade _____

Critical thinking is reasoning through multiple, competitive alternatives to judge the most plausible, sensible or appropriate course of action or decision to be taken. Critical thinking can exist where there is contentious information and doubts about actual outcomes (44) and acknowledges many problems are "intractable" and require action with insufficient information (33). Critical thinking is "more than retrieval of information, rote application of a strategy, or mere assertion of a preference" (131). Critical thinking is not invited by, "Guess-the-one-right-answer-'Where's Waldo'", or, "All-answers-are-acceptable" type questions (132). (adapted from Wright, Ian. (2002). Is That Right? Toronto: Pippin).

K-3 Learning Experience Code _____ Title _____

Critical Question: _____?	
Activation Stage: **PERSONAL KNOWLEDGE/ PREFERENCES** (class-wide) 1. (examples, personal experiences) 2. (concept definition/background knowledge)	1. _____ 2. _____
Acquiring Stage: **DEVELOP CRITERIA FOR "BEST" or "SHOULD"** (small groups and class-wide) 3. ("handle" some "specimens"; examine some examples, or non-examples for comparison; discuss a "***best***"*or* "***should***" example, method, way, type, etc.) 4. (develop criteria for "***best***" or "***should***") 5. (group report on criteria generated /used and rationale; develop class list of common criteria for "best")	3. _____ _____ 4. _____ _____ 5. _____ _____
Application Stage: **MAKE JUDGMENTS FROM CRITERIA** (individual, peers, class-wide) 6. (using the common criteria for "best" or "should" (above), generate a solution/answer/rule that solves a local problem, or answers a persisting question) 7. (present creation, solution, answer, etc.; share reasons; how the decision taken was based on common criteria for "best") 8. (debriefing: Are there any problems with these best decisions/solutions/examples, or with the criteria used? Has anything been overlooked?	6. _____ _____ 7. _____ _____ 8. _____ _____

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 1- Connecting with Canadians

LEARNING EXPERIENCE: 3.1.1 – Canadian Citizenship

Whati classroom celebrating a Canadian citizenship party. Photo Courtesy of Laura Smith.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **Where** is the picture being taken?		
What are the students excited about? **How** is one boy acting very respectful? Is he serious?		

Critical Question: What is the best way to show you are a Canadian? If you are a member of a First Nation, what is the best way to show you are a member?

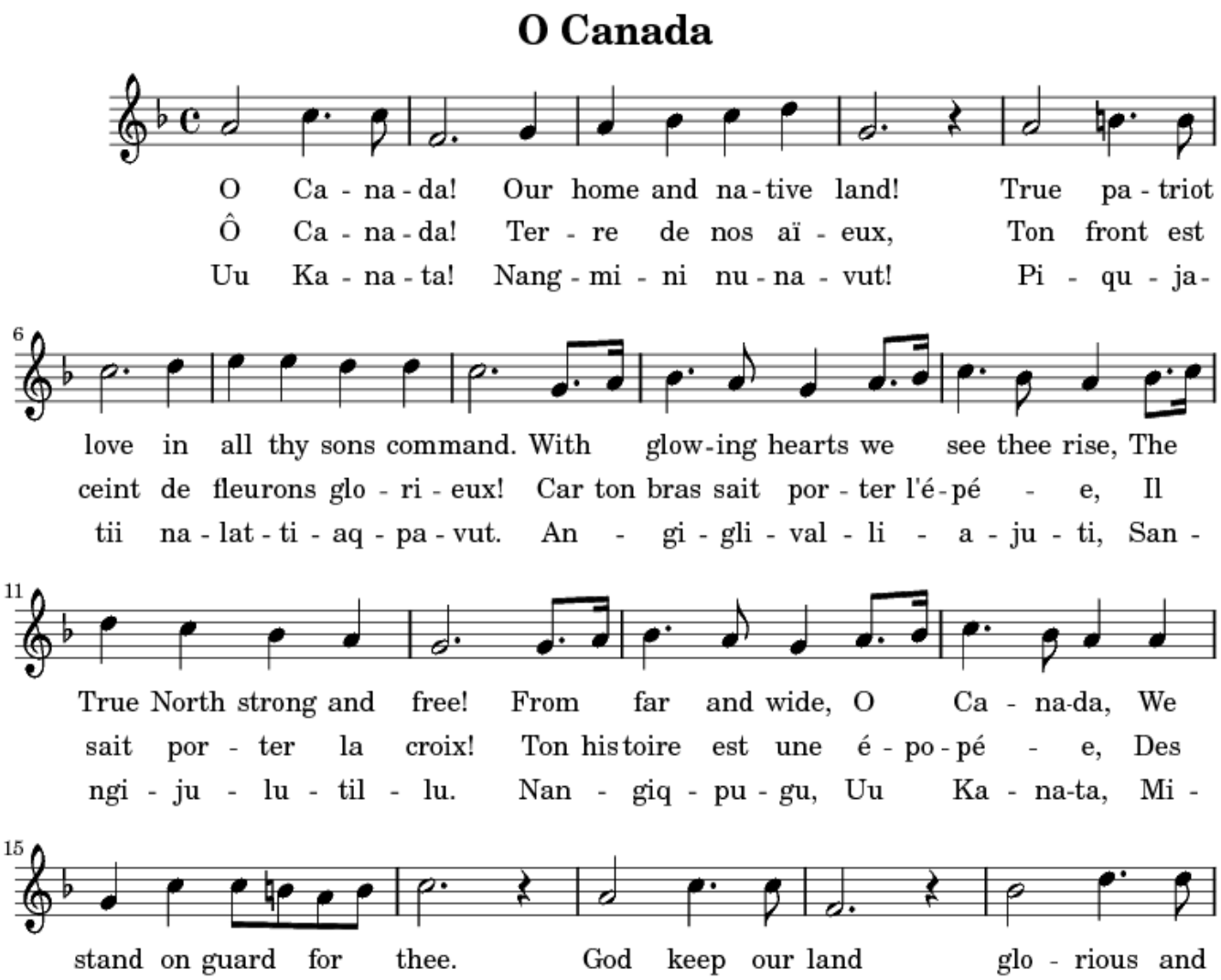
3.1.1 Canadian Citizenship

KC-001	Recognize citizenship as membership in the Canadian community
KC-001A	Recognize their membership among Aboriginal First Nations
KC-002	Give examples of responsibilities and rights of Canadian citizens *Examples: include Article 23 and Aboriginal Rights*
VC-002	Be willing to contribute to their groups and communities

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 1- Connecting with Canadians

LEARNING EXPERIENCE: 3.1.2 – Canadian National Anthem



This file is in the public domain, because the lyrics and melody of the anthem are explicitly declared to be in the public domain by the National Anthem Act of Canada

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is this a picture of? Why are some words missing?		
How many languages is the song written in? What are they?		
Who is this song for and about? **What** is the French word for "land"? the Inuktitut word?		

Critical Questions: Why does the song use the word "sons"? Can you think of better word choices that would include everyone? Ask your teacher to see the other verses of the National Anthem that we hardly every sing (Wikipedia: "O Canada"). Which verse do you think we should sing more often? Why?

3.1.2 Canadian National Anthem

KC-003 Listen to and/or sing the words to Canada's national anthem in three of the official languages of the Northwest Territories
Examples: *English, French, Tlicho, Inuvialuktun, South Slavey, North Slavey, Inuktitut, Cree, Chipewyan, Inuinnaqtun, Gwich'in*

V1-004A Listen to and be aware of the national anthem sung in other official languages of the Northwest Territories

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 1- Connecting with Canadians

LEARNING EXPERIENCE: 3.1.3 – Personal Identity

Wha Ti. Lac la Marte – Dogrib Feast. 1986. Credit: PW&S/NWT Archives/G-1995-001-1869

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **Who** is in the picture?		
What kind of food is being served? **Why** is the man in the middle? **Why** are there only men standing?		

Critical Questions: What thing about you as an individual do people best know you for? What thing about "your people" are you the most proud of?

3.1.3 Personal Identity

KI-007	Identify factors that may influence their identities *Examples: culture and language, time and place, groups and communities, arts and media*
KI-007A	Describe personally significant aspects of their Aboriginal community
KI-007F	Describe personally significant aspects of their francophone community

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 1- Connecting with Canadians

LEARNING EXPERIENCE: 3.1.4 – Leadership

Yellowknife. Caption: Students cutting fish N'dilo Dene Cultural Camp. 1993. Credit: PW&S/NWT Archives/G-1995-001-8004

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **What** time of year was the picture taken?		
Who is in the picture? **Which** person is the leader? **Why** are some people standing and some sitting?		

Critical Questions: What is the hardest thing about being a leader? Why would someone want to be a leader? What kinds of things can young people be the best leaders of?

3.1.4 Leadership

KP-032	Give examples of formal and informal leadership and decision-making in groups and communities
VP-011	Respect positive leadership in their groups and communities and in Canada
VP-011A	Respect the teachings of Elders, leaders, parents, and community members

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 1- Connecting with Canadians

LEARNING EXPERIENCE: 3.1.5 – Conflict Resolution

© [2008] Jupiterimages Corporation. Image is from a clipart collection.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **What** conflict could happen in this situation?		
How could conflicts on a beach be solved? on a playground?		
What is the body language of each of these young people telling us?		

Critical Questions: How can you make peace with others when you disagree with them or have a conflict? How can a young person solve a conflict when there are no adults around? What is the best way to deal with a bully?

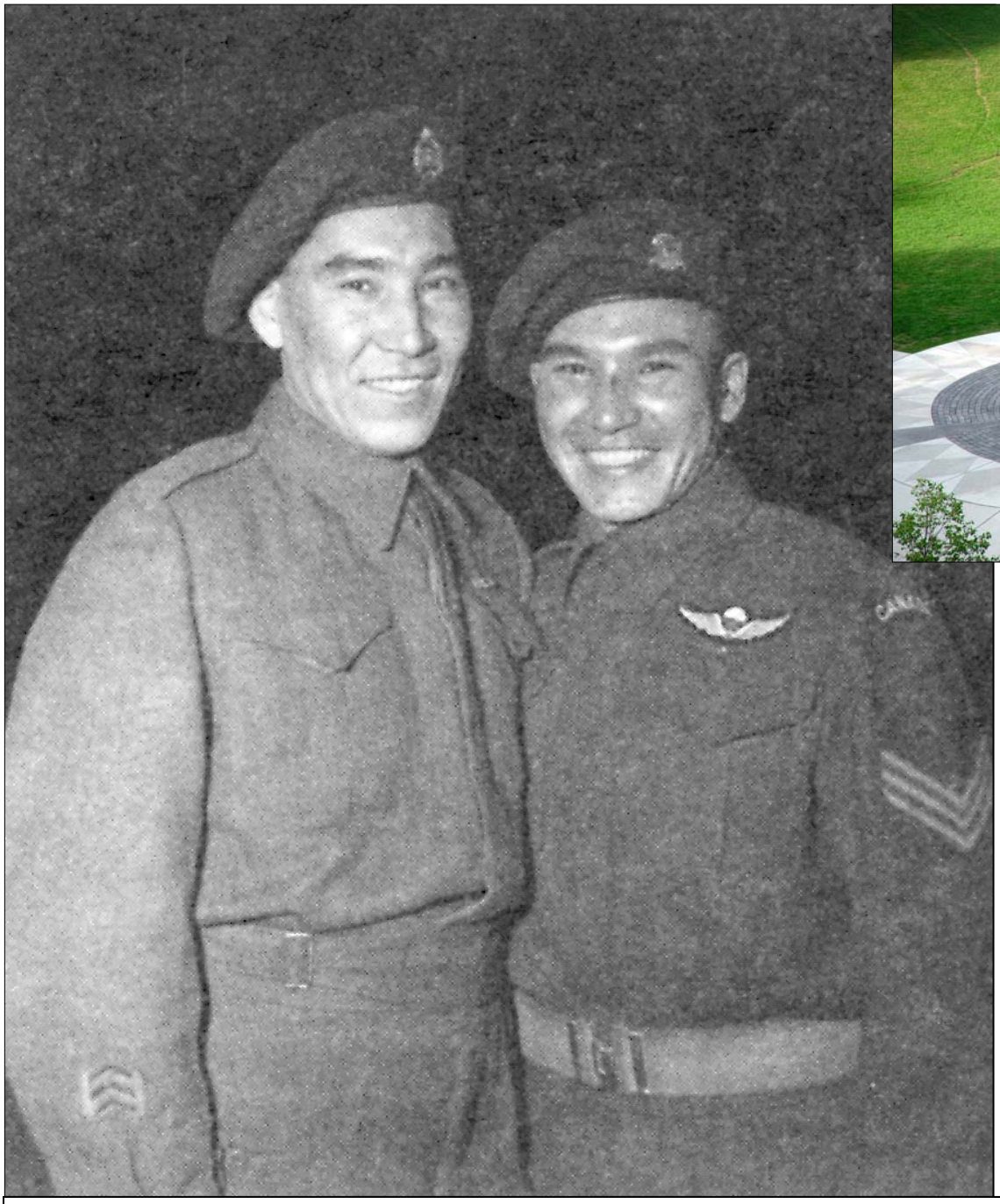
3.1.5 Conflict Resolution

KP-033 Identify ways of resolving individual, group, and community conflicts
KP-034 Identify ways to deal with bullying

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 1- Connecting with Canadians

LEARNING EXPERIENCE: 3.1.6 – Remembrance Day



(Left): In the Devil's Brigade, Tommy Prince became an expert in reconnaissance. He once posed as a local farmer to repair a severed communications wire - in full view of enemy troops. Here he is shown (the person on the right) with a brother at Buckingham Palace, where he was awarded the two gallantry medals. C.J. Woods / DND / NAC / PA-142289).
(Right): On June 21, 2001, on the occasion of National Aboriginal Day, a national monument to the Aboriginal Veterans was unveiled in Ottawa. The unveiling is the result of the hard work and perseverance of the National Aboriginal Veterans Association (NAVA), the Congress of Aboriginal Peoples and Senator Nick Taylor. The work of artist Lloyd Pinay, the monument is reflective of all Aboriginal Peoples in Canada; Indians, Métis and Inuit.

To learn more about Tommy Prince see:
http://www.histori.ca/minutes/minute.do?id=14741
http://en.wikipedia.org/wiki/Tommy_Prince
http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/other/native/prince

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information which help you find out something.

	Conclusions	Clues
Who are these men—what is their occupation? **How** are these two brothers feeling?		
How do we know what part of the war Tommy Prince (on the right) was a part of (navy, army, airborne)?		
What objects make up the National Aboriginal Veterans Memorial?		

Critical Questions: What are some of the reasons people become soldiers and go to faraway places to represent their country? Which reason do you believe is the best reason?

3.1.6 Remembrance Day

KC-004 Describe Remembrance Day as a time to think about peace and war
KC-004A Recognize the service of Aboriginal war veterans and the contributions of Canadian Rangers

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 2- Exploring the World

LEARNING EXPERIENCE: 3.2.1 – Mapping the World

Subject: Physical map of the World, April, 2004 Projection: Robinson projection, Standard parallels, 38°N, 38°S Source: CIA World Factbook [1]. This image is in the public domain because it contains materials that originally came from the United States Central Intelligence Agency's World Factbook. This is a copy of this file, with whitespace removed so that more info can be displayed on a screen: http://commons.wikimedia.org/wiki/Image:World-map-2004-cia-factbook-large- 2m.jpg

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What color is the land? **What** color is the ocean?		
Where does it seem that the pieces of land might be able to fit together?		
How many large pieces of earth are shown on the map? **How** many continents can you name?		

Critical Questions: What would be the best route to take if you were going to sail from Australia to Canada? What would be the most important points to think about when deciding? Which of the following representations of Earth help you understand the Earth's surface the best: *maps, aerial photographs, or satellite images?*

3.2.1 Mapping the World

KL-014 Locate on a map or globe the equator and the Northern and Southern hemispheres
KL-015 Locate on a map or globe the continents and oceans
KL-016 Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 2- Exploring the World

LEARNING EXPERIENCE: 3.2.2 – Community Connections

Clockwise:

A sign at the international boundary between Canada and the United States in Point Roberts, Washington, 2007. Credit: Makaristos. Wikipedia: "Border"

Border between the Netherlands and Belgium next to a street café in Baarle-Nassau, 2001. Credit: Jérôme. Wikipedia: "Border"

Three Carnival Cruise Lines ships docked in St. Thomas, US Virgin Island, 2007.. Credit: Calyponte. Wikipedia: "Cruise Ships"

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is the border made of in each picture? **Which** border is more difficult to cross? **Which** country are the tables and chairs in?		
Which border is most welcoming to visitors? **Which** borders seem to have big differences on either side?		

Critical Questions: If people are sometimes quite a like or related on both sides of the border, what could be the most serious problems with a border that is difficult to cross? What is the best reason to have borders?

3.2.2 Community Connections

KCC-008	Describe countries as types of communities defined by political borders
KG-030	Describe similarities and connections between communities around the world
VG-009	Be willing to accept differences among people, communities, and ways of life
VG-010	Appreciate their connections to people and communities elsewhere in the world

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 2- Exploring the World

LEARNING EXPERIENCE: 3.2.3 – Human Rights

This village at Talek, Masai Mara, Kenya, along with a group of voluntourists is celebrating the grand opening of the new two classroom wing of the school. This school was started back in 2003 when a small group of students and a teacher were holding school under a tree. Since then, these two buildings have been put up and staffed by a small volunteer run NGO, *A Better World*. Water was one of the first needs of this community. Their source of drinking water was the same one that animals—particularly hippos used. The white cistern was built to catch rainwater. It becomes potable when purified with tablets. Money raised at a dance and donated by the student council at Mildred Hall School, Yellowknife was used to buy more textbooks for this school. The students showed their appreciation for their new classrooms by dancing and singing for the group of visitors. Photo credit Blake Wile, Nov. 2006.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in these pictures? In what continent was the picture taken?		
What different groups of people can you see? How is this school like your school? How is it different?		

Critical Question: What basic human rights do children around the world need the most right now?

3.2.3 Human Rights

KC-005 Recognize that people around the world have basic human rights
Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment, the UN Declaration of the Rights of the Child

KG-028 Identify organizations that support communities in all countries of the world
Examples: UNICEF, Red Cross, United Nations, Médecins sans frontiers …

KG-029 Identify ways in which community services can help people acquire their basic human rights
Examples: ensure quality housing, education, security, food and clean water …

VC-003 Respect the equality of all human beings

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 2- Exploring the World

LEARNING EXPERIENCE: 3.2.4 – Personal Responsibilities

The man wearing shorts and a hat (he is from Calgary, Alberta) and the boy (from Yellowknife) pointing at the chart are volunteering for *A Better World*, an organization working in several continents to improve the basic human rights of the citizens. He and the boy are testing and dispensing donated, used glasses from Calgary, Canada to Masai people who may be visually impaired (Talek, Masai Mara, Kenya, November 2006). Photo credit: Blake Wile.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is happening in this picture? **What** community concern is being helped in this Kenyan village?		
What help was given back in Canada to make the activity in this picture possible?		

Critical Questions: Of all the concerns that communities have around the world, what do you think is the most urgent one? What actions can you take that would best help your community or a global community with those concerns?

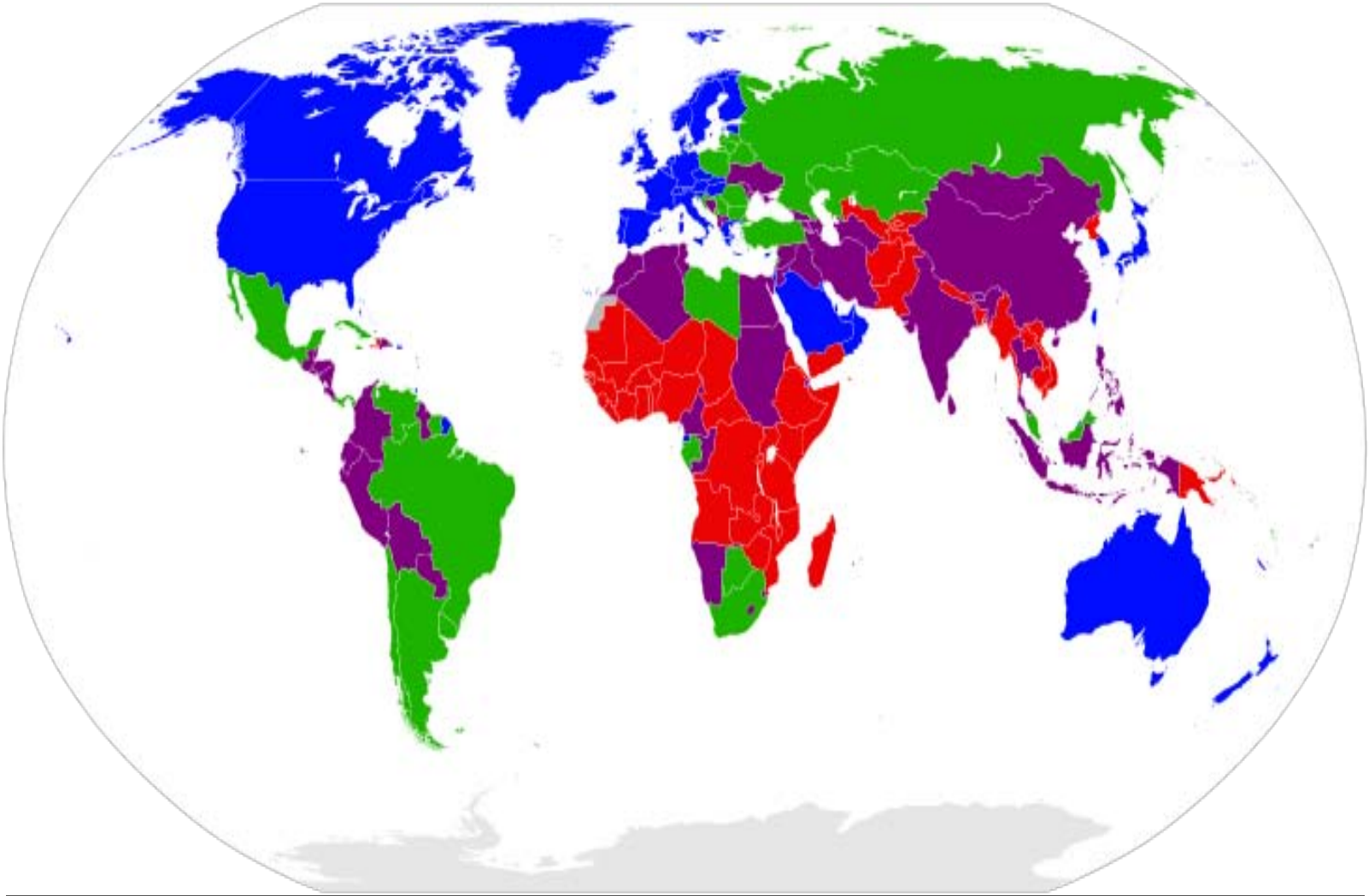
3.2.4 Personal Responsibilities

KC-006	Explain the importance of fairness and sharing in groups and communities
KG-027	Give examples of concerns common to communities around the world
KG-031	Give examples of personal decisions and actions that may positively affect people locally or globally *Examples: charitable donations and projects, recycling*
VC-001	Support fairness with social interactions

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 3- Communities of the World

LEARNING EXPERIENCE: 3.3.1 – Locating World Communities



High income | Upper-middle income | Lower-middle income | Low income

Countries based on World Bank income groupings for 2006 (calculated by GNI per capita, Atlas method). self-made, based on GFDL-licensed blank world map and Image:World Bank income groups.png. 12 April 2008 by Mangwanani. Permission to use under *GNU Free Documentation license.* Wikipedia: "Human Development Index."

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What do the colors mean on this map? What colors are the countries you are considering studying?		
Where is most of the blue? On what continents? What does that tell us?		
Where is most of the red? On what continents? What does that tell us?		
What is the name of the only country in North America (includes Central America) that is red? Twice in Asia there are neighboring countries that are opposites: blue and red. Find them and find out why.		

Critical Questions: What is the best way to show the countries of the world? What would be other interesting ways to show the countries instead of showing their incomes?

3.3.1 Locating World Communities

KL-020 Locate communities or countries studied on a world map or globe

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 3- Communities of the World

LEARNING EXPERIENCE: 3.3.2 – Living with the Land

Sometimes called the "Eighth Wonder of the World", the Banaue Rice Terraces begin at the base of the mountain range and extend several thousand feet upwards. Picture taken by Magalhães in 2003, PD-user|Magalhães}} Banaue is a 4th class municipality in the province of Ifugao, Philippines. "Ifugao" refers to the people, their dialect and the mountainous province in the northern part of the Philippines they live in. They are known as an independent, agricultural society.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is growing in the watery terraces of the Banaue region of the Philippines?		
Why do Canadians *not* grow crops on steep hilly land such as this?		
How do the Ifugao, Filipinos grow crops on this steep, hilly land? **Why** do they grow crops on this land?		

Critical Questions: What kind of land on this Earth would be the easiest to live on and use? What country would you consider has the best land and climate?

3.3.2 Living with the Land

KL-017	Describe the influence of natural phenomena on ways of life in communities studied *Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms…*
KL-019	Recognize that people have diverse ways of living on or with the land
VL-006	Value the land for what it provides for communities
VL-006A	Appreciate the sacredness of living on and with the land

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 3- Communities of the World

LEARNING EXPERIENCE: 3.3.3 – Resources

Twelve miles of sandbars in this city are home to more than 200 hotels. The resort area began being built in 1970, and a city of 300,000 has sprung up nearby to serve the tourists. In contrast to the wealthy tourists, about 40 percent of the Mexican workers live on less than $10 a day. (Cancún, Mexico, 2000). Picture from Culturegrams.

The inset photo above is of the same buildings and beach from a different angle. Photo by Keith Pomakis on 2003-08-18. This file is licensed under the Creative Commons Attribution ShareAlike 2.5 License.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What kind of land do these Mexicans have in the state of Quintana Roo?		
How do Mexicans make money in this city called Cancun?		
Where in the Northwest Territories do citizens live near big bodies of water? How is the water different than Cancun?		
How would this Mexican community be affected by the weather?		

Critical Questions: What resources of the Northwest Territories are shaping Northerners the most right now? Which resources shaped us the most in the past?

3.3.3 Resources

KL-018	Give examples of the use of natural resources in the global communities studied
KE-035	Give examples of work, goods, and technologies in the global communities studied
KE-036	Give examples of how the natural environment influences work, goods, technologies in the global communities studies
VL-005	Appreciate the diversity of the global natural environment

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 3- Communities of the World

LEARNING EXPERIENCE: 3.3.4 – World Communities

Brabourne Stadium, one of the oldest cricket stadiums in the city of Mumbai (formerly Bombay). Author: Ojas http://www.flickr.com/photos/ojaz/520294415/. Uploaded to Wiki by en:user:nikkulThis file is licensed under the Creative Commons Attribution ShareAlike 2.5 License.

This is Dharavi, Asia's largest slum with over one million dwellers in the city of Mumbai (formerly Bombay). Notice the garbage is everywhere besides the UNICEF rubbish bin. From producing clay pots to recycling plastic, this slum is also home to hundreds of businesses and defying the many myths of poverty. The sum of these small enterprises have an annual turnover of $665 million! Photo credit: Wen-Yan King. Wikipedia: "Dharavi". This file is licensed under Creative Commons Attribution 2.0

Studying Pictures

Clues are hints or pieces of information that help you find out something. *Conclusions* are answers or ideas that you think of because of a clue.

	Conclusions	Clues
Have you ever seen a picture like this before? If not, why not? Why did the picture editor make the photo brown?		
What are the buildings in the background? What is all over the ground? **Why** would people live like this?		
Why are pictures like these not taken very often? What is surprising ("ironic") about the garbage can?		
Explain **how** the little "inset" picture in the bottom right could be (and is) from the same city.		

Critical Questions: How do the pictures you are shown make you think about a place? How much of the truth do pictures tell? Would all parts of Mumbai, India be like this? How do you personally learn the most about a place—pictures or someone telling you?

3.3.4 World Communities

KE-037	Describe the diverse ways in which communities meet their members' needs
KE-038	Identify media influences on their perceptions of people and places elsewhere in the world
VE-012	Value the contributions individuals make to their communities

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 3- Communities of the World

LEARNING EXPERIENCE: 3.3.5 – Daily Life

Delicious Enchiladas, a traditional Mexican dish. Photo credit: Supaman89. This file is licensed under the Creative Commons Attribution ShareAlike 2.0.

Kenyan meal, curry dishes and chapati. Photo: Blake Wile, Nakuru, Kenya, 2006.

British meal, mashed peas; gravy over coleslaw. Photo: Blake Wile, London, 2006.

Paharganj (Main Bazaar) in Delhi, India, Asia. Photo credit: Michal Salaban : 2007-01. This file is licensed under the Creative Commons Attribution ShareAlike 2.5

Market in Banfora, Burkina Faso, Africa. Photo credit: Marco Schmidt: 2006. This file is licensed under the Creative Commons Attribution ShareAlike 2.5.

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
How do you shop differently than these people in India and Burkina Faso?		
How busy is your lifestyle? Is it more, less, or the same as these citizens?		
Where are the refridgerators in these pictures? **How** would not having a refridgerator affect buying foods in these countries of India and Burkina Faso?		
How would your plate of supper look different from these plates from Mexico, Kenya, and England? **Would** your plate have any of the same items on it?		

Critical Question: Of the global communities you are studying, which one's daily life is most like your daily life?

3.3.5 Daily Life

KCC-010	Describe the characteristics of daily life in the global communities studied *Examples: housing, tools, work, use of land, recreation, education*
KCC-013	Compare daily life in their own communities to life in the global communities studied
VCC-004	Express interest in the ways of life of diverse cultures and communities

Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 3- Communities of the World

LEARNING EXPERIENCE: 3.3.6 – Cultural Diversity

Two indigenous peoples in Chiapas, Mexico. Creative Commons. By El bart089.

Studying Pictures

Clues are hints or pieces of information that help you find out something. *Conclusions* are answers or ideas that you think of because of a clue.

	Conclusions	Clues
What way of life are these two Maya women showing? **What** kind of art and clothing do you observe?		
What activity is the lady on the left involved in?		
How different from the NWT, or the same, is the way these women sell things?		

Critical Questions: These women look very happy. What are the most important qualities of a happy life? What main messages do commercials on TV tell us about being happy?

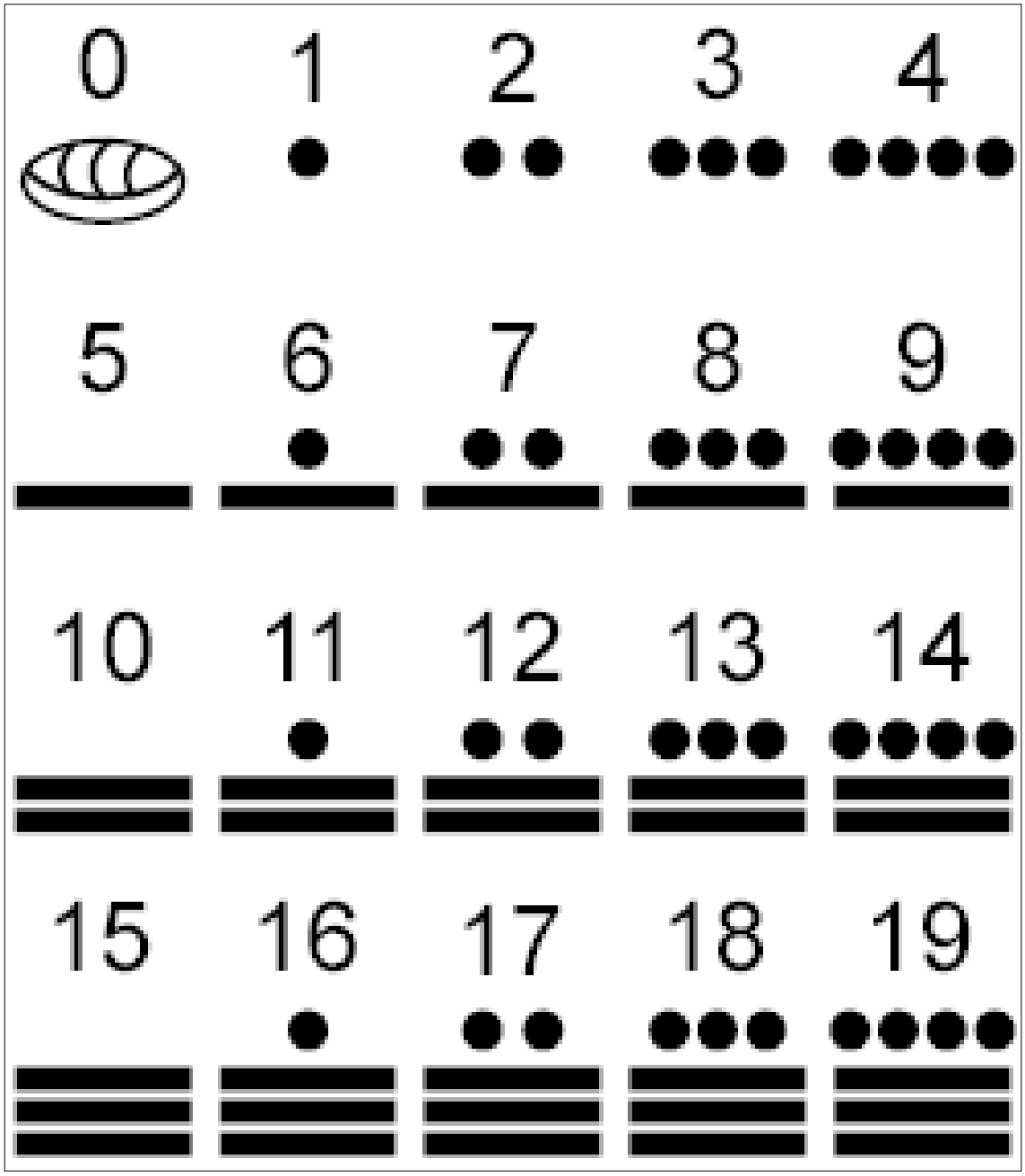
3.3.6 Cultural Diversity

KCC-009	Describe the elements that constitute a culture *Include: ways of life, language, art, clothing, beliefs*
KCC -009A	Identify the protocols within their Aboriginal culture
KCC -011	Give examples of cultural expression in the global communities studied *Examples: language and stories, art, music and dance, architecture, traditions, clothing…*
KCC-012	Recognize the diversity of cultures and communities in the world

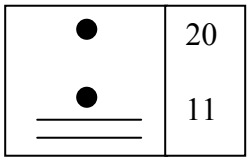
Northwest Territories Education, Culture and Employment

Social Studies – Grade 3 - *Communities of the World*
CLUSTER 4- Exploring an Ancient Society

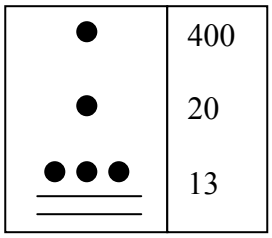
LEARNING EXPERIENCE: 3.4.1 – Daily Life in an Ancient Society



NOTE: 31 is written with two bars and a single dot with a dot above (2 bars of 5 = 10 + 1 dot = 11 + 1 dot of base 20 (groups of 20 are the second vertical layer above "ones". We use another 0 to show one group of ten in base ten —the Maya just used one raised dot to show their group of 20) = 31. 31 looks like this:



NOTE: Then they used another single raised dot to show 400 (20 groups of 20) as we would use another 0 to show 10 groups of 10 (100). 433 looks like:



http://en.wikipedia.org/wiki/Maya_numerals. Bryan Derksen. GNU General Public License

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What is this a picture of? **What** two kinds of symbols did the Maya use for numbers under 20?		
How would you show 5 + 8 = 13 using the Maya system?		
This number system is based on 20. When you get to 20, one dot is used above a picture of a shell (0). How would you write 31?		

Critical Question: What characteristics of an ancient society do you believe showed a better way of living than the way we live today?

3.4.1 Daily Life in an Ancient Society

KH-023 Describe characteristics of daily life in an ancient society
Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation…

VH-007 Express interest in and curiosity about people, events, and ways of life in the past

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LEARNING EXPERIENCE: 3.4.2 – Cultural Expression in an Ancient Society

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Studying Pictures

Clues are hints or pieces of information that help you find out something. *Conclusions* are answers or ideas that you think of because of a clue.

	Conclusions	Clues
What is this picture of?		
In what order did the Maya read their glyphs, or writing?		
How does this order of "words" compare with the order we read English words?		
Which writing system seems easier to "write"- Mayan or English? Why?		

Critical Questions: What, if anything, could we do with English writing to make it easier for a reader? More people in the world speak and write Mandarin than any other language. Should we learn Mandarin or anything about Mandarin?

3.4.2 Cultural Expression in an Ancient Society

KT-024 Give examples of customs, stories, and traditions of an ancient society
KT-025 Describe ways in which members of an ancient society expressed themselves
Examples: art and architecture, music and dance, writing and stories, religious practices …

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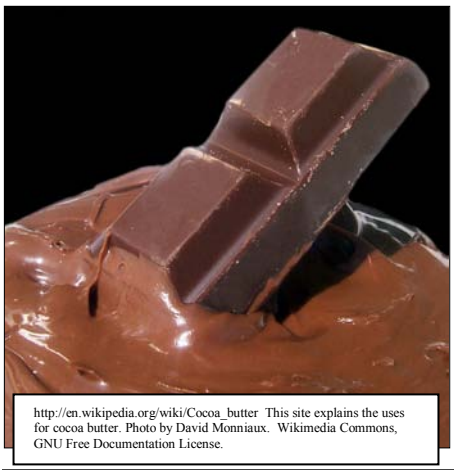
LEARNING EXPERIENCE: 3.4.3 – Contributions, Continuity, and Change

http://en.wikipedia.org/wiki/Cocoa This site explains the production of chocolate from the cocoa bean/seed of the Cacao tree.. U.S. Department of Agriculture - Agricultural Research Service (Public Domain)



http://en.wikipedia.org/wiki/Cocoa_butter This site explains the uses for cocoa butter. Photo by David Monniaux. Wikimedia Commons, GNU Free Documentation License.

http://en.wikipedia.org/wiki/Cocoa . Wikimedia Commons. GNU Free Documentation License. Photo by Shizhao.

Image of Aztec statuary of a male figure holding a cacao pod http://www.latinamericanstudies.org/aztec-figures.htm this is a postal photograph of National Antropology and History Museum of Mexico (Public Domain).

Studying Pictures

Conclusions are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What are these pictures of? **How** are these pictures connected?		
How is the cocoa bean from the cacao tree used today for foods many people enjoy?		
How do we know the cacoa bean was valued in ancient times?		

Critical Question: What would be the main reasons contributions of an ancient society last or endure until today?

3.4.3 Contributions, Continuity, and Change

KT-021	Recognize the continuity of cultures, traditions, and practices over time
KT-022	Recognize that communities change over time
KT-026	Give examples of the enduring contributions of an ancient society *Examples: ideas, inventions, art and architecture, stories…*
VT-008	Value the enduring contributions of societies of the past