Social Studies Grade 3
Curriculum - *Provincial Identity*

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New Brunswick / Nouveau Brunswick

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New Brunswick
Barbara Hillman
John Hildebrand

Newfoundland and Labrador
Darryl Fillier

Nova Scotia
Mary Fedorchuk
Bruce Fisher
Rick McDonald
Jennifer Burke

Prince Edward Island
Bethany Doiron
Laura Ann Noye

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Introduction

Background

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

Aims of Social Studies

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

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

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

In particular, the social studies curriculum:

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of the social sciences (including history, geography, economics, political science, sociology, and anthropology). It also draws from literature and the pure sciences;

- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

Purpose of Curriculum Guide

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

More specifically, this curriculum guide:

- provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning; experiences, instructional techniques, and assessment strategies in the grade 3 social studies program;
- informs both educators and members of the general public about the philosophy and scope of social studies education for the elementary school level in the Atlantic provinces;
- promotes the effective learning and teaching of social studies for students enrolled in grade 3 classrooms.

Guiding Principles

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

- being meaningful, significant, challenging, active, integrative, and issues based;
- being consistent with current research pertaining to how children learn;
- incorporating multiple perspectives;
- promoting the achievement of 21st century competencies, existing Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCOs);
- reflecting a balance of local, national, and global content;
- promoting achievement in the processes of communication, inquiry, and participation;
- promoting literacy through the social studies;
- developing knowledge, skills, and attitudes for lifelong learning;
- promoting the development of informed and active citizens;
- contributing to the achievement of equity and supporting diversity;
- supporting the realization of an effective learning environment;
- promoting opportunities for cross-curricular connections;
- promoting resource-based learning;
- promoting the use of diverse learning and assessment strategies.

Program Designs and Outcomes

Overview

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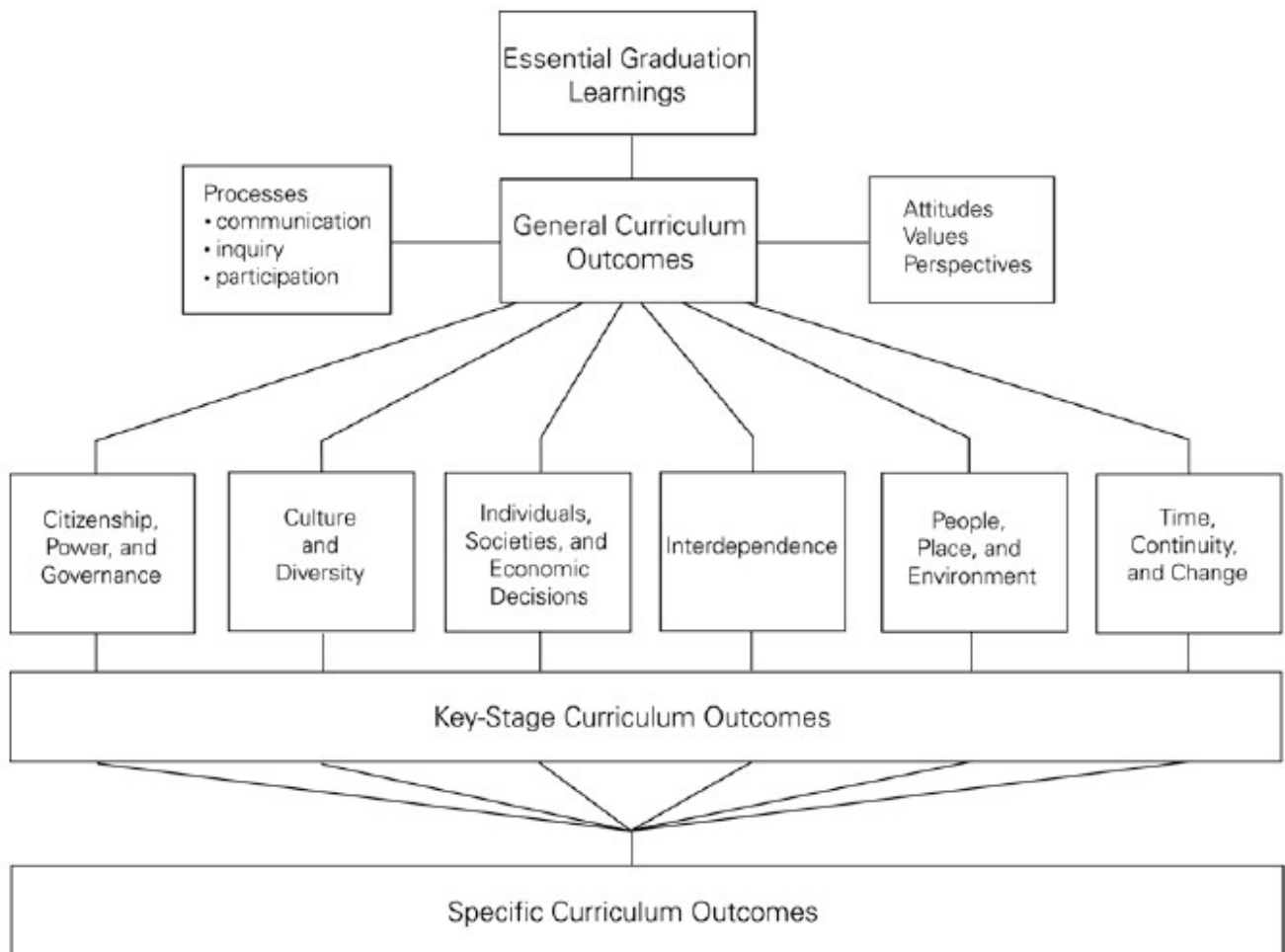
Essential Graduation Learnings

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

Aesthetic Expression

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

By the end of grade 3, students will be expected to:
- give examples of contributions made to Canada by various individuals, groups, and cultures.

Citizenship

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

By the end of grade 3, students will be expected to:
- identify examples of their rights and responsibilities as citizens

Communication

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

By the end of grade 3, students will be expected to:
- use location, distance, scale, direction, and size to describe place

Personal Development

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

By the end of grade 3, students will be expected to:
- communicate ideas about their vision for the future

Problem Solving

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

By the end of grade 3, students will be expected to:
- demonstrate an understanding of cause and effect and change over time

Technological Competence

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

By the end of grade 3, students will be expected to:
- identify and describe examples of interactions among people, technology, and the environment

In addition to its specific curriculum outcomes, this course also addresses Key-Stage Curriculum Outcomes within all of the six conceptual strands of social studies, as articulated in the *Foundation for Atlantic Canada Social Studies* (1999). Similarly, the social studies 3 curriculum provides myriad opportunities for students to engage in the three key social studies processes of communication, inquiry, and participation.

General Curriculum Outcomes

The General Curriculum Outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These General Curriculum Outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see Appendix A). Examples of Key-Stage Curriculum outcomes by the end of grade 3 are given below for each General Curriculum Outcome.

Citizenship, Power, and Governance

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

By the end of grade 3, students will be expected to:

- recognize power and authority in their lives
- recognize that laws influence their personal lives

Culture and Diversity

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

By the end of grade 3, students will be expected to:

- give examples of how culture is transmitted
- give examples of stereotypes, discrimination, and pressure to conform and how they affect an individual

Individuals, Societies, and Economic Decisions

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

By the end of grade 3, students will be expected to:

- give examples of goods and services provided by governments
- recognize that producers have to consider what they will provide (goods or services), how they will produce it, and who will buy it

Interdependence

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

By the end of grade 3, students will be expected to:

- [begin to] explore and describe universal human rights and other selected global issues

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

By the end of grade 3, students will be expected to:

- use maps, globes, and pictures to describe location and place
- describe the movement of goods, people, and ideas within their community

Time, Continuity, and Change	Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

By the end of grade 3, students will be expected to:

- use basic concepts and vocabulary associated with time, continuity, and change.

Processes

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

Communication

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

Inquiry

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

Participation

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

Attitudes, Values, and Perspectives

Listed below are major attitudes, values, and perspectives in grade 3 social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

By Conceptual Strand

Citizenship, Power, and Governance

- develop attitudes that balance rights with responsibilities
- value the benefits of active, participatory citizenship

Culture and Diversity

- appreciate the uniqueness of each individual
- value the positive interaction between individuals and groups
- appreciate and value the traditions of cultures

Individuals, Societies, and Economic Decisions

- appreciate the wide range of economic decisions that they make and their effects

Interdependence

- value the need for individual as well as collective action to support peace and sustainability

People, Place, and the Environment

- value maps, globes, and other geographic representations as valuable sources of information and learning

Time, Continuity, and Change

- value their society's heritage
- value their family and cultural heritage
- recognize that the collective history influences the present

By Process

Communication

- respectfully listen to others
- respect other points of view
- value the importance of communication skills

Inquiry

- appreciate that there is a variety of strategies to solve problems and make decisions
- analyze problems from a variety of different perspectives
- appreciate the value of critical and creative thinking

Participation

- value both independent and group work
- take increasing responsibility for their own and the group's work
- demonstrate age appropriate active citizenship

Contexts for Learning and Teaching

The Learner

The primary grades (primary–grade 3) are the foundational years during which the basic curriculum concepts, values, and skills are developed. Students are introduced to formal education that provides a necessary complement to the child's experiences at home and in the community. The primary years, the critical years for learning, may be the key to success in all other years. It is during these years that there is a shared responsibility, between the school and home, for literacy and numeracy skills to support learning across the curriculum. Teaching strategies must be varied and always aimed at meeting individual needs and bringing students to the highest level of achievement possible.

To create a seamless, integrated approach to learning during these years, it is necessary to incorporate concepts, values, and skills across all subject areas. A primary student's approach to learning is very much a hands-on, minds-on approach; therefore, experiences that provide for this are critical to achievement. The primary child is very interested in the immediate environment; therefore, the school environment must be stimulating and appropriately challenging.

Each student is a unique individual. Within any group of students, differences in rates and ways of learning, in experiences and in interests, are expected and respected. Individual differences are celebrated and built upon. A viable goal for the individual is to achieve a personal best as he/she works towards excellence. Improving performance and realizing potential are more important than competition and comparisons to others.

Primary students have many ways of understanding the world. A basic need for all learners is to make sense of their experiences. A vision of the student as an active learner, building a personal knowledge of the world through interactions with people, materials, and ideas, should guide all educational planning.

Understanding the nature of the primary learner is essential in providing a balanced education. Education should enhance the development of the whole child. The development of children in this age group is discussed in the context of the following five dimensions:

Physical

The child has a physical dimension. Physical well-being is essential to living and learning. Opportunities for movement and the development of a variety of motor skills are provided, and development of respect for the body and the desire to care for it are promoted. The curriculum fosters knowledge of and positive attitudes towards nutrition, physical fitness, and safety. Sensitive inclusion of those with unique physical challenges is modelled and promoted.

The special role of physical activity as leisure is considered. Leadership, good sportsmanship, and consideration for others are encouraged. Children learn that physical activity as a special form of human endeavour can lead to high levels of performance. They also learn that enjoying physical activity and benefiting from it in terms of enhanced health and well-being are equally important.

Social

Each child has a social dimension. Learning to interact co-operatively with other people is an essential life skill that can be taught and practiced in schools. The classroom is a community of learners. Taking turns, sharing materials, collaborating to solve problems, and working in co-operative groups for a variety of real purposes provide opportunities for children to learn social skills essential to living in any community.

Intellectual

The child has an intellectual dimension. Intellectual development is the process of deriving meaning from experience through acquiring and constructing knowledge. The ultimate goal is that children develop strategies that will help them solve complex problems. They learn to reason and communicate effectively and take responsibility for their own learning. They ask questions and question the answers. They develop an understanding of how human beings know and comprehend. They become thoughtful and reflective learners.

Primary children are generally functioning at a more concrete level intellectually, and the general progression from concrete experiences to semi-concrete to abstract is the most effective way of meeting the learning needs of young children. Primary children are usually very literal in their interpretations, and adults working with them must be aware of this characteristic. Sensitive inclusion of those with unique intellectual challenges is modelled and promoted.

Aesthetic

Each child has an aesthetic dimension. Children are exposed to artistic processes and products in a variety of genres and cultures. They are provided opportunities to create, perceive, and communicate through the arts. Critical thinking, analytical, and problem-solving skills are developed and applied in practical learning experiences. An appreciation for and experience in the arts add to children's understanding of the world, their culture, and their community. Children with an aesthetic sensibility value culture, environment, and personal surroundings.

Emotional

Each child has an emotional dimension. Children learn best in a safe, supportive environment. Positive feelings towards self, others, and learning are continuously promoted by the school. As children move from kindergarten to grade 3, they are encouraged to become independent and more responsible for their own learning. There is a relationship between success and self-esteem. Learning is structured so that every child experiences success. Children are encouraged to become more reflective and introspective. They are given opportunities to consider ideas that are both of general and personal significance.

Equity and Diversity

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

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

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

Principles Underlying the Social Studies Curriculum

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

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

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

The Social Studies Learning Environment

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

The Effective Social Studies Classroom

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

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

Respectful of diversity

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

Inclusive and inviting

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

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

Engaging and interactive

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

Relevant and significant

The grade 3 curriculum should provide learning situations that incorporate student interests and encourage students to question their knowledge, their assumptions, and their attitudes. In so doing, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and contemporary studies play a key role since they provide the building blocks of social studies. In addition, the students' rational and critical involvement in learning about these plays an integral part in development of the person and citizen.

Resource-Based Learning

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

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

responsibility for their learning and to retain the information they gather for themselves.

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

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

Literacy Through Social Studies

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

The ability to read is critical for success in school. Therefore, it is vital that Social Studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

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

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

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

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

Integration of Technology

Technology, including Information and Communication Technology (ICT), plays a major role in the learning and teaching of social studies. Computers and related

technologies are valuable classroom tools for the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration, allowing students to become more active participants in research and learning.

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

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

Instructional Approaches

The grade 3 social studies program builds an active learning approach for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills for social studies research and provides a context in which students can analyse and evaluate historical evidence and make their own interpretations.

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in grade 3 social studies since (1) students differ in interests, abilities, and learning styles and (2) components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and dispositions. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

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

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

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

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

In spite of the merits of transactional and transformational orientations, transmission still has a place in grade 3 social studies. Direct instruction may be used to introduce or review a topic, break down a complex concept into simpler constructs, or prepare for a comprehensive assessment.

A number of strategies can be used to support the program goals and active learning approaches. Fundamentally, grade 3 social studies supports a resource-based approach. The authorized text and resources for teachers and students are intended as sources of information and organizational tools to guide study, activities, and exploration of topics. Teachers and students can integrate information drawn from varied local and regional sources as well as other supplemental materials.

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

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

Historical Thinking Concepts

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

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

2. Evidence – looks at primary and secondary sources of information. (E.g., what can we learn from a news article about the flooding of the Saint John River in 2008?) To learn from a piece of evidence we must learn to ask appropriate questions. Different questions would be asked about a diary entry than would be asked about an artefact.

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

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

5. Historical Perspective –any historical event involves people who may have held very different perspectives on the event.   (E.g., how can a place be found or "discovered" if

people already live there?) Perspective taking is about trying to understand a person's mindset at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible as we can never truly separate ourselves from our 21st century mindset and context.

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

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

Geographical Thinking Concepts

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

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

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

3. Patterns and Trends – considers what changes and what remains constant over a particular time period. E.g., given a set of data for various time periods, what trends can

you identify? What changes have taken place in a particular area? What has remained the same?

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

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

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

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

Note: Historical thinking concepts and portals of geographic thinking are, in some cases, too advanced for Grade 3 applications. When students are only expected to gain a cursory understanding - only to be introduced to a concept - this is noted in the Teachers Resource for the Student Book, "My Province."

Education for Sustainable Development

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development – such as poverty alleviation, human rights, health, environmental protection, and climate change – into the education system. ESD is a complex and evolving concept. It requires learning about the key themes from a social, cultural, environmental, and economic perspective and explores how those factors are inter-related and inter-dependent.

With this in mind, it is important that all teachers, including social studies teachers, attempt to incorporate these key themes in their subject areas.

Assessing and Evaluating Student Learning

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

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

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

Assessment

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

formal and informal observations	interviews
work samples	rubrics
anecdotal records	simulations
conferences	checklists
teacher-made and other tests	questionnaires
portfolios	oral presentations
learning journals	role play
questioning	debates

essay writing

performance assessments

peer and self-assessments

multimedia presentations

rating scales

case studies

panel discussions

graphic representations

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course or is there need for remediation? Teacher-developed assessments and the evaluations based on them have a variety of uses:

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

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

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

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

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner

achievement. This assessment is used in order to report the degree to which curriculum outcomes have been achieved.

Guiding Principles

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

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

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

These principles highlight the need for assessment that ensures:

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

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

*The 'Principles for Fair Student Assessment Practices for Education in Canada" was developed by a Working Group guided by a Joint Advisory Committee representing national educational organizations including (but not limited too): *Canadian Teachers' Federation*, *Canadian Council for Exceptional Children*, Provincial and Territorial Ministries and Departments of Education. While there has not been a revision of the Principles since the original date of publication, the Principles are considered current by educational stakeholders and have been published in assessment documents with copyright dates of 2009. These Principles are informing best practice in the 21st century, e.g., the Principles are the foundation of the

Student Evaluation Standards published in the United States by Corwin Press in 2003 and are referenced in the Alberta government's student assessment study (2009), to name but two examples. The Principles continue to be cited as their accompanying guidelines are timely and sound.

- W.T. Rogers, personal communication, December 6, 2009.

Curriculum Overview

Entry-9 Social Studies   The social studies program for entry to grade 9 is designed around ten conceptual organizers.

```
                      Kindergarten
                       Connections
    Grade 9                                Grade 1
  Interdependence                        Interactions

 Grade 8                                      Grade 2
 Canadian Identity                            Change

 Grade 7                                      Grade 3
 Empowerment                              Provincial Identity

      Grade 6                           Grade 4
      World Cultures                    Explorations
                       Grade 5
                       Societies
```
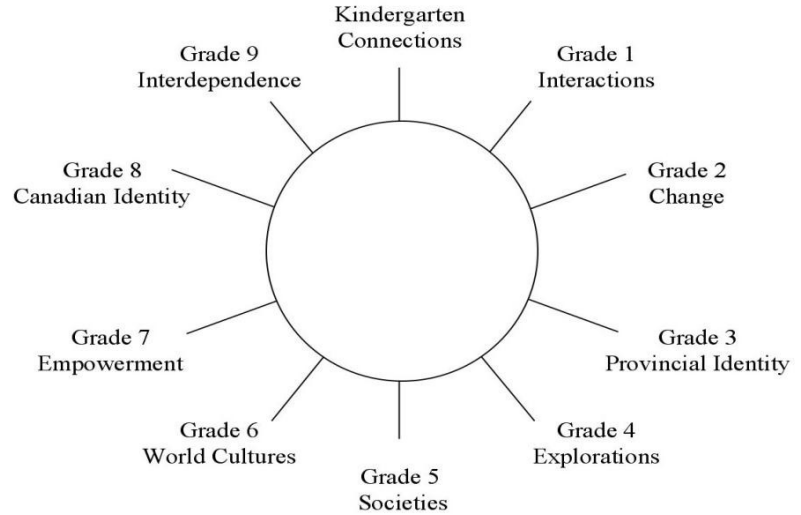
Note: In NB, grade 8 is "Interdependence" and grade 9 is "Canadian Identity."

Aims of Social Studies   Grade 3 social studies is organized around the following units:

```
                    Place

                  Provincial
                   Identity

     Peoples                     Citizenship
```
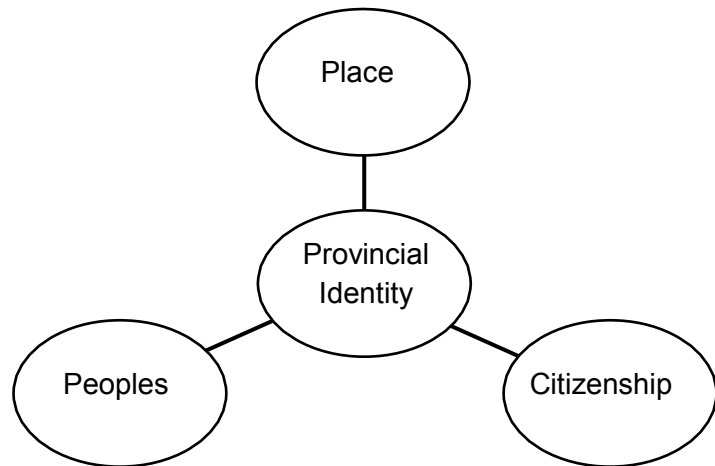
The conceptual framework for each unit in the grade 3 social studies program is expressed in the form of specific curriculum outcomes. Each outcome is accompanied by an elaboration reflecting its intent. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Grade 3 Specific Curriculum Outcomes

Students will be expected to:

Unit One:
Place

3.1.1   Locate their province in the Atlantic region, Canada, North America, and the world

3.1.2   Describe the major physical features, climates, and vegetation of their province and the Atlantic region

3.1.3   Examine where people live and how people make a living in their province

Unit Two:
Peoples

3.2.1   Examine the diverse peoples in their province

3.2.2   Examine how diverse peoples in their province express their culture

3.2.3   Take age appropriate action to promote positive interactions among people

Unit Three:
Citizenship

3.3.1   Examine the purpose, function, and structure of governments in their province

3.3.2   Examine the rights and responsibilities of citizens in a democracy

3.3.3   Demonstrate an understanding of how citizens participate in public decision making

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

Column 1, Spread 1:
Outcomes

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

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

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

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

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

Column 3, Spread 1:
Performance Indicators

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

Column 4, Spread 1

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

Column 1, Spread 2:
Suggestions for Learning
and Assessment

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

Column 2, Spread 2

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

Column 3, Spread 2: Suggestions for Learning and Assessment

Column 3, Spread 2 is a continuation of strategies for learning and assessment from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning/assessment activity.
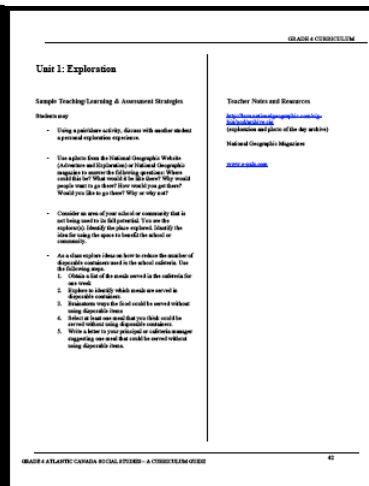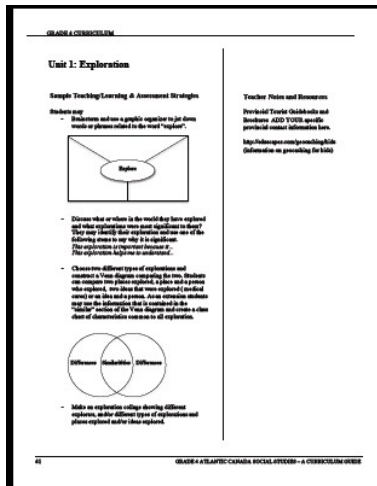
Column 4, Spread 2

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

Column 1   *Column 2*   *Column 3*   *Column 4*
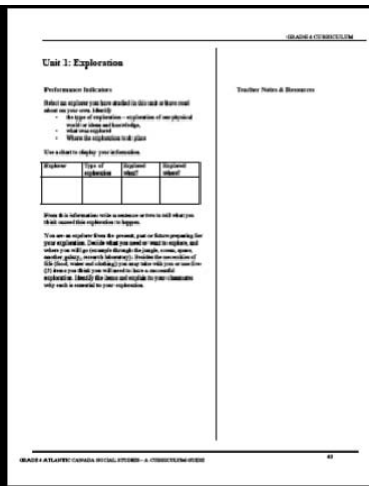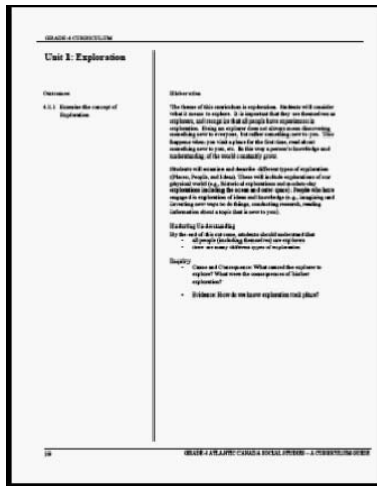
Grade 3: Provincial Identity

Year Overview

Provincial Identity is the central theme of the grade 3 social studies curriculum. The program builds upon concepts to which students have been introduced in previous years, this time focusing on their own province. Earlier social studies concepts such as *Connections, Interactions,* and *Change* established a foundation for understanding the larger world around them. Applying these concepts in a provincial context will help students expand their views and become more aware of the diversity, cultural richness, and uniqueness of their own province.

The curriculum is organized into three units based upon the essential elements to build provincial identity over time: Place, Peoples, and Citizenship. Using these themes as a basis, students will explore the individuality of their province while seeing it as part of a bigger picture within the region, country, and the world.

The first unit, *Place*, allows students to explore the geographical features of their own province, its location in the Atlantic region, Canada and the world. The second unit, *Peoples*, explores culture and community to examine shared values and to promote an understanding of the diverse cultures and traditions that form a provincial culture, while the third unit, *Citizenship*, examines the concept of power, authority, and decision–making in the study of how the people are governed within their province and the meaning of active citizenship.

Note: Teachers have discretion when determining the plan of study and resources best used to address the outcomes of grade 3 social studies. Resource options include the 2011 Student Book and Teachers Resource developed by NELSON, entitled "My Province." Below is an image of the Student Book cover:
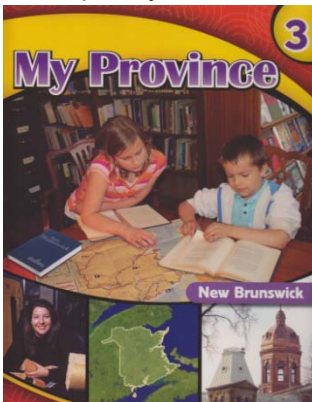
Unit 1: Place

Unit 1: Place

Unit Overview	The unit entitled *Place* focuses on physical and human geography. Students will be expected to identify and locate their own province within the Atlantic region, Canada, and the world. Through the lens of their own province, students will further develop knowledge of maps and mapping skills by identifying and locating familiar places and landmarks on a simple map. They will use map symbols and legends to describe the location of their community and province. Students will identify and describe major physical features, climates, and vegetation within their province and the Atlantic region.

Unit Outcomes

Students will be expected to:

3.1.1 locate their province in the Atlantic region, Canada, North America, and the world

3.1.2 describe the major physical features, climates, and vegetation of their province and the Atlantic region

3.1.3 examine where people live and how people make a living in their province

Processes and Skills

Communication

- organize data with visual representation; draw and interpret maps; role play; describe location; use communication technology; describe physical and human characteristics of province and region

Inquiry

- form questions regarding geography, climate, and vegetation; compare and contrast; make decisions; develop strategies to gather information; make predictions; gather geographic information using maps

Participation

- explore, create, and construct maps; locate points, places, and land forms on maps; contribute to discussions about community and province; predict change; participate in exploratory field trips; work collaboratively in groups to investigate.

Outcomes

3.1.1   locate their province in the Atlantic region, Canada, North America, and the world

3.1.2   describe the major physical features, climates, and vegetation of their province and the Atlantic region

3.1.3   examine where people live and how people make a living in their province

Elaboration

In addressing this first outcome, students will locate their province within increasingly broader contexts—the Atlantic region, Canada, *North America, and the world. They will work with the concepts of relative location and size.

Student understanding of location should be a relative one—e.g., students should be able to describe a location in relation to other places. It is not necessary, or advisable, for students at this level to describe location in terms of longitude and latitude coordinates. Student description of location need only involve the cardinal directions (e.g., N, S, E, and W) and very basic grid systems (e.g., B3, C6, F2).

Relative size may be considered by comparing a student's province to that of other provinces or the country as a whole. For example, students might make statements such as "New Brunswick is larger than Prince Edward Island but smaller than Quebec" or "Nova Scotia is about ten times larger than PEI."

Students have previously worked with globes and/or maps and should understand that they are representations of real places but reduced in size. Simple scales can now be introduced. For example, a map on which 1 cm represents 1 km would be appropriate for students, as would a question such as: "Measure the distance from Place A to Place B. How many kilometres apart are they?"

***Note**: Continents are not covered until grade 4, however, they will need to be referenced here in an introductory manner.

Enduring Understanding

By the end of this outcome, students should understand that

- the location of their province can be described in relation to other places
- the actual size of places can be represented on maps and globes by using scale

Inquiry

Geographic Importance: E.g., Name a place in your province and explain why it is important to you.

Performance Indicators

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

- Write a statement for each item below using cardinal directions describing the location of your province in relationship to:
    - Another province in Atlantic Canada
    - A province in Canada outside of Atlantic Canada
    - A country in North America outside of Canada
    - A country outside of North America

  For each statement above, say whether your province is larger or smaller than each of the places you named.

  My province is _____ than _____.

  And/or

  My province is _____ than _____ but _____ than _____.

- Using a globe or a series of maps that include Atlantic Canada, Canada, North America, and the world find:
    - Another province in Atlantic Canada
    - A province in Canada outside of Atlantic Canada
    - A country in North America outside of Canada
    - A country outside of North America

  How close are you to the nearest province? If applicable, use the scale on your map to measure how close your community is to the border line of the nearest province. **Note:** Teachers are reminded at this stage students have been introduced only to simple scales e.g., 1 cm = 1 km.

Teacher Notes & Resources

Mapping skills are part of the grade three social studies curriculum, and are also highlighted in the grade 3 *French Learning Experiences* (*to introduce French language and culture*). The FLE grade 3 kit includes the English language version of the supplementary resource,
Follow That Map! A First Book of Mapping Skills (2009) Kids Can Press
ISBN: 978-1-55453-274-2 (bound)
ISBN: 978-1-55453-275-9 (paperback)
Suivons la carte (2009) Scholastic
ISBN: 978-0-545-98739-4 **Note:** Classroom copies of the French language version of this resource will be included with the implementation package for the grade 3 French Immersion curriculum.

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

New Brunswick (from "The All About Series" by NELSON). Classroom copies (5) of this English language resource will be included with the implementation package for the grade 3 social studies curriculum. Note: This book is dated (1999), however teachers may wish to compare information with the student text (2011) as a means to demonstrate change over time (e.g., the Atlantic Canada map should include "Newfoundland and Labrador" versus "Newfoundland.") ISBN: 1-896132-40-5

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

Sample Learning & Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Use the grids on the maps of the world, North America, Canada, and their province to locate places assigned by their teacher. Grids need to be for the province first, then expand to other places.

- Work in pairs to develop their own game based on a grid system. They will work with their partner to select a place on each of the maps: world, North America, Canada, and province. They will then challenge another team to locate the places using grid clues. The winner will be the team to first locate all four places.

- Practice using cardinal directions by locating places on a map/globe using the cardinal directions given by the teacher. The teacher may start with their province and expand to well known places throughout the region and the world.

Teacher Notes and Resources

Reminder: for all map activities with students at this level, teachers will need to ensure that maps have an appropriate scale. The suggested scale for this level is 1 cm = 1 km

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

Prince Edward Island; Nova Scotia; Newfoundland (three titles from "The All About Series" by NELSON). A classroom copy of these English language resources will be included with the implementation package for the grade 3 social studies curriculum. Note: These books are dated (1999), however teachers may wish to compare information with the student text (2011) as a means to demonstrate change over time (e.g., the Atlantic Canada map should include "Newfoundland and Labrador" versus "Newfoundland.")
ISBN: 1-896132-44-8 (PEI)
ISBN: 1-896132-42-1 (NS)
ISBN: 1-896132-01-4 (NL)

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

Sample Learning & Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Using a world map, complete the following statements:
  My province is larger than the province of …
  My province is smaller than the province of …
  My province is west of the province of …
  My province is east of the province of …
  I would have to travel in a _____ direction to reach the state of California.
  My province is closest to the _____ Ocean.

- Using a world map, complete the following statements:
  The territory closest to my province is …
  The capital of Canada is Ottawa. If I wanted to visit Ottawa, I would need to travel in a _____ direction.
  My province is closer to Japan than _____.
  My province is farther from _____ than from Florida.
  My province is closer to Iqaluit, Nunavut than to …
  My province is farther from England than from …

Teacher Notes and Resources

Note: Since students may raise questions, it is important to be aware that authorities do not all agree on the number of continents and oceans. For example, in some systems Europe and Asia are considered to be the single continent of Eurasia. This system is preferred by many in Russia, given that Russia straddles the boundary (e.g., the Ural Mountains) between Europe and Asia]. Likewise, counts of the oceans may also vary if distinctions are made, for instance, between the North Atlantic and the South Atlantic.) **Reminder:** Continents and oceans are covered in grade 4, but as questions may arise, this information is offered.

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

Outcomes

3.1.1 locate their province in the Atlantic region, Canada, North America, and the world

3.1.2 describe the major physical features, climates, and vegetation of their province and the Atlantic region

3.1.3 examine where people live and how people make a living in their province

Elaboration

Having located their province and the Atlantic region (in relative terms) in the previous outcome, here students will examine their province and region's physical environment. This study will be relatively simple, as students identify, locate, and describe major landforms and bodies of water. This should include notable physical features such as mountains, lakes, and rivers, and could include island and bays in their province and the Atlantic region. Note: Students and teachers will undertake a somewhat more detailed study of the physical features associated with their own province.

Students will also describe the climate and vegetation pattern of the Atlantic region, without making the descriptions too detailed or technical. It is important for students to work with genuine maps and other geographic information sources (e.g., charts, GIS) to study climate and vegetation—and to arrive at conclusions from this information. Simply reading an existing description of Atlantic Canadian climate and/or vegetation is not student-active and does not develop analytical and interpretive skills.

Enduring Understanding

By the end of this outcome, students should understand

- the basic physical features of their province and the Atlantic region
- the basic climatic and vegetation patterns of the Atlantic region

Inquiry

Geographic Evidence: What sources of evidence (map, image, chart, graph) can be used to represent climate in your province?

Geographic Patterns and Trends: How is the vegetation in your province the same as in other Atlantic Canadian provinces? How is it different?

Performance Indicators

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

- Using a blank map of Atlantic Canada, create a legend and identify two landforms and two types of vegetation for each Atlantic Province. Further, create a visual of landforms, climate, and vegetation. Create a caption or label that identifies your visual(s).

- Imagine you are writing to a friend about the major physical features, climates and vegetation of New Brunswick and the Atlantic region. What will you say to describe each? Note: Format may vary e.g., students may wish to create a flip-book

Teacher Notes & Resources

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

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

Sample Learning & Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Imagine they are a meteorologist, and with a partner, write a brief report describing the climate in their area. Students will join another pair to share and/or perform their report.

- Study a topographic map of their province and discuss (as a class) which land forms and bodies of water they feel are "major" ones, and why. Compare with provincial listings.

Teacher Notes and Resources

Appendix D contains the names of major mountains, river, lakes, bays, and islands for the provinces of Atlantic Canada.

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

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

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

Sample Learning & Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Invite a meteorologist to visit their classroom to discuss climate in the Atlantic region.

- Develop a class bar graph and record the average snowfall, rainfall, and high and low temperatures of each Atlantic Province. In a paragraph analyze the information to discover similarities and differences.

- Develop a photo essay to show how climate affects the lives of people in their province. Consider: Housing, clothing, and recreation.

- Study vegetation maps for the other Atlantic Provinces and determine if the vegetation patterns are similar to their own province. In a graphic organizer identify the similarities and differences.

Teacher Notes and Resources

Environment Canada's "Weather office" website offers educational resources in both official languages:
http://www.weatheroffice.gc.ca/canada_e.html (English)
http://www.meteo.gc.ca/canada_f.html (French)
Note: It can be difficult to navigate this website's educational resources links. Here is the "Environment Canada" link for "Free Educational Resources for Educators":
http://www.ec.gc.ca/education/default.asp?lang=En&n=D3D10112-1 (English)
http://www.ec.gc.ca/education/default.asp?lang=Fr&n=D3D10112-1 (French)

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

Outcomes

3.1.1 locate their province in the Atlantic region, Canada, North America, and the world

3.1.2 describe the major physical features, climates, and vegetation of their province and the Atlantic region

3.1.3 examine where people live and how people make a living in their province

Elaboration

This outcome broadens students' understanding of geography beyond its traditional definition. Here students study where people live and address such topics as economic activity, services, and transportation.

Students first study the concepts of urban and rural. While there are various measures used to determine what is urban and what is rural, it is not necessary to over-complicate the distinction for students. For example, it is sufficient at grade 3 to simply describe urban areas as those where many people live close together, such as in cities and towns. Note: In Canada, an "urban" population exceeds 1000 people.

Students will identify examples of urban and rural communities in their province. When considering these examples, students can describe some of the features that typically distinguish urban communities and rural ones (e.g., large shopping centers, universities [urban], more green space, less traffic [rural] etc.)

Students should then consider why people live where they do. Natural resources, the exchange of goods and services, communication and transportation links all influence where people live. Peoples' needs have led to the development of communities near resources, and along river valleys and coastlines. The study should focus on examples, including the local area or community. Students should understand that people live where they do, in part, in order to make a reasonable living.

Again, it is important for students to work with genuine maps and other geographic information sources when studying these topics—and to arrive at conclusions about what such information tells them.

Enduring Understanding

By the end of this study, students should understand

- the concepts of urban and rural, and
- where people live in their province is influenced by many factors

Inquiry

Geographic Patterns and Trends: What do you notice about where communities are located in your province?

Geographic Interactions and Associations: How do natural resources influence where people live in your province?

Performance Indicators

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Think of how a farmers' market might bring together the urban and rural parts of your province. In a sentence, answer each of the following questions:

- What are the benefits of a farmers' market to a person living in an urban area?
- What are the benefits of a farmers' market to a farmer living in a rural area?
- What makes it possible today to have a farmers' market in an urban area?
- What items might a person living in an urban area sell at a farmers' market?

Extension

- Create a visual (e.g., a poster, brochure, postcard, pamphlet, online advertisement etc.) to persuade immigrants to live in your area of your province. Consider: What does your area have to offer in terms of employment, natural resources, and transportation? Make sure you identify your area as urban or rural.

Teacher Notes & Resources

Statistics Canada: Canada's National Statistical Agency
http://www.statcan.gc.ca/
(From this site users may choose either official language).
Note: Stats Canada offers many features, one of which is **2006 Community Profiles:** This section can be used to determine what types of employment exist within a community (based upon census data):
http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E (English)
http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=F (French)

Note: Stats Canada offers many features, one of which is **Urban and Rural Communities** within its *Learning Resources* section:
http://www.statcan.gc.ca/kits-trousses/edu04_0147-eng.htm (English)
http://www.statcan.gc.ca/kits-trousses/edu04_0147-fra.htm (French)
Worksheets include maps of Canada (e.g., PDF version of blank outline map, PDF version of population map by province and territory [2006 data]).

The Cat at Night (2009) Islandport Press. A classroom copy of this English language resource will be included with the implementation package for the grade 3 social studies curriculum. Easy to read, this colorful book can be used for predicting and for discussion of rural and urban areas.

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

Sample Learning & Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Using photos, work in groups to sort photographs into urban and rural. Students may then identify why they sorted the images the way they did. Students can then formulate a possible definition for urban and rural.

- Use a graphic organizer to list what they consider to be the advantages and disadvantages of living in a rural and an urban area. Students discuss with a partner their preference (urban or rural, and why).

- Write a paragraph explaining why they would prefer to live in a rural or urban area of the province.

- Some communities developed around bodies of water. Study the population maps of their province (over time) and determine if this is so for their province. Explain.
  Note: This activity will need to be teacher led.

- Listen to guest speakers whose jobs allow them to earn a living by working from home. Explain if there is an advantage for these people to work in a rural or urban setting.

Teacher Notes and Resources

The Atlas of Canada is *Natural Resources Canada*'s website "Telling Canada's Story with Maps."
http://atlas.nrcan.gc.ca/site/english/index.html (English)
http://atlas.nrcan.gc.ca/site/francais/index.html/document_view (French)
Note: Maps are available related to themes such as population.

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

E-mail Pals (2004) Classroom copies (5) of this English language NELSON book will be included with the implementation package for the grade 3 social studies curriculum. Reinforces the message that technology helps people connect across distances.

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

Sample Learning & Assessment Strategies
Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Explore how transportation helps people live in a community but work somewhere else in their province.

- Study a map of their province and identify major means of transportation within the province. Students identify which method(s) is/are most accessible to them and why. Extension: Students may wish to explain which means of transportation is most important, in their opinion, and why.

- Use the following graphic organizer to identify what is the same and what is different about living in an urban vs. a rural community.

Urban   Rural

Teacher Notes and Resources

Transport Canada:
http://www.tc.gc.ca/eng/tc-main.htm (English)
http://www.tc.gc.ca/fra/tc-principal.htm (French)

CFB Gagetown: To inquire about a guest speaker from CFB Gagetown, contact the Base Commander:
Base Commander
3 Area Support Group HQ
CFB Gagetown
P.O. Box 17000 Stn Forces
Oromocto, NB E2V 4J5

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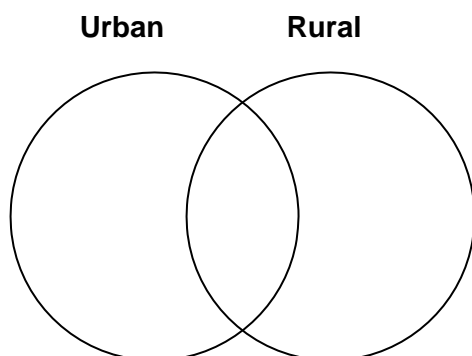http://www.gnb.ca/0000/irrp/serv_text_catalogue-e.asp

Unit 2: Peoples

Unit 2

Unit 2: Peoples

Unit Overview

In the *Peoples* unit, students will identify many of the diverse cultural groups that live in their province. They will learn why people choose to live in their province and how this diversity has changed over time. They will recognize the contributions which these groups have made and continue to make in shaping the provincial cultural identity. Students will explore cultural groups within their province to develop an awareness of the cultural values expressed through stories, music, art, and literature or other expressive means. Students will be exposed to various cultural traditions and beliefs that exist within their own province, promoting a better understanding of the significance of diversity within a place. They will discover how different traditions and beliefs co-exist and serve to promote positive interactions amongst diverse cultures within a region.

Unit Outcomes

Students will be expected to:

3.2.1   examine the diverse peoples in their province

3.2.2   examine how diverse peoples in their province express their culture

3.2.3   take age appropriate action to promote positive interactions among people

Processes and Skills

Communication

- organize data with visual and written representation; write in many genres; use communication technology; read for information; listen to and ask questions; interview; use oral communication; organize and represent information

Inquiry

- deduct ideas; synthesize facts; investigate primary sources; formulate questions, ideas for research, and inquiry; listen and respond critically; identify issues; interpret and analyze observations, data, text and graphics organizers; gather and record information

Participation

- work collaboratively; role play; compile data; develop and carry out an action plan

Outcomes

3.2.1 **Examine the diverse peoples in their province**

3.2.2 Examine how diverse peoples in their province express their culture

3.2.3 Take age appropriate action to promote positive interactions among people

Elaboration

This outcome requires students to recognize the diversity of peoples who inhabit their province and examine how this diversity developed. The students begin by identifying the various groups of people who presently inhabit their province. Valuing diversity and inclusion is central to this outcome.

Students also need to examine why people chose/choose to live in, or move to, a particular place. (To make this a more meaningful exercise, it may be possible to consider the experiences of some students themselves.) The examination of migration is facilitated when students have a personal understanding of why people move and choose to live in a particular place.

Finally, students should explain how the diversity of peoples in their province has changed over time. This may be accomplished by comparing census data from two or three points in time or examining maps of the distribution of various cultural groups (e.g., at present as compared to some time in the past).

Enduring Understanding

By the end of this outcome, students should understand that

- their province is composed of many diverse peoples
- people migrate(d) to their province for a variety of reasons
- the diversity of their province has changed over time

Inquiry

Continuity and change: How has cultural diversity in your province changed and stayed the same over time?

Performance Indicators

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

A diptych is a painting made up of two parts. To create a diptych, divide a poster into two parts. On the first part, draw an image of why people come to live in your province today. On the other half, draw an image of why people lived here hundreds of years ago. Write a caption for your diptych which explains the similarities or differences in why people live here. Caption example: Easy access to fresh water.

Teacher Notes & Resources

Statistics Canada: Canada's National Statistical Agency:
http://www.statcan.gc.ca/
(From this site users may choose either official language).
Note: Stats Canada offers many features, within its *Learning Resources* section:
http://www.statcan.gc.ca/edu/index-eng.htm
(English)
http://www.statcan.gc.ca/edu/index-fra.htm
(French)

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

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

Sample Learning and Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Encourage classmates who have moved to this province or this area of the province to share their reasons for moving. Note: Be sensitive to the fact that some families move because of family issues.

- On a provincial map, identify where people lived in their province in the 1850s, on another identify where people lived in the 1930s, and on another where they lived in the 1970s. Layer the maps to see the similarities and differences. Note: The time periods may be changed, and this activity will need to be teacher led.

- Talk to older family members or community members to see why they or their ancestors moved to your province.

Teacher Notes and Resources

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

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

Take Action – Make a Difference: A Social Studies Handbook is a supplementary resource by Pearson (2008) which highlights student examples of active citizenship, but which also discusses how to conduct interviews. This book can be used as a read-aloud and as a background resource for teachers. It is also available in French under the title:
Engage-toi! Change les choses (Cheneliere, 2009).
ISBN: 978-0-13-514582-1 (English)
ISBN: 978-2-7650-2025-7 (French)
Note: The English language version of this book is included as part of the grade 3 FLE kit (*French Learning Experiences [to promote French language and culture]*)

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

Outcomes

3.2.1   Examine the diverse peoples in their province

3.2.2   Examine how diverse peoples in their province express their culture

3.2.3   Take age appropriate action to promote positive interactions among people

Elaboration

While the preceding outcome has students examine the diverse peoples in their province, this outcome requires students to examine how these diverse peoples express their culture. Teachers may wish to consider combining these two outcomes rather than addressing them separately—e.g., to simultaneously examine the diversity and cultural expressions of diverse peoples.

Students are provided with the opportunity to experience and appreciate a vast array of expressions of culture— e.g., language, stories, folk tales, songs, music, poetry, dance, visual art. Such cultural expressions should be infused throughout the study. It is important, however, to move beyond a surface celebration of culture (e.g., food and fashion) and examine deeper aspects of cultural expression (e.g., language, stories, visual art).

Through cultural expression people transmit aspects of their heritage, traditions, and culture. Though they may be unique, some aspects of expressions, as well as their underlying motivations, may not be so different. Indeed, while the differences between peoples are often more apparent than the similarities, it is important to have students consider both.

A key factor in expressing and preserving cultural expression is language. Today, many diverse peoples are engaged in ongoing efforts to preserve their language.

Enduring Understanding

By the end of this outcome, students should understand that
- peoples' expressions of culture are rooted in the past

Inquiry

Evidence: What are the ways people express their culture? (E.g., stories, music, art, language)

Performance Indicators

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

- Choose a cultural group who has moved to your province and represent their culture in a visual, for example: a paper bag activity. For each side of your bag show a different aspect of the culture. E.g., language, stories and poems, music, dance, and visual arts.

- Choose four cultural groups who live in your province and represent their culture in a graphic organizer. For each group show at least one aspect of the culture. E.g., art, language, song, etc.

Teacher Notes & Resources

Wellness, Culture and Sport (New Brunswick):
http://www.gnb.ca/0131/heritage-e.asp
(English)
http://www.gnb.ca/0131/heritage-f.asp
(French)
Note: New Brunswick Heritage Week is in February of each year. Please consult the *Wellness, Culture and Sport* website for further details.

First Nation Learning Resources
(NBED Portal)
Site designed to give teachers access to learning resources rich in First Nations content in order to increase First Nations cultural awareness.
https://portal.nbed.nb.ca/tr/lr/fn/Pages/default.aspx
(English)
Note: The NBED Portal is an internal link for NB teachers only (not accessible by the general public).

Canadian Heritage:
http://www.pch.gc.ca/eng/1266037002102 (English)
http://www.pch.gc.ca/fra/1266037002102/1265993639778
(French)

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

Sample Learning and Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Share a folk tale, story, poem, song, or dance from a cultural group living in their province. Discuss what it tells us about that culture.
  Note: For related suggestions teachers may wish to consult the K-2 FLE kits (*French Learning Experiences* kits).

Teacher Notes and Resources

Note: Teachers are reminded that the grade 3 FLE kit (*French Learning Experiences [to promote French language and culture]*) provides resources and examples of French culture in New Brunswick. NBED Portal site:
https://portal.nbed.nb.ca/tr/lr/eflr/Pages/default.aspx
Note: The NBED Portal is an internal link for NB teachers only (not accessible by the general public).

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

Aboriginal Canada Portal: Kids
http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao04607.html
(English)
http://www.autochtonesaucanada.gc.ca/acp/site.nsf/fra/ao04607.html
(French) Note: This website includes links to language sites offering translation of words.

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

Sample Learning and Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Examine a piece of art from another culture. In a sentence or two tell what this piece says about the culture?

- Create a piece of art that shows cultural diversity in your province.

Teacher Notes and Resources

Wellness, Culture and Sport (New Brunswick):
http://www.gnb.ca/0131/heritage-e.asp
(English)
http://www.gnb.ca/0131/heritage-f.asp
(French)

VMC: Virtual Museum of Canada:
"New Brunswick: Our Stories, Our People"
http://www1.gnb.ca/0007/Culture/Heritage/VMC/default.asp
(English)
http://www1.gnb.ca/0007/Culture/Heritage/VMC/french/defaultf.asp
(French)

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

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

Outcomes

3.2.1   Examine the diverse peoples
in their province

3.2.2   Examine how diverse
peoples in their province
express their culture

**3.2.3   Take age appropriate
action to promote positive
interactions among people**

Elaboration

In this outcome students examine the importance of positive interactions among people as they sometimes struggle with their relationships with those from other cultural backgrounds. Students should consider the many ways people can work together by providing examples from their community or area where positive interactions are demonstrated. For example: participation in community events such as cultural festivals, Relay for Life, building playgrounds, Habitat for Humanity, etc. Students then identify the benefits of these positive interactions in their community

Next students study the concept of stereotyping. Stereotyping is the practice of assuming that individuals will exhibit certain behaviours, based upon characteristics such as age, gender, race, or religion. Teachers may wish to approach this concept by looking at ageism, and subsequently consider cultural stereotypes. Care must be taken not to inadvertently introduce or reinforce stereotypes and examples given should be appropriate for the students' age.

The examples of stereotyping provide a good segue to generating a class action plan to promote positive interactions among people. While it is important for the teacher to help provide ideas, students should be active participants in the planning. The plan might involve helping out at a retirement home (ageism), working at a food bank (poverty), or creating an awareness campaign (racism).

Enduring Understanding

By the end of this outcome, students should
- identify the benefits of positive interactions among people
- be able to identify examples of stereotyping

Inquiry

Note: this SCO lends itself to general inquiry questions such as: How does showing respect help create a welcoming community?

Performance Indicators

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

- Over the past two years _____school has had a boy's hockey team and a girl's hockey team. This year there was not enough funding to support a girls' team. When registration for the boy's hockey team was announced, two girls showed up to register. Neither was allowed to try out.

  Identify the type of stereotyping in this scenario.

  Develop a visual that promotes positive interactions to address this example of stereotyping.

- Students develop a public service announcement to foster positive interactions and address stereotyping associated with ageism.

Teacher Notes & Resources

The **New Brunswick Public Libraries Catalogue** can be accessed via this web link: http://vision.gnb.ca/
One of the featured literacy collections, available through NB public libraries, is the "Easy Readers" Biographies collection by Grass Roots Press.
Each Anglophone elementary school library was sent a copy of four Grass Roots Press books in 2009, including: *The Famous Five*, and **Rosa Parks.**
These titles are part of the 'Easy Readers" series and can be used as supplementary resources for study of active citizenship. Both books highlight an individual(s) battle to overcome stereotyping, *Rosa Parks* (challenging segregation) and *The Famous Five* (rights for women).
ISBN 9781894593526 (The Famous Five)
ISBN 9781894593441 (Rosa Parks)

http://www.histori.ca/minutes/default.do?page=.index (English)
http://www.histori.ca/minutes/default.do?page=.index (French)
History by the Minute (Historica Minutes, Footprints, Radio Minutes, Screen Legends)

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

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

Sample Learning and Assessment Strategies
Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may

- Brainstorm as a class to determine the meaning of the word "stereotyping" and develop a definition. In small groups discuss and record the negative impacts of stereotyping. Students can connect this to a story they have read in class or at home. Note: Care must be taken not to inadvertently introduce or reinforce stereotypes. This is not to be a listing of inappropriate actions and/or comments, but a listing of the potential impacts.

- Discuss and record in small groups various events in their communities where people come together to work for a cause, e.g., build playgrounds or ball fields, develop heritage sites, Relay for Life, Habitat for Humanity, raise funds for victims, etc. Come together as a class to share these events and determine the benefits of these positive interactions.

- Identify a need within their school community and develop an action plan to bring people together to address this need.

Teacher Notes and Resources

Take Action – Make a Difference: A Social Studies Handbook is a supplementary resource by Pearson (2008) which highlights student examples of active citizenship e.g., the Grade 12 *Leo Hayes High School* political science class (Fredericton, NB) who worked with their MP to develop a Private Member's Motion calling on the federal government to develop a National Autism Strategy. This book can be used as a read-aloud and as a background resource for teachers. It is also available in French under the title: ***Engage-toi! Change les choses*** (Cheneliere, 2009).
ISBN: 978-0-13-514582-1 (English)
ISBN: 978-2-7650-2025-7 (French)
Note: The English language version of this book is included as part of the grade 3 FLE kit (*French Learning Experiences [to promote French language and culture]*) **This resource outlines how to facilitate action projects.**

Student-driven Social Action Movement: Canadian Teachers' Federation (CTF) website designed to highlight/encourage student-driven social action. This citizenship education resource is available in both English and French. Materials developed in partnership with The Critical Thinking Consortium (UBC).
http://www.imagine-action.ca/index.aspx
Available in both French and English

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

Sample Learning and Assessment Strategies
Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may

- Engage with an appropriate book as a read aloud. The selected book should address the topic of stereotyping. Engage students with a discussion of the examples of stereotyping the book provides. Read about positive and negative interactions and identify how they can change the negative into positive. Note: Students may have suggestions for a book, however, the activity will need to be teacher led.

- Create a public service announcement for positive interactions among students.

- Create a visual for the school newsletter that shows positive interactions among students.

- As a class develop an action plan to address an issue of stereotyping. Note: Activity will need to be teacher led.

Teacher Notes and Resources

The **New Brunswick Public Libraries Catalogue** can be accessed via this web link: http://vision.gnb.ca/
One of the featured literacy collections, available through NB public libraries, is the "Easy Readers" Biographies collection by Grass Roots Press. Each Anglophone elementary school library received a copy of four Grass Roots Press books in 2009. *Rick Hansen* is part of this series and can be used as a supplementary resource as Hansen traveled the world raising funds for cancer research, while changing society's perceptions of people with disabilities.   ISBN 978-1-894-59382-3

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

Unit 3: Citizenship

Unit 3: Citizenship

Unit Overview

In this *Citizenship* unit, students will explore what it means to be an active citizen of their province. They will learn to recognize that within their own province people organize themselves into governments in order to meet their needs and wants in a way that is fair.

Students will demonstrate an understanding of what makes an active citizen, how rights and responsibilities are a part of being a productive citizen within a democracy, and how persons of all ages can be active citizens.

Unit Outcomes

Students will be expected to:

3.3.1   examine the purpose, function, and structure of governments in their province

3.3.2   examine the rights and responsibilities of citizens in a democracy

3.3.3   demonstrate an understanding of how citizens participate in public decision making

Processes and Skills

Communication

- organize data with visual and written representation; write in many genres; communicate and express ideas in small groups and class discussions; use communication technology; read for information; role play

Inquiry

- develop strategies to gather and record information; formulate rules and ideas for research; investigate, synthesize, and classify information; deduct information from text; assume and portray another point of view; generate questions and ideas; judge information; make choices;

Participation

- develop and carry out an action plan with classmates; plan and create a classroom Charter of Rights and Responsibilities; role play; make decisions; organize, and conduct government procedures in class

Outcomes

3.3.1. Examine the purpose, function, and structure of governments in their province

3.3.2. Examine the rights and responsibilities of citizens in a democracy

3.3.3 Demonstrate an understanding of how citizens participate in public decision making

Elaboration

This outcome is designed to introduce students to their provincial government. (Note: this will be students' first school study of formal government). Students should recognize the difference between rules and laws to gain an understanding of why governments make laws.

It is essential that teachers limit the scope of this outcome to what is appropriate for grade 3 students. In essence, students need to develop a basic understanding of the purpose, function, and structure of their provincial government. Students will also recognize that other forms of government: municipal and First Nation exist within their province. (Note: In New Brunswick, First Nation governments exist for Wolastoqiyik [Maliseet] and Mi'kmaq communities.)

The purpose of any elected government, including a provincial government, is to represent and make decisions on behalf of the people who have elected them. The function of a government is to make laws and manage areas over which it has responsibility (Note: teachers may have to briefly introduce federal and municipal levels of government in order to differentiate areas of responsibility) and to collect taxes to pay for these areas of responsibility (e.g., for provincial governments, roads, health care, and education). The study of the structure of their provincial government should look at where they meet, what their official title is (e.g., MLA), and key roles e.g., premier, cabinet ministers, and speaker.

Enduring Understanding

By the end of this outcome, students should understand that
- there are different forms of government in a province
- their provincial government represents them and works to meet their needs

Inquiry

Cause and Consequence: Why do groups make rules or laws? What are some of the consequences of not following rules or laws?

Performance Indicators

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

- Complete the following chart:

Government types, purpose, function, and structure

	Provincial Government	Municipal Government	First Nation Government
Purpose			
Function (What is government responsible for?)			
Structure (How is government organized?)			

- Create a visual display that shows the purpose, function, and structure of your provincial government, a municipal government, and a First Nations government in your province.

Teacher Notes & Resources

Aboriginal Affairs (NB) website is available in both official languages: http://www2.gnb.ca/content/gnb/en/dep artments/aboriginal_affairs/first_nation s_communities.html

Legislative Assembly of New Brunswick http://www.gnb.ca/legis/index-e.asp (website available in both official languages

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

Important: The term "Indian" is inappropriate and is restricted to certain government and legal contexts e.g., the "Indian Act." Collectively the term "First Nations" is used, but when speaking of a particular First Nation it is important to use the specific name of that First Nation (e.g., In NB we have the Mi'kmaq First Nation and the Wolastoqiyik First Nation). **Note:** Following contact with European settlers, *Wolastoqiyik* were renamed by the settlers as *Maliseet*, but we now use their name for themselves, which means "People of the beautiful and bountiful river (Wolastoq)." There are numerous spellings of Wolastoqiyik (including Wolastoqew, Wolastoqewiyik, Wolastoqi, and Wolastoqey).

The term "Aboriginal", when applied in the Canadian context, is used when speaking collectively of First Nations, Inuit and Métis.

FYI: There is often confusion over when to write "First Nation" vs "First Nations." A general guideline is as follows: The term First Nation (without an "s") can be used to describe people, communities, governments, languages, culture, or any other word that is pluralized (e.g., First Nation governments, First Nation languages). "First Nation" is also used to reference a particular government e.g., *Tobique First Nation government*. Examples of First Nations (with an "s") include "First Nations history", "First Nations way of life."

Sample Learning and Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Discuss the need for rules and laws. Students may then complete a sorting activity. They will sort strips of paper with one rule or law written on each. Once these have been sorted, students may find a rule that they think should be made into a law. They can present their argument to the class or small group.

- Discuss the difference between a rule and a law. Students will give examples of rules they follow on a daily basis. They will develop definitions for rule and law and compare these to the definitions in the student textbook.

- Using the RAN strategy, on a class comparison chart, record what students already know about what the various levels of government are in their province and what their responsibilities are.

- Listen to a member of their municipal council and/or their provincial government and /or a First Nations government speak to the class about his or her duties. Students will then make any necessary changes to the class comparison chart (see bullet #3).

- List as many services as you can think of that your provincial government provides. Put these services in order of importance to your family. Share your list with a classmate. Can you account for any differences?

- Study receipts provided by the teacher to see what types of items are taxed. Place the items in categories (e.g., food, clothing, toys/games, electronics, hardware. Speculate as to why certain items are taxed and others are not.

- Invite their MLA as guests in the classroom to explain the function of the premier, cabinet ministers, the speaker, and the opposition.

Teacher Notes and Resources

RAN strategy

- What do students know?
- What do they think they know?
- What have they learned?

Government of New Brunswick (website available in both official languages): http://gnb.ca/

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

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

Sample Learning and Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Produce a brochure for newcomers to the province, explaining how the provincial government is structured and its responsibilities. They may include telephone numbers or websites for people to find more information.

- Organize a visit to the NB Legislative Assembly to have a guided tour. If a visit is not possible, a virtual tour may be available.

- Identify a First Nations government in their province. If possible have the school invite a representative of this government to visit the classroom to explain the government's purpose, function, and structure. If this is not possible, research to find the information.

- Together with the class, complete a graphic organizer highlighting the purpose, function, and structure of their provincial government.

Teacher Notes and Resources

The Canadian Encyclopedia: Searchable database can be used to research the topic of provincial government.
http://www.thecanadianencyclopedia.com/index.cfm?PgNm=HomePage&Params=A1
(English)
http://www.thecanadianencyclopedia.com/index.cfm?PgNm=HomePage&Params=F1
(French)

Aboriginal Affairs (NB) website is available in both official languages:
http://www2.gnb.ca/content/gnb/en/departments/aboriginal_affairs/first_nations_communities.html

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

Outcomes

3.3.1. Examine the purpose, function, and structure of governments in their province

3.3.2. Examine the rights and responsibilities of citizens in a democracy

3.3.3 Demonstrate an understanding of how citizens participate in public decision making

Elaboration

This SCO is designed to introduce students to the nature of citizenship—a key social studies concept.

Citizenship is a complex concept. At grade 3 it is best to approach this concept in a concrete manner by looking at active citizens and the characteristics they possess. By focusing on people (e.g., Terry Fox, Martin Luther King, and especially local examples of youth) and the characteristics they exhibit (e.g., community interest and involvement, ethical behaviour, standing up for the rights of others), students are more likely to comprehend aspects of citizenship. This will springboard an examination of rights and responsibilities of citizens, a concept last discussed in grade 1.

Enduring Understanding

By the end of this outcome students should understand that
- they are citizens with rights and responsibilities.

Inquiry

Evidence:
How do we know what our rights and responsibilities are?

Performance Indicators

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

- Write an entry in your journal that describes you as an active citizen with rights and responsibilities.

- What is a citizen? Give one or two examples of your rights and responsibilities as a citizen. Give an example of how you can be an active citizen.

- Create a visual representation that shows an example of an active citizen.

Note: The image below relates to the **Citizenship Week** reference in the "Teacher Notes & Resources" column (see right).

Teacher Notes & Resources

The **New Brunswick Public Libraries Catalogue** can be accessed via this web link: http://vision.gnb.ca/
One of the featured literacy collections, available through NB public libraries, is the "Easy Readers" Biographies collection by Grass Roots Press.
Each Anglophone elementary school library was sent a copy of four Grass Roots Press books in 2009, including: *The Famous Five*, and *Rosa Parks.* These titles are part of the "Easy Readers" series and can be used as supplementary resources for study of active citizenship. Both books highlight an individual(s) seeking to overcome an injustice.
ISBN 9781894593526 (The Famous Five)
ISBN 9781894593441 (Rosa Parks)

Citizenship and Immigration Canada
"Rights and Responsibilities of Citizenship"

http://www.cic.gc.ca/english/resources/publications/discover/section-04.asp
(English)
http://www.cic.gc.ca/francais/ressources/publications/decouvrir/section-04.asp
(French)

Citizenship Week in Canada is the third week in October. Note: In 2009 posters encouraging active citizenship were distributed to every NB school.
Copies are still available (in both official languages) – contact Barb Hillman barbara.hillman@gnb.ca

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

Sample Learning and Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Discuss in small groups what rights/freedoms they have because they live in a democracy like Canada. Share these ideas with the class and develop a definition of democracy.

- Break into small groups to talk about individuals in their lives who use their time and talents to make a difference in the lives of others. As a class, they will make a chart of the characteristics that are common to these people.

- As a class, make a list of well known individuals who are examples of active citizens (e.g., Terry Fox, Rick Hanson, local example) and the characteristics that they exhibit (e.g., community involvement, rights of others, draw attention to problems). Students will work in pairs to research individuals and add information to a class Active Citizenship display.

- Using books and read aloud stories discuss the characteristics and activities of active citizens.

Teacher Notes and Resources

Take Action – Make a Difference: A Social Studies Handbook is a supplementary resource by Pearson (2008) which **highlights student examples of active citizenship** (e.g., the Grade 12 *Leo Hayes High School* political science class [Fredericton, NB] who worked with their MP to develop a Private Member's Motion calling on the federal government to develop a National Autism Strategy. Examples cover different age groups.
This book can be used as a read-aloud and as a background resource for teachers. It is also available in French under the title: ***Engage-toi! Change les choses*** (Cheneliere, 2009).
ISBN: 978-0-13-514582-1 (English)
ISBN: 978-2-7650-2025-7 (French)
Note: The English language version of this book is included as part of the grade 3 FLE kit (*French Learning Experiences [to promote French language and culture*])

Citizen Participation (from "The All About Series: All About Canadian Citizenship [NELSON]). Copies of this book (5) will be included with the implementation package for the grade 3 social studies curriculum.
Note: The complete set of "All About Canadian Citizenship" books were distributed to grade 3 teachers as a literacy initiative in 2010.

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

Sample Learning and Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- As a class, discuss and list what rights children have in their province and country. List a responsibility for each right.

- As an active citizen, develop a plan to contribute to their community or to impact a local, provincial, or national issue.

- Listen to active citizens speaking to them about their contributions to various causes and determine their motivation for doing so.

Teacher Notes and Resources

The Canadian Charter of Rights and Freedoms – Canadian Heritage:
http://www.pch.gc.ca/pgm/pdp-hrp/canada/frdm-eng.cfm (English)
http://www.pch.gc.ca/pgm/pdp-hrp/canada/frdm-fra.cfm (French)

Convention on the Rights of the Child – Canadian Heritage:
http://www.pch.gc.ca/pgm/pdp-hrp/docs/crc-eng.cfm (English)
http://www.pch.gc.ca/pgm/pdp-hrp/docs/crc-fra.cfm (French) **Note:** Child-friendly versions of Rights documents are available online, however, please vet these carefully to ensure accuracy/legitimacy. The Australian Government's *Civics and Citizenship Education* website offers a **Plain Language Version** of the **United Nations Declaration of the Rights of the Child**:
http://www.curriculum.edu.au/cce/default.asp?id=9458 (English only)

Note: Students will be interested to know that the **principal author of the Universal Declaration of Human Rights was from New Brunswick!** John Peters Humphrey, born in Hampton NB, wrote the first draft of what is perhaps the most important human rights document in history.
http://www.gnb.ca/hrc-cdp/humphrey-e.asp (English) http://www.gnb.ca/hrc-cdp/humphrey-f.asp (French)

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

Outcomes

3.3.1. Examine the purpose, function, and structure of governments in their province

3.3.2. Examine the rights and responsibilities of citizens in a democracy

3.3.3 Demonstrate an understanding of how citizens participate in public decision making

Elaboration

This outcome has students examine how citizens participate in public decision making. By connecting the role of citizens to the processes by which public decisions are made, students can see how they can be a part of public decision making.

Students need to understand that there are different methods for reaching a decision. For grade 3 students, the focus will be on two methods of decision making—majority vote and reaching consensus. It is important for students to consider that there is usually more than one perspective on what decision should be made.

After students have examined the decision-making process through the use of specific examples of majority vote and consensus, they will then focus on the effects of the decisions that are made. Students should come to understand that decisions often cause change and can sometimes cause conflict.

To have students truly understand the impact of decisions and how individuals and groups influence public decisions, teachers may wish to involve the class with an issue/scenario that is meaningful to them. In grade 3, students could look at different views on the issue, gather and organize evidence for these different views, discuss and evaluate the evidence, and try to reach a decision. For example, students could decide whether or not the parking spaces on the school grounds should be changed to provide more green space.

Enduring Understanding

By the end of this outcome, students should understand

*   two methods of decision-making
*   how citizens can influence public decisions

Inquiry

Significance: Why is it important for citizens to be involved in public decision-making?

Performance Indicators

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

The class wants to have a school mascot. In order to persuade the principal, staff, and school council to support your idea, write a letter that includes:
- how a school mascot will help to promote pride in the school
- suggested types of mascots and
- what the mascot will represent

Next, decide what method of decision making will be used. Finally, develop a plan to carry out your decision-making process.

Teacher Notes & Resources

Note: In this document various resources applicable to this section have been previously listed. A further suggestion, for teachers who are not able to access a NB Public Library (e.g., due to distance), is to make use of the **Bookmobile**. A teacher may place a request in advance for materials (the sooner the better) and the "Bookmobile" will deliver these materials. The NB Public Library services Bookmobile delivers to various locations including some post offices. Requests from teachers must be placed on-line (Note: individuals need a library card to access the online services). Please give as many details as possible regarding what you are looking for and library personnel will search NB libraries for resources applicable to your inquiry (e.g., if you are looking for titles to assist with the teaching of mapping skills or citizenship education at a grade 3 level). **New Brunswick Public Library Service:**
http://www.gnb.ca/0003/region-e.asp
(English)
http://www.gnb.ca/0003/region-f.asp
(French)

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

Sample Learning and Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may:

- Discuss as a class the different decisions they make every day. Sort applicable decisions under the following decision-making headings: majority vote or consensus.

- Think of a time in their lives when a decision reached did not reflect their opinion or needs. How did they react? What was the outcome?

- Role play a meeting to discuss a decision that needs to be made in their school. Prepare questions to ask the school administrator regarding this decision.

Teacher Notes and Resources

Free as the Wind: Saving the Horses of Sable Island (2007) Fitzhenry & Whiteside co. One copy of this illustrated book will be included with the implementation package for the grade 3 social studies curriculum. This resource may need to be used as a read-aloud given students may be distressed to know Sable Island horses were originally slated to become dog meat. The story is a fictionalized telling of the true story of how children saved the wild horses of Sable Island. Children from across Canada wrote to the then Prime Minister to ask that the horses be saved. This example of active citizens making a difference, explains why wild horses are still found on Sable Island today.
ISBN: 978-0-88995-446-5

Student-driven Social Action Movement: Canadian Teachers' Federation (CTF) website designed to highlight/encourage student-driven social action. This citizenship education resource is available in both English and French. Materials developed in partnership with The Critical Thinking Consortium (UBC).
http://www.imagine-action.ca/index.aspx
Available in both French and English

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

Sample Learning and Assessment Strategies

Note: The following is not meant to be a comprehensive guide but rather a list of possible suggestions. It is ultimately the responsibility of the teacher to design a program of study to address all outcomes. Teachers have discretion when determining the best strategies and resources to support the program.

Students may

- Discuss the following scenario.
  A small playground in your community is causing concerns for adults. Some young people gather there at night playing loud music which disturbs people living close by. Some parents are reluctant to let their young children play there because of broken glass and old equipment. A meeting was held and the majority of people in attendance voted to have the park closed and the equipment taken away. You and your friends spend a lot of time there playing and you are upset with this decision. Develop an action plan to get this decision reversed. Remember your plan must also address the concerns of the adults.

Teacher Notes and Resources

Take Action – Make a Difference: A Social Studies Handbook is a supplementary resource by Pearson (2008) which highlights student examples of active citizenship, but which also discusses how to organize an action project. This book can be used as a read-aloud and as a background resource for teachers. It is also available in French under the title: ***Engage-toi! Change les choses*** (Cheneliere, 2009).
ISBN: 978-0-13-514582-1 (English)
ISBN: 978-2-7650-2025-7 (French)
Note: The English language version of this book is included as part of the grade 3 FLE kit (*French Learning Experiences [to promote French language and culture*])

The NB Department of Education's **IRC** (Instructional Resources Catalogue) is hosted at this gnb web address:
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Appendices

Appendix A: Concepts in Entry-9 Social Studies

Citizenship, Power, and Governance

authority	freedom
beliefs	governance
citizenship	identity
conflict	justice
constitution	law(s)
decision making	power
democracy	privilege
empowerment	responsibilities
equality	rights
equity	

Time, Continuity, and Change

bias	interpretation
causality	perspectives
change	primary sources
continuity	secondary sources
explorations	societies
identity	

Culture and Diversity

beliefs	identity
conformity	institution
culture	media
customs/traditions	multiculturalism
diversity	prejudice
ethnicity	race
group	stereotypes
heritage	world view

Social Studies Concepts

People, Place, and Environment

constructed systems	migration
density	movement
distance	natural systems
ecosystem	patterns
environment	place
interaction	region
location	scale

Interdependence

connections	peace
conservation	relationship
co-operation	society
human rights	stewardship
interactions	sustainability
interdependence	technology
natural system	

Individuals, Societies, and Economic Decisions

consumption	needs
distribution	production
enterprise	productivity
economic institutions	resources
economic systems	scarcity
goods and services	supply and demand
labour	trade
market	wants
money	

Appendix B: Process-Skills Matrix

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

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

Process: Communication

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

Process: Communication (continued)

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

Process: Inquiry

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

Process: Inquiry (continued)

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

Process: Inquiry (continued)

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

Process: Inquiry (continued)

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

Process: Participation

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

Process: Participation (continued)

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

Appendix C: Terminology and Teaching Structures

Mapping

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

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

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

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

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

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

Map Projections

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

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

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

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

Cooperative Learning Structures

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

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

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

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

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

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

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

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

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

Writing Genres

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

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

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

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

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

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

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

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

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

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

Other Terms

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

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

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

Appendix D: Physical Features in Atlantic Canada

Mountains

Newfoundland and Labrador

Newfoundland and Labrador - Long Range Mountains	
Mountain	**Elevations (metres)**
Highest point of Lewis Hills (48° 50' N, 58° 29' W, highest point on Island of Newfoundland)	814
Gros Morne	806

Newfoundland and Labrador - Mealy Mountains	
Mountain	**Elevations (metres)**
Unnamed peak (53° 37' N, 58° 33' W)	1176

Newfoundland and Labrador - Kaumajet Mountains	
Mountain	**Elevations (metres)**
Bishops Mitre	1113

Newfoundland and Labrador - Torngat Mountains	
Mountain	**Elevations (metres)**
Mount Caubvick (highest point in Newfoundland and Labrador; on Newfoundland and Labrador - Quebec boundary; known in Quebec as Mont D'Iberville, 58° 53' N, 63° 43' W)	1652
Torngarsoak Mountain	1595
Cirque Mountain	1568
Mount Erhart	1539
Jens Haven	1531
Innuit Mountain	1509
Packard Mountain	1478
Mount Cladonia	1453
Mount Silene	1448
Starshape Mountain	1417
Mount Eliot	1356
Selamiut Tower	1387
Mount Tetragona	1356

| Mount Faunce | 1295 |
| Korok Mountain (on Newfoundland and Labrador - Quebec boundary) | 1204 |

Nova Scotia

Nova Scotia	
Mountain	Elevations (metres)
White Hill (highest point of Cape Breton Highlands, and highest point in Nova Scotia, 46° 42' N, 60° 36' W)	532
Nuttby Mountain (highest point in Cobequid Hills)	360
Higgins Mountain (Cobequid Hills)	355
Dalhousie Mountain (Cobequid Hills)	335
Highest point on North Mountain (45° 06' N, 64° 45' W)	235

Prince Edward Island

Prince Edward Island	
Mountain	Elevations (metres)
Highest point in Prince Edward Island (46° 20' N, 63° 25' W)	142

New Brunswick

New Brunswick - Highlands in North-Central Part of New Brunswick	
Mountain	Elevations (metres)
Mount Carleton (highest point in New Brunswick, 47° 23' N, 66° 53' W)	817
Mount Edward	800
Mount Head	800
Nalaisk Mountain	785
Sagamook Mountain	785

New Brunswick - Highlands Near the Bay of Fundy	
Mountain	Elevations (metres)
Highest point (45° 41' N, 65° 16' W)	419

Source: Natural Resources Canada. (Retrieved April, 2010)

Islands

Newfoundland and Labrador (unless otherwise noted)

Island Name	Degrees Latitude	Degrees Longitude	Area (square kilometres)	Perimeter (kilometres)
Island of Newfoundland	56° 00'	108 860	9 871	
South Aulatsivik Island	61° 30'	456	228	
Killiniq Island (NL, NU)	64° 31'	269	196	
Fogo Island	54° 10'	254	142	
Random Island	53° 44'	249	119	
New World Island	54° 40'	189	216	
Tunungayualok Island	61° 05'	186	137	
West Okak Island	61° 52'	179	71	
Paul Island	61° 25'	179	171	
Kikkertavak Island	61° 35'	140	114	
East Okak Island	61° 50'	140	95	
Cod Island	61° 47'	135	79	
Merasheen Island	54° 15'	129	109	
Major islands			**111 365**	**11 548**
7 170 minor islands			**3 598**	**9 236**
Total			**114 963**	**20 784**

Prince Edward Island

Island Name	Degrees Latitude	Degrees Longitude	Area (square kilometres)	Perimeter (kilometres)
Main Island	46° 30'	63° 00'	5 620	1 107
231 minor islands			**36**	**153**
Total			**5 656**	**1 260**

Nova Scotia

Island Name	Degrees Latitude	Degrees Longitude	Area (square kilometres)	Perimeter (kilometres)
Cape Breton Island	46° 00'	60° 30'	10 311	1 775
Boularderie Island	46° 13'	60° 27'	192	108
Major islands			**10 503**	**1 883**
871 minor islands			**479**	**1 645**
Total			**10 982**	**3 528**

New Brunswick

Island Name	Degrees Latitude	Degrees Longitude	Area (square kilometres)	Perimeter (kilometres)
Île Lamèque	47° 48'	64° 35'	150	101
Grand Manan Island	44° 40'	66° 45'	137	76
Major islands			**287**	**177**
230 minor islands			**231**	**568**
Total			**518**	**745**

Source: Natural Resources Canada (retrieved April, 2010)

Lakes

This first list contains the number of lakes across Canada in size classes. The second list contains lakes in a specific class size. Note: In Atlantic Canada only Newfoundland and Labrador and Nova Scotia have lakes over 400 square kilometres. As can be seen in list 1, most lakes in Atlantic Canada are under 100 square kilometres.

Number of Lakes by Region (size classes are in square kilometres)

Region	3 to 99	100 to 199	200 to 399	400 to 999	1000 to 2499	2500 to 9999	10 000 to 36 000	Total
Atlantic Provinces[1]	1 761	19	5	4	1	2	0	1 792
Quebec	8 182	49	27	12	5	0	0	8 275
Ontario	3 837	34	12	9	1	2	4	3 899
Prairie Provinces[2]	5 245	65	39	18	8	5	1	5 381
British Columbia	838	6	12	4	1	0	0	861
Territories[3]	11 328	108	60	35	8	3	2	11 544
Canada	31 191	281	155	82	24	12	7	31 752

[1]Atlantic Provinces: Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick
[2]Prairie Provinces: Manitoba, Saskatchewan, Alberta
[3]Territories: Yukon Territory, Northwest Territories, Nunavut

Newfoundland and Labrador - Lake Areas and Elevation (lakes larger than 400 square kilometres)

Name of Water Body	Net Area (square kilometres)	Total Area (square kilometres)	Elevation (metres)
Smallwood Reservoir	6460	6527	471
Lake Melville	3005	3069	Tidal
Ashuanipi Lake	517	596	529
Grand Lake	358	537	85
Lac Joseph	397	451	512
Atikonak Lake	358	431	518

Nova Scotia - Lake Areas and Elevation (lakes larger than 400 square kilometres)

Name of Water Body	Net Area (square kilometres)	Total Area (square kilometres)	Elevation (metres)
Bras d'Or Lake	1091	1099	Tidal

Source: Natural Resources Canada (retrieved April, 2010)

Bays

This list of bays was compiled from a number of sources. It is not an exhaustive list, but does indicate to students that Atlantic Canada has many bodies of water.

Newfoundland and Labrador			
Bay d' Espoir	Forteau Bay	Notre Dame Bay	St. Marguerite's Bay
Bay de Vieux	Fortune Bay	Open Bay	St. Mary's Bay
Bay of Islands	Goose Bay	Partridge Bay	St. Michael's Bay
Belle Bay	Great Bay de l'Eau	Pistolet Bay	St. Paul's Bay
Biscay Bay	Green Bay	Port au Port Bay	Table Bay
Black Bay	Groswater Bay	Red Bay	Trepassey Bay
Bonavista Bay	Hare Bay	Robin Hood Bay	Trinity Bay
Bonne Bay	Hermitage Bay	Rocky Bay	Trunmore Bay
Byron Bay	Ingormachoix Bay	Saglek Bay	Valley Bay
Canada Bay	Jeannette Bay	Sandwich Bay	Voisey's Bay
Caplin Bay	La Poile Bay	Shoal Bay	White Bay
Chateau Bay	Lawn Bay	St. Barbe Bay	White Bear Bay
Conception Bay	Logy Bay	St. George's Bay	
Connaigre Bay	Muligan Bay	St. John Bay	
Corbin Bay	Mutton Bay	St. John's Bay	

Nova Scotia			
Advocate Bay	Clam Bay	Liverpool Bay	St. Margaret's Bay
Aspy Bay	Cobequid Bay	Lunenberg Bay	St. Mary's Bay
Avon Bay	Cumberland Bay (NS/NB)	Mahone Bay	St. Lawrence Bay
Barrington Bay	East Bay	Mira Bay	Tatamagouche Bay
Bay of Fundy (NS/NB)	Fourchu Bay	North Bay	Tor Bay
Bay of Rocks	Gabarus Bay	Pennant Bay	West Bay
Chedabucto Bay	Greville Bay	St. Anne's Bay	
Chignecto Bay(NS/NB)	Jordan Bay	St. George's Bay	

New Brunswick			
Baie de Caraquet	Chignecto Bay (NB/NS)	Maces Bay	Shediac Bay
Baie de Tracadie	Cobscool Bay	Miramichi Bay	Tracadish Bay
Bay of Fundy (NB/NS)	Cumberland Bay (NB/NS)	Nepisguit Bay	
BeBaylleisle Bay	Grand Bay	Pasamaquoddy	
Chaleur Bay	Kennebacasis Bay	Rocher Bay	

Prince Edward Island			
Bay Fortune	Eglington Bay	New London Bay	St. Mary's Bay
Bedeque Bay	Egmont Bay	Orwell Bay	St. Peter's Bay
Boughton Bay	Foxley Bay	Pownat Bay	Tracadie Bay
Cardigan Bay	Hillsborough Bay	Rollo Bay	Winter Bay
Cascunpec Bay	Howe Bay	Ructico Bay	
Colville Bay	London Bay	Seven Mile Bay	
Covehead Bay	Malpeque Bay	Squaw Bay	

Rivers

The rivers listed here are the main rivers in each province. Many of these rivers have smaller rivers and streams which flow into them.

Newfoundland and Labrador		
Churchill River	Grey River	Pinware River
Eagle River	Humber River	Smallwood Reservoir
Exploits River	La Poile River	Terra Nova River
Fraser River	Long Harbour River	Victoria River
Gander River	Naskaupi River	White Bear River
Grand Codroy River	Notakwanon River	
Great Rattling River	Peters River	

Nova Scotia		
Abrams River	Grand Anse River	Pomquet River
Afton River	Great Village River	Portapique River
Alder River	Habitant River	Prospect River
Annapolis River	Harrington River	Pugwash River
Apple River	Herbert River	Quoddy River
Aspy River	Indian River	Rights River
Avon River	Ingonish River	River Denys
Baddeck River	Ingram River	River Hebert
Barneys River	James River	River John
Barnhill River	Jordan River	River Philip
Barrington River	Kelley River	Rivière Grosses Coques
Bass River	Kennetcook River	Roseway River
Bear River	LaHave River	Sable River
Belliveau River	LaPlanche River	Sackville River
Big Caribou River	Larrys River	Salmon River
Black Avon River	Liscombe River	Sand River
Broad Cove River	Little River	Shelburne River
Broad River	Little Sackville River	Shinimicas River
Caribou River	Little Shulie River	Shubenacadie River
Chebogue River	Little Tracadie River	Shulie River
Chéticamp River	Maccan River	Sissiboo River
Chezzetcook River	MacCarrons River	Skye River
Chignois River	Mackenzie River	South River
Clam Harbour River	Margaree River	Southhampton River
Clyde River	Martins River	St. Croix River
Cormagun River	Medway River	St. Francis Harbour River
Cornwallis River	Mersey River	St. Mary's River
Costley River	Meteghan River	Stewiake River
Country Harbour River	Middle River	Sydney River
Debert River	Middle River of Pictou	Tennycape River
Diligent River	Milford Haven River	Terrance Bay River
East River	Mira River	Tidnish River
East River of Pictou	Missiquash River	Toney River
East River Sheet Harbour	Moose River	Tusket River
Economy River	Moser River	Wallace River
Ecum Secum River	Mushamush River	Walton River
Farrell River	Musquodoboit River	Waughs River
Folly River	Nappan River	West River
Fox River	New Harbour River	West River of Pictou
French River	Nictaux River	West River Sheet Harbour
Garry River	Nine Mile River	Wrights River
Gaspereau River	North River	
Gays River	Pereaux River	
Gold River	Petite Rivière	

New Brunswick		
Allagash River	Kennebecasis River	Quiddy River
Anagance River	Keswick River	Renous River
Aroostook River	Kouchibouruacis River	Restigouche River
Bartholomew River	Kouchilbouguac River	Richibucto River
Bartibogue River	Lepreau River	Rivière du Nord
Bass River	Little Tobique River	Salmon River
Black River	Madawaska River	Serpentine River
Bouctouche River	Meduxnekeag River	Sevogle River
Broad River	Megaguadavic River	Shepody River
Caanan River	Memramcook River	Southwest Mirimichi River
Cains River	Miramichi River	St. Croix River
Caraquet River	Missaguash River	St. Francis River
Clearwater River	Molus River	St. John River
Cocagne River	Musquash River	Tabusintac River
Dungarvon River	Nackawic River	Tantramar
Eel River	Napan River	Tatagouche River
Forty-Five River	Nashwaak River	Tay River
Grand River	Nepisguit River	Tobique River
Green River	Nerepis River	Tracadie River
Gulquac River	North Renous River	Upper Salmon River
Hammond River	Northweest Miramichi River	Upsalquitch River
Iroquois River	Oromocto River	Wapske River
Jacquet River	Point Wolfe River	Waugh River
Jemseg River	Pokemouche River	
Kedgwick River	Pollett River	

Prince Edward Island		
Anderson River	Goodwood River	Newtown River
Baltic River	Goose River	North (Yorke) River
Barbara Weit River	Grand River	Oak River
Battis River	Greek River	Orwell River
Bear River	Haldiman River	Ox River
Belle River	Hay River	Oyster River
Bideford River	Hay River	Percival River
Big Pierre Jacques River	Hillsborough (East) River	Pinette River
Black River	Hollow River	Pisquid River
Boughton River	Hope River	Platte River
Bradshaw River	Hunter River	Portage River
Brae River	Huntley River	Seal River
Brooks River	Indian River	Sheep River
Brudenell River	Jacques River	Shipyard River
Cape Traverse River	Kildare River	Smelt River
Cardigan River	Little Pierre Jacques River	Souris River
Cow River	Long River	Southwest River
Crooked River	MacDonalds River	St. Peters River
Cross River	Mary River	Stanley River

Desable River	McAskill River	Sturgeon River
Dirty River	Midgell River	Tignish River
Dock River	Mill River	Trout River
Dunk River	Miminegash River	Tryon River
Enmore River	Mink River	Valleyfield River
Flat River	Mitchell River	Vernon River
Fortune River	Montague River	West Elliott River
Fox River	Montrose	Westmorland River
Foxley River	Morell River	Wheatley River
French River	Murray River	Wilmot River
George River	Naufrage River	Winter River

Appendix E: Student Response Journals

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

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

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

Student Response Journals (continued)		
Possible Type of Entry	**Cue Question for the Journal Response**	**Sample Key Lead-ins**
Metacognitive	How did you learn this? What did you experience as you were learning this?	I was surprised . . . I don't understand . . . I wonder why . . . I found it funny that . . . I think I got a handle on this because . . . This helps me to understand why . . .
Reflective	What do you think of this? What were your feelings when you read (heard, experienced) that . . .?	I find that . . . I think that . . . I like (don't like) . . . The most confusing part is when . . . My favourite part is . . . I would change . . . I agree that . . . because . . .

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

Grade 3 Social Studies: Entry Date	
Learning Event	My Response

Appendix F: Portfolio Assessment

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

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

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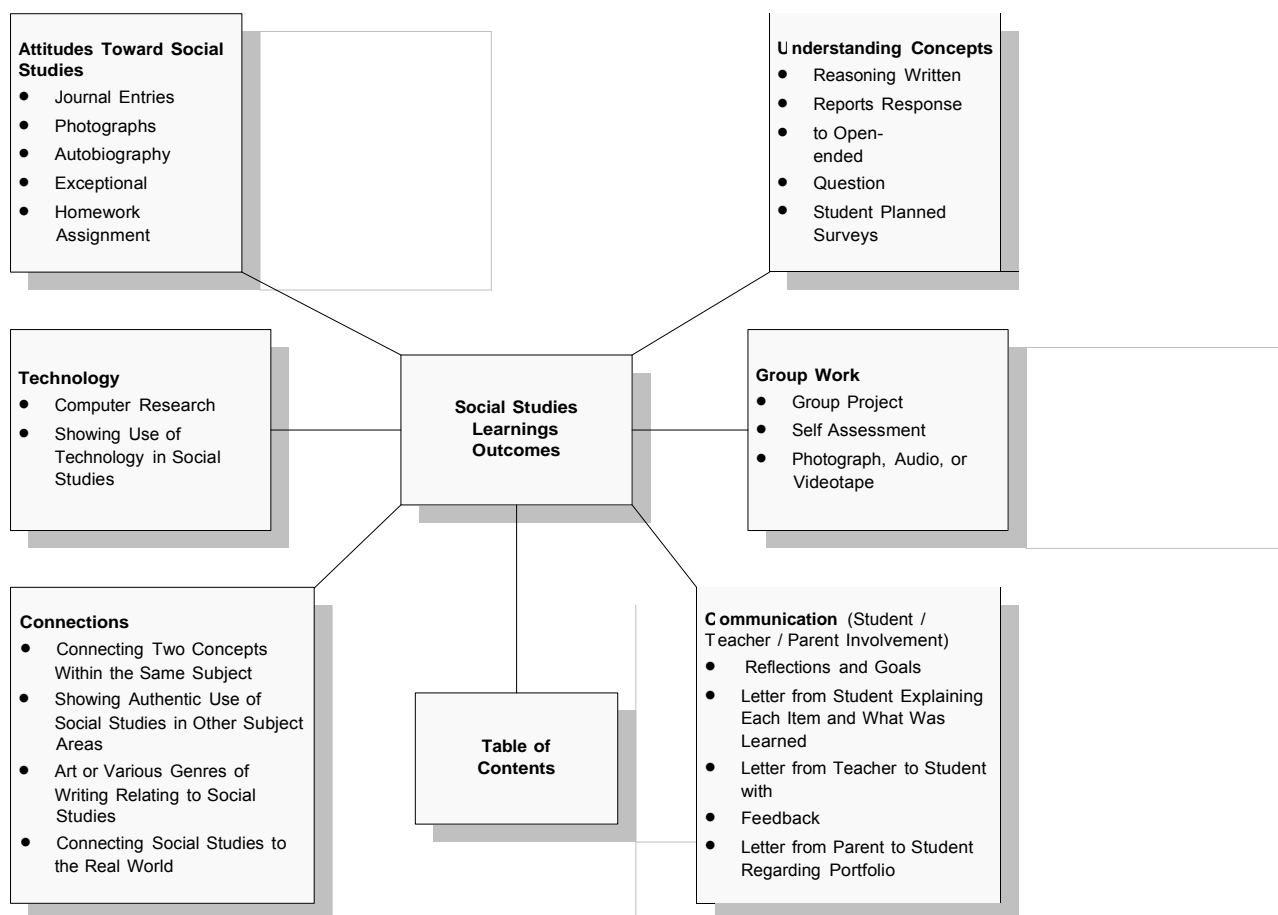
Attitudes Toward Social Studies
- Journal Entries
- Photographs
- Autobiography
- Exceptional
- Homework Assignment

Understanding Concepts
- Reasoning Written
- Reports Response
- to Open-ended
- Question
- Student Planned Surveys

Technology
- Computer Research
- Showing Use of Technology in Social Studies

Social Studies Learnings Outcomes

Group Work
- Group Project
- Self Assessment
- Photograph, Audio, or Videotape

Connections
- Connecting Two Concepts Within the Same Subject
- Showing Authentic Use of Social Studies in Other Subject Areas
- Art or Various Genres of Writing Relating to Social Studies
- Connecting Social Studies to the Real World

Table of Contents

Communication (Student / Teacher / Parent Involvement)
- Reflections and Goals
- Letter from Student Explaining Each Item and What Was Learned
- Letter from Teacher to Student with
- Feedback
- Letter from Parent to Student Regarding Portfolio

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

Guidelines for the Student	Commentary for the Teacher
Task One of the purposes of grade 3 Social Studies is to help you to use problem solving and thinking skills in solving real life situations. You are required to retain samples of your work that relate to this theme and arrange them into a portfolio to show your progress towards the goals set.	Explain to the students that the portfolio can have a range of artefacts in it and that they have to be carefully selected according to the purpose set. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes.
Learning Goals After you have selected an item for your portfolio, we will meet to write down the goals that are worth achieving. For example: What knowledge and skills have you gained? What will be your reflections on what you are learning and how you are learning?	In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course. To help the student focus on the knowledge to be learned, write the outcomes in student language. Then identify the skills that you consider essential in the acquisition of the knowledge. Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.
Contents Cover page (with your name and note to the viewer) Table of contents An explanation of why you chose this theme A completed checklist you used to guide your work Work products Graphics with audio (can be in CD format) A reflections journal A self-assessment of your work An assessment by a peer A rubric used in the assessment	Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included—work samples and other artefacts that reflect his or her best effort and are tied to the course outcomes.
Conferences You and I will meet periodically to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.	Provide the student with a conferencing schedule.

Guidelines for the Student	Commentary for the Teacher
Evaluation In June, you may be required to hand in your portfolio for final evaluation.	It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part. Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provide it also for the student to use in his or her self-assessment.
Communication Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.	The skills list for grade 3 social studies includes: expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to present information, arguments, and conclusions; and presenting a summary report or argument. To make these outcomes more specific, conference with the student about how he or she would like to ‗publicize' the portfolio. Some students may make the portfolio completely an electronic one.

Appendix G: Rubrics in Assessment

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

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

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

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

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

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

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

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

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

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

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