



SOCIAL STUDIES GRADE 4

Integrated Resource Package 2006

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Social Studies K to 7. Once fully implemented, this document will supersede the *Social Studies K to 7 Integrated Resource Package* (1998).

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about Social Studies K to 7, including special features and requirements.

Included in this section are

- a rationale for teaching Social Studies K to 7 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers – groupings for prescribed learning outcomes that share a common focus
- an overview of the curriculum content

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required attitudes, skills, and knowledge for each subject. They are statements of what students are expected to know and be able to do by the end of the indicated grade.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist in assessing how well students achieve the prescribed learning outcomes.

Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of the prescribed learning outcomes.

CLASSROOM ASSESSMENT MODEL

This section contains a series of assessment units that address clusters of learning outcomes organized by topic or theme. The units have been developed by BC educators, and are provided to support classroom assessment. These units are suggestions only – teachers may use or modify the units as they plan for the implementation of this curriculum.

Each grade in the model contains an Assessment Overview Table intended to support teachers with their assessment practices, and the assessment units organized by topic – including the prescribed learning outcomes and a sequence of suggested assessment activities for each topic. Sample assessment instruments are also included for each grade.

LEARNING RESOURCES

This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Social Studies K to 7 Grade Collections.



INTRODUCTION

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Social Studies K to 7. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia’s schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes, achievement indicators, instructional activities, and assessment activities.

Social Studies K to 7, in draft format, was available for public review and response from December 2005 through February 2006. Feedback from educators, students, parents, and other educational partners also informed the development of this document.

RATIONALE

The aim of Social Studies K to 7 is to develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments.

The Social Studies K to 7 curriculum provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future. The curriculum emphasizes

- developing understanding – encouraging in-depth study from multiple perspectives (e.g., time, place, culture, values) and leading students to think critically and make reasoned judgments
- making connections – between historical and contemporary events and issues, and between various regions, environments, and cultures around the world
- applying knowledge – allowing students to inform their judgments, shape their opinions, solve problems, and guide their actions
- practising active citizenship – developing the skills, attitudes, and processes necessary to be responsible, active citizens

GOALS FOR SOCIAL STUDIES K TO 7

The following goals reflect and are represented in the prescribed learning outcomes for Social Studies K to 7 in each curriculum organizer.

Through their participation in social studies, students will be encouraged and enabled to

- understand and prepare to exercise their roles, rights, and responsibilities within their family, the community, Canada, and the world
- demonstrate respect for human equality and cultural diversity
- acquire an understanding of and appreciation for the historical and geographical forces that have shaped and continue to shape Canadian society and the societies of countries around the world
- develop the skills and attitudes necessary to become thoughtful, active participants in their communities and as global citizens

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Social Studies K to 7 are grouped under the following curriculum organizers:

Curriculum Organizers
SKILLS AND PROCESSES OF SOCIAL STUDIES
IDENTITY, SOCIETY, AND CULTURE
GOVERNANCE
ECONOMY AND TECHNOLOGY
HUMAN AND PHYSICAL ENVIRONMENT

Note that these five organizers are for the purpose of identifying prescribed learning outcomes; they are not intended to suggest a linear means of course delivery.

Skills and Processes of Social Studies

Prescribed learning outcomes for this organizer focus on providing opportunities for students to

- identify and apply solutions to problems and issues
- gather, interpret, analyse, and present information
- practise active citizenship

These learning outcomes are intended to provide a framework to be used throughout the curriculum to support the skills and processes essential to social studies and to help students become responsible, thoughtful citizens.

Identity, Society, and Culture

Students learn about the characteristics that define self, cultures, and societies, and the similarities and differences within and across cultures over time.

Governance

Students are given opportunities to develop a basic understanding of political and legal structures and processes, through which they can gain an appreciation of the purpose of governance in a variety of societies. Rights and responsibilities of citizenship and the role of participation are examined at community, national, and world levels.

Economy and Technology

Students are given opportunities to develop an understanding of basic economic concepts and systems. They also explore the impact of technological innovation on individuals, society, and the environment.

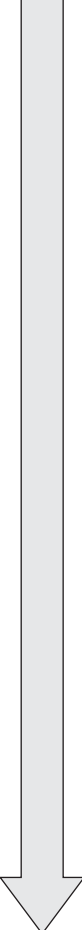
Human and Physical Environment

Students learn basic geographic skills and apply them to enhance their understanding of natural environments and relationships between people and natural systems. They explore the influence of physical geography and apply their understanding to areas such as resource development, stewardship, and sustainability.

SUGGESTED TIMEFRAME

Provincial curricula are developed in accordance with the number of instructional hours allocated for each subject area, while still allowing for flexibility to address local needs. For Social Studies, approximately 90-100 instructional hours per school year is recommended for Grades 1 to 7; for Kindergarten, approximately 45-50 hours is recommended.

SOCIAL STUDIES K TO 12 – AT A GLANCE



K to 7	Social Studies Kindergarten to Grade 7: required for all students
8 and 9	Social Studies Grades 8 and 9: required for all students
10	Social Studies 10: required for all students
11	<p>Students must take at least one of the following courses to graduate:</p> <ul style="list-style-type: none"> • BC First Nations Studies 12 • Civic Studies 11 • Social Studies 11 <p>Each of these courses includes a required Graduation Program examination worth 20% of the final mark.</p>
12	<p>Elective courses:</p> <ul style="list-style-type: none"> • Comparative Civilizations 12 • Geography 12 • History 12 • Law 12 <p>Geography 12 and History 12 include optional Graduation Program examinations worth 40% of the final mark for students who choose to write them.</p>

OVERVIEW OF SOCIAL STUDIES K TO 7 TOPICS

	Kindergarten <i>Self, Family, School</i>	Grade 1 <i>Self, Family, School</i>	Grade 2 <i>Self, Family, School</i>	Grade 3 <i>Communities – Past and Present</i>
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> co-operative participation in groups gathering information presenting information orally and visually 	<ul style="list-style-type: none"> simple picture maps co-operative participation in groups gathering and presenting information orally, visually, and written strategies for solving problems 	<ul style="list-style-type: none"> simple maps with cardinal directions, symbols, and legends gathering information for presentation problem solving in the class or school 	<ul style="list-style-type: none"> critical thinking simple maps gathering information; citing sources appropriately; presentation skills chronological order responses to problems
IDENTITY, CULTURE, AND SOCIETY	<ul style="list-style-type: none"> concept of change groups that are part of their lives places that are part of their lives similarities and differences among families 	<ul style="list-style-type: none"> changes in their lives similarities and differences among families social structures ways people work together in groups symbols of Canada 	<ul style="list-style-type: none"> changes in the school and community ways individuals contribute to a community personal identity language and cultural characteristics of Canada 	<ul style="list-style-type: none"> changes in communities over time importance of communities cultural similarities and differences characteristics of Canadian society
GOVERNANCE	<ul style="list-style-type: none"> roles and responsibilities within the class and school purpose of classroom and school rules 	<ul style="list-style-type: none"> roles, responsibilities, and rights at home and at school purpose of classroom and school rules 	<ul style="list-style-type: none"> roles, rights, and responsibilities within the class and school how decisions are made in groups 	<ul style="list-style-type: none"> rights and responsibilities and the well-being of the community roles and responsibilities of local governments
ECONOMY AND TECHNOLOGY	<ul style="list-style-type: none"> human needs work in the community technologies in daily life 	<ul style="list-style-type: none"> how basic needs are met types of work in the community purpose of money ways technology is used 	<ul style="list-style-type: none"> work done in the school purpose of money how technology affects individuals and schools 	<ul style="list-style-type: none"> how needs and wants are met in communities how technology affects individuals and communities past and present
HUMAN AND PHYSICAL ENVIRONMENT	<ul style="list-style-type: none"> natural and human-built characteristics of environments ways to care for their environment 	<ul style="list-style-type: none"> recognizing maps of Canada characteristics of environments how environment affects daily life ways to care for their environment 	<ul style="list-style-type: none"> landforms and bodies of water in BC and Canada responsibility to the environment how environment affects human activities 	<ul style="list-style-type: none"> landforms and bodies of water in BC and Canada provinces and territories responsibility for the environment effect of environment on early settlement

Grade 4 <i>Aboriginal Cultures, Exploration, and Contact</i>	Grade 5 <i>Canada—From Colony to Country</i>	Grade 6 <i>Canada and the World</i>	Grade 7 <i>Ancient Civilizations</i>	
<ul style="list-style-type: none"> critical thinking maps and timelines gathering information, presentation skills alternative perspectives strategies to address a problem or issue 	<ul style="list-style-type: none"> critical thinking maps and timelines gathering and presenting information; primary and secondary sources defending a position plan of action to address a problem or issue 	<ul style="list-style-type: none"> critical thinking graphs, tables, aerial photos, and various types of maps credibility of sources presentation skills plan of action to address a problem or issue 	<ul style="list-style-type: none"> critical thinking graphs, timelines, maps compiling information, range of sources presentation skills defending a position on an issue 	SKILLS AND PROCESSES OF SOCIAL STUDIES
<ul style="list-style-type: none"> characteristics of Aboriginal cultures early European exploration of BC and Canada contact between Aboriginals and Europeans 	<ul style="list-style-type: none"> key events and factors in the development of BC and Canada immigration significant individuals in BC and Canada 	<ul style="list-style-type: none"> Canadian identity and how individuals experience cultural influences comparing Canada with other countries artistic expression and culture 	<ul style="list-style-type: none"> civilization in ancient cultures social roles in ancient cultures influences of ancient societies on present-day cultures 	IDENTITY, CULTURE, AND SOCIETY
<ul style="list-style-type: none"> Aboriginal governance structures governance in early European settlements in Canada 	<ul style="list-style-type: none"> Confederation levels and responsibilities of government First Nations governance 	<ul style="list-style-type: none"> federal government systems justice system equality and fairness; rights and responsibilities role of Canada in the world 	<ul style="list-style-type: none"> rules, laws, and government in ancient civilizations effect of ancient laws and government on Canada 	GOVERNANCE
<ul style="list-style-type: none"> bartering, money Aboriginal technologies factors affecting exploration; technologies used exchange between Aboriginal peoples and Europeans 	<ul style="list-style-type: none"> resources and economic development transportation systems 	<ul style="list-style-type: none"> Canada's economic relationships communications technologies in Canada technology in other countries 	<ul style="list-style-type: none"> technology and exchange in ancient societies ancient communications 	ECONOMY AND TECHNOLOGY
<ul style="list-style-type: none"> location of hemispheres, continents, oceans, Aboriginal groups place names Aboriginal relationship with the land 	<ul style="list-style-type: none"> physical regions of Canada, location of natural resources sustainability environmental effects of settlement in early BC and Canada 	<ul style="list-style-type: none"> relationship between cultures and their environments factors affecting settlement patterns and population distribution 	<ul style="list-style-type: none"> effect of environment on ancient civilizations effect of humans on the environment in ancient civilizations 	HUMAN AND PHYSICAL ENVIRONMENT



CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- connections to other subject areas
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- debate
- media analysis

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Social Studies K to 7.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career education curriculum. Neither does it allow

students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL CONTEXTS

The Social Studies K to 7 curriculum includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. It may be appropriate to allow for student input when selecting current and relevant topics.

Where specific topics have been included in the learning outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the prescribed learning outcomes in the Social Studies K to 7 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Social Studies K to 7 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the prescribed learning outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.

ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Social Studies K to 7. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Become familiar with
 - relevant legislation (e.g., *Human Rights Code; Child, Family and Community Services Act*)
 - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide and Diversity in BC Schools: A Framework*)
 - provincial and district policies and protocols concerning topics such as disclosure related to child abuse, and protection of privacy

Further information about these policies and initiatives is available online:

BC Handbook for Action on Child Abuse and Neglect

www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf

Safe, Caring and Orderly Schools
www.bced.gov.bc.ca/sco/

Diversity in BC Schools: A Framework
www.bced.gov.bc.ca/diversity/diversity_framework.pdf

Human Rights Code
www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm

Child, Family and Community Services Act
www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

- Activities and discussion related to some of the topics in Social Studies K to 7 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Discussions related to sexual abuse prevention topics such as touching can result in a student disclosing an incident of abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially handouts, for appropriateness.

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Social Studies K to 7.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).

- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Social Studies K to 7 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.mser.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include students of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Social Studies K to 7, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the prescribed learning outcomes in this IRP can be addressed by all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the prescribed learning outcomes. Modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialled/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

CONNECTIONS TO OTHER SUBJECT AREAS

In the elementary years in particular, learning and instruction often take place in an integrated manner and do not always stay within the boundaries of a particular subject area. Teachers may look for ways to connect learning in social studies with any or all of the following provincially prescribed curricula:

- dance, drama, music, visual arts – the role of the arts in sustaining and communicating culture; historical and cultural contexts of the arts
- English language arts – effective communication and research strategies; the role of literature and storytelling in sustaining and communicating culture
- health and career education – group processes; leadership; families; purpose of rules; roles, rights, and responsibilities at home, at school, and in the community; needs and wants; decision making; work and jobs in the community
- mathematics – the mathematical principles of map making, particularly latitude and longitude and time zones
- science – daily and seasonal changes; resource use issues

Whatever the approach used to facilitate connections among these subject areas, it is important to maintain the integrity of each individual discipline, and ensure that all prescribed learning outcomes from each curriculum are addressed.

All current provincial curricula are available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the social studies classroom.

School and district-wide programs support and extend learning in Social Studies K to 7. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to different points of view, providing opportunities for discussion and debate, providing a departure point for writing, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Consider the following guidelines to help achieve a successful guest speaker activity:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure the guest speaker is clear about the purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials the speaker may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves learning about the safe and responsible use of the technology, and a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Social Studies K to 7, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review

- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm

DEBATE

Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills, and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore students' pre-existing knowledge and attitudes on the issue), and/or at the end of a unit of study (to summarize and represent learning).

Various forms and forums of debate are appropriate in Social Studies K to 7 classes. Examples of relevant debate forms include

- informal classroom debate
- formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
- model parliaments, model UN
- round table discussions
- mock trials
- town hall forums
- online forums

MEDIA ANALYSIS

Much of the information that the public receives about issues and events is received through media messages – in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of Social Studies K to 7, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to:

- *Purpose*: People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- *Values*: Media messages communicate explicit and implicit values.
- *Representation*: Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics*: Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production*: People who understand the media are better able to make purposeful media messages.
- *Interpretation*: Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- *Influence of Media on Audience*: Media messages can influence people's attitudes, behaviours, and values.
- *Influence of Audience on Media*: People can influence media institutions and the messages they produce and transmit.
- *Control*: People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope*: Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.



PRESCRIBED LEARNING OUTCOMES

Prescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Social Studies K to 7 are presented by grade and by curriculum organizer and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Wording of Prescribed Learning Outcomes

All learning outcomes complete the stem, “It is expected that students will”

When used in a prescribed learning outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Domains of Learning

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Tables provided in the Classroom Assessment Model.



PRESCRIBED LEARNING OUTCOMES

Grade 4

GRADE 4

It is expected that students will:

SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
- A2 use maps and timelines to gather and represent information
- A3 gather information from a variety of sources
- A4 identify alternative perspectives on a selected event or issue
- A5 create a presentation on a selected historical event or topic
- A6 formulate strategies to address problems or issues

IDENTITY, SOCIETY, AND CULTURE

- B1 distinguish characteristics of various Aboriginal cultures in BC and Canada
- B2 demonstrate knowledge of early European exploration of BC and Canada
- B3 identify effects of early contact between Aboriginal societies and European explorers and settlers

GOVERNANCE

- C1 compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada
- C2 identify the impact of Canadian governance on Aboriginal people’s rights

ECONOMY AND TECHNOLOGY

- D1 compare bartering and monetary systems of exchange
- D2 describe technologies used by Aboriginal people in BC and Canada
- D3 analyse factors that influenced early European exploration of North America
- D4 describe technologies used in exploration, including
 - transportation
 - navigation
 - food preservation
- D5 describe economic and technological exchanges between explorers and Aboriginal people

HUMAN AND PHYSICAL ENVIRONMENT

- E1 use maps and globes to locate
 - the world’s hemispheres
 - the world’s continents and oceans
 - Aboriginal groups studied
- E2 identify the significance of selected place names in BC and Canada
- E3 describe Aboriginal peoples’ relationship with the land and natural resources



STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators that may be used to assess student performance in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- **Assessment for** learning is assessment for purposes of greater learning achievement.
- **Assessment as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- **Assessment of** learning is assessment for purposes of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These

assessments are used to make judgments about students’ achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Social Studies K to 7.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment 	<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings 	<p>Summative assessment <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> • teacher assessment • may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students’ performance in relation to provincial standards

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at www.wncp.ca/assessment/assess.pdf

In addition, the BC Performance Standards describe levels of achievement in key areas of learning (reading, writing, numeracy, social responsibility, and information and communications technology integration) relevant to all subject areas. Teachers may wish to use the Performance Standards as resources to support ongoing formative assessment in social studies.

BC Performance Standards are available at www.bced.gov.bc.ca/perf_stands/

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- Step 1** Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.

ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, or analysis; a product created and presented such as a report, poster, letter, or model; a particular skill demonstrated such as map making or critical thinking).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Social Studies K to 7 curriculum. The achievement indicators are arranged by curriculum organizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.



STUDENT ACHIEVEMENT

Grade 4

KEY ELEMENTS: GRADE 4*Aboriginal Cultures, Exploration, and Contact***SKILLS AND PROCESSES OF SOCIAL STUDIES**

- critical thinking skills (e.g., comparing, imagining, inferring, identifying patterns, summarizing)
- maps and timelines
- gathering information from a variety of sources
- alternative perspectives on issues
- presentation skills
- strategies to address a problem or issue

IDENTITY, SOCIETY, AND CULTURE

- characteristics of Aboriginal cultures
- early European exploration of BC and Canada
- effects of early contact between Aboriginal societies and European explorers and settlers

ECONOMY AND TECHNOLOGY

- bartering and monetary exchange
- technologies used by Aboriginal cultures
- factors affecting European exploration
- technologies used in exploration (e.g., transportation, navigation, food preservation)
- exchange between Aboriginal peoples and European explorers/settlers

GOVERNANCE

- Aboriginal governance structures
- governance structures in early European settlements in Canada
- impact of Canadian governance on Aboriginal peoples

HUMAN AND PHYSICAL ENVIRONMENT

- location of the world's hemispheres, continents, and oceans
- location of Aboriginal groups in Canada
- significance of place names in Canada
- Aboriginal peoples' relationship with the land

SKILLS AND PROCESSES OF SOCIAL STUDIES

The following learning outcomes provide students with a framework of developmental skills and processes that are used throughout the curriculum. These outcomes are not intended to be taught in isolation, but rather should be integrated in context with content related to the other four curriculum organizers.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>A1 apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare information and viewpoints about a selected problem or issue <input type="checkbox"/> identify patterns in information, and use those patterns to draw inferences <input type="checkbox"/> demonstrate an ability to imagine situations and results in relation to a selected problem or issue <input type="checkbox"/> summarize information and opinions about a selected problem or issue
<p>A2 use maps and timelines to gather and represent information</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use grids, scales, and legends on maps and timelines to interpret or represent specific information <input type="checkbox"/> translate information from maps to other forms of communication and vice versa (e.g., write a paragraph describing what they see in a map, create a map based on an image or oral description) <input type="checkbox"/> create a timeline to represent information in chronological sequence
<p>A3 gather information from a variety of sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give reasons for using more than one source of information (e.g., differing points of view, currency of information, level of detail, reliability) <input type="checkbox"/> apply a variety of strategies for information gathering (e.g., headings, indices, Internet searches) <input type="checkbox"/> apply strategies for note taking and organizing information gathered from a variety of information sources <input type="checkbox"/> distinguish between primary and secondary sources <input type="checkbox"/> construct a simple bibliography
<p>A4 identify alternative perspectives on a selected event or issue</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and discuss differing points of view on a selected historical event or issue (e.g., Aboriginal and European perspectives of a first contact meeting, a trade exchange, or residential schools)
<p>A5 create a presentation on a selected historical event or topic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> organize information to plan their presentation <input type="checkbox"/> prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation <input type="checkbox"/> apply established criteria for their presentation (e.g., historical accuracy and context)

Prescribed Learning Outcomes	Suggested Achievement Indicators
A6 formulate strategies to address problems or issues	<ul style="list-style-type: none"><input type="checkbox"/> identify problems or issues that are local, national, and/or global in focus (e.g., natural disasters, endangered species, poverty, disease)<input type="checkbox"/> clarify a selected problem or issue (e.g., provide details, reasons, implications)<input type="checkbox"/> compare two or more perspectives on a problem or issue<input type="checkbox"/> create a plan of action to address a chosen problem or issue

IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>B1 distinguish characteristics of various Aboriginal cultures in BC and Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe Aboriginal cultures and people (e.g., First Nations, Métis, Inuit, band, clan, elder, chief) <input type="checkbox"/> describe and compare characteristics of two or more Aboriginal cultures in BC (e.g., local cultures, BC coastal cultures, interior region cultures) <input type="checkbox"/> describe and compare characteristics of two or more Aboriginal cultures in other regions of Canada (e.g., plains, Inuit, Athabaskan, Iroquoian, eastern woodlands, Métis) <input type="checkbox"/> model ways in which Aboriginal peoples preserve identity and culture (e.g., oral tradition, teachings of elders) <input type="checkbox"/> give examples of how specific Aboriginal stories incorporate the natural and the supernatural <input type="checkbox"/> examine a variety of Aboriginal artforms (e.g., masks, paintings, carvings, baskets, textiles, dances, stories) <input type="checkbox"/> explain the significance of symbols in specific Aboriginal cultures in Canada (e.g., as represented in totem poles, masks, blankets, dwellings) <input type="checkbox"/> compare characteristics of selected Aboriginal cultures with other selected cultures represented in Canada
<p>B2 demonstrate knowledge of early European exploration of BC and Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> label a map or create a timeline or other organizer to relate key European explorers to their discoveries (e.g., Cabot, Cartier, Champlain, Cook, Franklin, Frobisher, Hudson, Mackenzie, Quadra, Vancouver) <input type="checkbox"/> explain how the geography of Canada made early exploration easier (e.g., navigable inland waterways) or more difficult (e.g., winter weather)
<p>B3 identify effects of early contact between Aboriginal societies and European explorers and settlers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe some of the effects of early contact on Aboriginal cultures and societies (e.g., new materials and technologies such as metal, glass, and textiles; disease; introduction of Christianity) <input type="checkbox"/> describe some of the effects of early contact on European explorers and settlers (e.g., Aboriginal guides and mapping helped explorers; Aboriginal peoples provided clothing, food, medicine, and other materials for survival in an unfamiliar environment) <input type="checkbox"/> compare the “discovery” and “exploration” of North America from European and Aboriginal peoples’ perspectives <input type="checkbox"/> give examples of how differences in cultures led to conflict between Aboriginal and European societies

GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
C1 compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe leadership and governance (e.g., chief, elder, band, Chief Factor, Governor) <input type="checkbox"/> describe leadership and governance structures in Aboriginal cultures (e.g., family, clan, chief, elder, council; supported by oral tradition) <input type="checkbox"/> describe how fur trade forts and early European settlements in Canada were governed (e.g., Chief Factor, representatives of the monarchy) <input type="checkbox"/> describe the roles of Britain and France in establishing government in early European settlements in Canada <input type="checkbox"/> using accounts of life in Aboriginal societies, identify rights and responsibilities of individuals <input type="checkbox"/> compare the rights and responsibilities of individuals in early European settlements in Canada with those in Aboriginal cultures
C2 identify the impact of Canadian governance on Aboriginal people's rights	<ul style="list-style-type: none"> <input type="checkbox"/> describe the importance of protecting minority rights in a democracy <input type="checkbox"/> identify key events and issues in Aboriginal peoples' rights and interactions with early governments in Canada (e.g., the <i>Indian Act</i>, banning potlatches, reserve system, treaties)

ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
D1 compare bartering and monetary systems of exchange	<ul style="list-style-type: none"> <input type="checkbox"/> accurately define <i>barter</i> and <i>monetary systems</i> of exchange <input type="checkbox"/> use a T-chart or Venn diagram to compare the advantages and disadvantages of bartering and monetary systems of exchange <input type="checkbox"/> describe systems of exchange used among Aboriginal peoples
D2 describe technologies used by Aboriginal people in BC and Canada	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe Aboriginal technologies (e.g., travois, hide scraper, adze, weir) <input type="checkbox"/> give examples of technologies used to meet needs and wants in Aboriginal cultures, including those used for food acquisition and preparation, shelter, clothing, and transportation <input type="checkbox"/> demonstrate knowledge (e.g., create a model, present an oral report) of how a selected technology was used in Aboriginal cultures <input type="checkbox"/> give examples of technologies used by Aboriginal cultures today
D3 analyse factors that influenced early European exploration of North America	<ul style="list-style-type: none"> <input type="checkbox"/> describe initial reasons for European exploration (e.g., finding a route to Asia, prestige, rivalry between countries, searching for gold and other riches) <input type="checkbox"/> analyse changes over time in European reasons for exploring and settling in North America (e.g., accessing natural resources, missionary work)
D4 describe technologies used in exploration, including <ul style="list-style-type: none"> – transportation – navigation – food preservation 	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of technologies used in exploration, particularly those used for <ul style="list-style-type: none"> – transportation (e.g., various type of sailing ships) – navigation (e.g., compass, map, sextant, astrolabe, chronometer) – food preservation (e.g., salting, drying) <input type="checkbox"/> speculate on the challenges faced by explorers that could have been addressed using specific technologies <input type="checkbox"/> demonstrate knowledge (e.g., create a model, present an oral report) of how a selected technology was used in exploration

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>D5 describe economic and technological exchanges between explorers and Aboriginal people</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the need for explorers to acquire new technologies to survive in an unfamiliar environment and climate <input type="checkbox"/> describe examples of specific technologies exchanged between Aboriginal and explorer cultures, including technologies related to <ul style="list-style-type: none"> - transportation - shelter - defence and security - food acquisition and preparation (e.g., hunting, fishing, gathering, cooking, storing) - clothing production <input type="checkbox"/> describe the ongoing trade that was established between Aboriginal peoples and explorers, with reference to <ul style="list-style-type: none"> - specific goods exchanged - changes over time in the value of specific barter goods - effect of trade on Aboriginal societies

HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>E1 use maps and globes to locate</p> <ul style="list-style-type: none"> - the world's hemispheres - the world's continents and oceans - Aboriginal groups studied 	<ul style="list-style-type: none"> <input type="checkbox"/> locate and map continents and oceans of the world <input type="checkbox"/> identify the northern, southern, eastern, and western hemispheres on a globe or map of the world <input type="checkbox"/> on maps of BC and Canada, locate traditional territories of Aboriginal groups studied
<p>E2 identify the significance of selected place names in BC and Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of places in BC and Canada named after explorers and other prominent individuals <input type="checkbox"/> give examples of Aboriginal place names in BC and Canada <input type="checkbox"/> make connections between Aboriginal place names and their non-Aboriginal counterparts as applicable (e.g., Haida Gwaii – Queen Charlotte Islands, Lil'wat – Lillooet, Hochelaga – Montreal) <input type="checkbox"/> give examples of other significant place names (e.g., named after geographic features)
<p>E3 describe Aboriginal peoples' relationship with the land and natural resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare how the activities of Aboriginal peoples differ according to regional differences in physical environment and resources (e.g., regions within BC, regions in Canada; cultures dependent on locally available living resources such as salmon, caribou, bison, seal, cedar) <input type="checkbox"/> create a representation of the seasonal cycle of activities in a selected Aboriginal group <input type="checkbox"/> give examples of how Aboriginal cultures are closely aligned with the natural environment (e.g., natural elements represented in stories and beliefs, use of materials for art, ceremonies and rituals related to resources) <input type="checkbox"/> describe selected Aboriginal methods of harvesting fish, animal, or forest resources (e.g., hand logging, single plank removal, subsistence hunting and gathering, trapping, spear fishing, dip-net fishing) <input type="checkbox"/> compare two or more resource harvesting methods in terms of characteristics such as efficiency, safety, and sustainability



CLASSROOM ASSESSMENT MODEL

The Classroom Assessment Model outlines a series of assessment units for Social Studies K to 7.

These units have been structured by grade level and theme. Collectively the units address all of the prescribed learning outcomes for each grade, and provide one suggested means of organizing, ordering, and delivering the required content. This organization is not intended to prescribe a linear means of delivery. Teachers are encouraged to reorder the learning outcomes and to modify, organize, and expand on the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable. (See the Learning Resources section later in this IRP for information about the recommended learning resources for Social Studies K to 7.) In addition, teachers are encouraged to consider ways to adapt assessment activities from one grade to another.

Classroom Assessment and Evaluation

Teachers should consider using a variety of assessment instruments and techniques to assess students' abilities to meet the prescribed learning outcomes and to support assessment for, of, and as learning.

Tools and techniques for assessment in social studies K to 7 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- written tests, oral tests (true/false, multiple choice, short answer)
- questionnaires, worksheets
- portfolios
- student-teacher conferences

Assessment in social studies K to 7 can also occur while students are engaged in, and based on the product of, activities such as

- group and class discussions
- maps, timelines, models
- brainstorming, clusters, charts, graphs

- role plays
- drawings, posters, collages, songs, poems
- peer teaching
- debates
- field trips
- research projects
- oral and multimedia presentations

For more information about student assessment, refer to the section on Student Achievement, as well as to the Assessment Overview Tables in each grade of the Classroom Assessment Model.

CONTENTS OF THE MODEL

Assessment Overview Tables

The Assessment Overview Tables provide teachers with suggestions and guidelines for assessment of each grade of the curriculum. These tables identify the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested instructional time and weight for grading for each curriculum organizer.

Overview

Each grade includes an overview of the assessment units, containing

- a listing of Learning at Previous Grades, indicating any relevant topics based on prescribed learning outcomes from earlier grades of the same subject area; it is assumed that students will have already acquired this learning – if they have not, additional introductory instruction may need to take place before undertaking the suggested assessment outlined in the unit (note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for reinforcement and developmental learning)
- a table (provided for grades 2 to 7) that shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model

Prescribed Learning Outcomes

Each unit begins with a listing of the prescribed learning outcomes that are addressed by that unit. Collectively, the units address all the learning outcomes for that grade; some outcomes may appear in more than one unit.

Suggested Assessment Activities

Assessment activities have been included for each set of prescribed learning outcomes. Each assessment activity consists of two parts:

- Planning for Assessment – outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies – describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators

A wide variety of activities have been included to address a variety of learning and teaching styles. The assessment activities describe a variety of tools and methods for gathering evidence of student performance.

These assessment activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the prescribed learning outcomes.

Assessment Instruments

Sample assessment instruments have been included at the end of each grade, and are provided to help teachers determine the extent to which students are meeting the prescribed learning outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the units.

For additional assessment support, teachers are encouraged to use the BC performance standards for Social Responsibility to assess students in relation to

- contributing to a safe and caring school environment (Section 1)
- solving problems in peaceful ways (Section 2)
- valuing diversity and defending human rights (Section 3)

BC Performance Standards are available online at www.bced.gov.bc.ca/perf_stands/



CLASSROOM ASSESSMENT MODEL

Grade 4

SOCIAL STUDIES GRADE 4: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Social Studies for Grade 4.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*			
					K	U&A	HMP	
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> • maps, charts, graphs, timelines • pictures, collages, posters, mind maps, models, dramatizations • group and class discussions • journals, learning logs • role plays • diaries, letters, editorials • case studies, simulations • debates • field trips • interviews • worksheets, guided responses, quizzes • research, reports 	15-25%	integrated throughout	6	A3	A2, A5	A1, A4, A6	
						B1, B2, B3		
						C1, C2		
IDENTITY, SOCIETY, AND CULTURE		15-25%	20-30 h	3				
GOVERNANCE		15-25%	20-30 h	2				
ECONOMY AND TECHNOLOGY		15-25%	20-30 h	5	D1, D2, D4	D3, D5		
HUMAN AND PHYSICAL ENVIRONMENT		15-25%	20-30 h	3		E1, E2	E3	
Total:					4	11	4	1

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

GRADE 4

OVERVIEW

Learning at Previous Grades

- critical thinking skills – questioning, predicting, imagining, comparing, classifying, identifying patterns
- co-operative participation in groups
- symbolic representations (e.g., on flags, maps)
- using simple maps
- gathering information from a variety of sources; citing sources appropriately
- chronological order
- presentation skills
- responses to classroom, school, or community problems
- changes in communities over time
- importance of communities
- cultural similarities and differences
- characteristics of Canadian society (e.g., Aboriginal groups, cultural diversity, immigration, symbols of BC and the local community)
- how needs and wants are met in communities
- how technology affects individuals and communities past and present (e.g., technology related to transportation, communication, clothing, food, shelter, recreation and entertainment)
- major landforms and water bodies in BC and Canada (e.g., Great Lakes, Fraser River, Queen Charlotte Islands)
- responsibility for the local environment
- effect of the physical environment and natural resources on settlement

The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some prescribed learning outcomes are addressed in more than one unit.

Aboriginal Cultures	Exploration Technology	Contact	Exploring Canada
A1, A3	A2, A6	A1, A4	A1, A2
B1		B2, B3	B2
C1		C2	
D2	D4	D1, D5	
			E1, E2, E3

Note: Much of the content of this grade of the curriculum deals with Aboriginal cultures. To ensure an authentic and respectful exploration of these topics, teachers are encouraged to seek the advice and support of local Aboriginal communities. For information about appropriate protocol and other considerations, refer to “Working with the Aboriginal Community” in the Considerations for Program Delivery section, earlier in this IRP.

Aboriginal Cultures

Prescribed Learning Outcomes

It is expected that students will:

SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
- A3 gather information from a variety of sources

IDENTITY, SOCIETY, AND CULTURE

- B1 distinguish characteristics of various Aboriginal cultures in BC and Canada

GOVERNANCE

- C1 compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada

ECONOMY AND TECHNOLOGY

- D2 describe technologies used by Aboriginal people in BC and Canada

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Invite a local Aboriginal person to share how the oral tradition of his or her people passes down the lessons and values of their culture through stories, songs and dance. 	<ul style="list-style-type: none"> • Review skills and attitudes related to the invited guest, such as appropriate audience behaviour, parking questions until the end, listening respectfully and attentively. Observe students to assess if they are listening and attending to the speaker in an appropriate, respectful manner. <p>Have students assess the group presentation of their oral teachings based upon such criteria as how well they</p> <ul style="list-style-type: none"> – co-operated within group – came prepared to work with the group – listened to others – stayed on task – successfully completed the assigned task as a group – helped others contribute to successfully accomplishing the task
<ul style="list-style-type: none"> • Provide students with opportunities to read, view, or listen to Aboriginal legends (e.g., Why We Have Day and Night, How Raven Freed the Moon, How the Loon Lost Her Voice). Have students, in groups, select a legend. Each student will then create a three-dimensional paper maché model mask of one of the characters from their legend. Masks should reflect the traditional art style of the particular Aboriginal group (e.g., colours, symmetry, geometric and free-form design elements). <p>As an extension, have students research and create other related representations such as button blankets, bentwood boxes, or totem poles.</p>	<ul style="list-style-type: none"> • Provide students with an opportunity to share their work with and to present a retelling of the oral teaching or legend that was used and is reflected in the masks that they have created. Assess students' visual presentations on the basis of criteria determined as a class, such as the extent to which their work is reflective of the art style they were trying to reproduce.

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Take students on a field trip to the local Big House, Long House, Pit House, or museum to view a variety of Aboriginal cultural artforms and artefacts. 	<ul style="list-style-type: none"> Ask students to use their learning logs to reflect on what they have learned about Aboriginal cultures in BC from this experience. <p>Assess students' learning from the field trip using pre-and post-trip activities. For example, have students predict and draw what they expect to see. Then, after the field trip, have students draw and describe one new thing they learned.</p>
<ul style="list-style-type: none"> Provide students with a variety of pictures and/or models of Aboriginal technologies, including everyday tools, weapons, and trade goods (e.g., travois, hide scraper, adze, weir, spear, rack for drying fish). Working in pairs or groups, have students brainstorm what these tools and weapons might have been used for. Ask students to focus on <ul style="list-style-type: none"> the purpose of the tool what the tools were made from why those materials were chosen how and by whom the tools were used whether the tools are decorated or embellished in any way, and if so the significance of those embellishments <p>Provide students with information on the technologies they have been discussing. Have students illustrate or reproduce these technologies, giving examples of comparable technologies that are used today.</p>	<ul style="list-style-type: none"> Have groups draw up a list of ideas about the technologies they are viewing. Provide students with a means for recording their thoughts, observations, and detailed information regarding the items discussed for students to review. Provide an opportunity for students to share their work with the class. Allow time for questions and discussion. <p>Ask students to use their learning logs to reflect on how daily life would have been using Aboriginal technology.</p>
<ul style="list-style-type: none"> Have students create a model of one of the Aboriginal technologies or artforms that interest them and describe its function or how it was used (e.g., a halibut hook, chisel, adze, button blanket, cedar hat and cape, a Pit House). 	<ul style="list-style-type: none"> Discuss with students the criteria that will be used to assess their models. Look for evidence that students <ul style="list-style-type: none"> organize information logically create a reasonable representation show the major characteristics of the technology selected demonstrate creativity and originality show understanding and are able to explain model's function
<ul style="list-style-type: none"> Invite students to work in groups and ask each group to research a traditional form of Aboriginal government. Have students contact a local band office and invite a member of the council to describe its current form of government. Students should prepare questions in advance. (e.g., How does your current form of government compare with governance used in the past? How does your decision-making process differ from that used by other forms of government?) 	<ul style="list-style-type: none"> Ask students to work in pairs or small groups to summarize what they have learned. Look for evidence that they <ul style="list-style-type: none"> describe leadership and governance structures in Aboriginal cultures (e.g., family, clan, chief, elder, council; supported by oral tradition) use appropriate terminology to describe leadership and governance (e.g., chief, elder, band, council)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Have students select two or more Aboriginal cultures in BC and, using the components of culture (e.g., daily life, belief systems, art, language, and hierarchy), gather information on the cultures from texts, web sites, and interviews with local Aboriginal persons where appropriate. Ask students to organize and present their information in a multimedia report. 	<ul style="list-style-type: none"> • To check that students can identify and describe significant characteristics of the two cultures, have each student devise one question about the Aboriginal groups studied. Have students share their questions and critique them for appropriateness and improvement. Collect the proofed questions and select several to use as a written assessment for the whole class. Assess students' multimedia presentations based on criteria such as <ul style="list-style-type: none"> – logically organized – content includes all topic areas, with accurate information – clear and effective presentation

Exploration Technology

Prescribed Learning Outcomes

It is expected that students will:

SKILLS AND PROCESSES OF SOCIAL STUDIES

A2 use maps and timelines to gather and represent information

A6 formulate strategies to address problems or issues

ECONOMY AND TECHNOLOGY

D4 describe technologies used in exploration, including

- transportation
- navigation
- food preservation

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Use reading material from texts or web sites to show who and when various explorers arrived in what is now Canada. Compare the exploration dates and countries of origin of each explorer. Help students to understand that the groups of people who live in Canada today were not always present here in the past. 	<ul style="list-style-type: none"> • Ask students to create an annotated timeline to represent the chronological arrival of the explorers over time. Students' timelines should represent the most significant explorers and the dates of their visits.
<ul style="list-style-type: none"> • Provide students with a variety of case studies of life aboard a ship and in the settlements that were first established in the New World. Include examples of the types of ships used, food eaten on board, types of dangers faced, and experiences of the early explorers. Focus questions could include the following: <ul style="list-style-type: none"> - What were conditions like onboard ship? (e.g., cramped, crowded, boredom, solitary life) - What dangers did they face when sailing? (e.g., sicknesses, weather conditions, accidents) - How were the crew usually treated? - What technologies enabled them to cross the ocean in search of the New World? (e.g., compass, map, sextant, astrolabe, chronometer) - What did the explorers bring with them? (e.g., types of food, medicines, water supplies) - What type of person would this lifestyle have appealed to? 	<ul style="list-style-type: none"> • Discuss methods for students to represent what they learn from their case study. For example, students could <ul style="list-style-type: none"> - present an oral report of how a selected technology was used in exploration - create a diary or letter from the point of view of a member of the crew (e.g., talking about the conditions they faced) - create a model of a selected technology that was used in exploration Provide an opportunity for students to share their work with the class. Allow time for questions and discussion. Have students submit their completed projects along with a reflection journal on their learning.

Contact

Prescribed Learning Outcomes

It is expected that students will:

SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
- A4 identify alternative perspectives on a selected event or issue

IDENTITY, SOCIETY, AND CULTURE

- B2 demonstrate knowledge of early European exploration of BC and Canada
- B3 identify effects of early contact between Aboriginal societies and European explorers and settlers

GOVERNANCE

- C2 identify the impact of Canadian governance on Aboriginal people’s rights

ECONOMY AND TECHNOLOGY

- D1 compare bartering and monetary systems of exchange
- D5 describe economic and technological exchanges between explorers and Aboriginal people

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Provide students with a case study about contact between a particular explorer or colonist and a specific Aboriginal group. Have them fill in PMI charts. Students’ responses could include elements such as <ul style="list-style-type: none"> – Plus – trade, exchange of technology and ideas – Minus – racism, disease, death – Interesting – bartering, new medicines, intermarriage <p>Ask students to create a letter home, or a diary/journal entry, or an oral history from the perspectives of both parties.</p>	<ul style="list-style-type: none"> • Criteria for assessing students’ work could include the extent to which they <ul style="list-style-type: none"> – maintain a consistent point of view (e.g., use “I”) – clearly differentiate between the two points of view – show insight into how each individual might have felt – cite factual information so support their views – relate only what that person would have known
<ul style="list-style-type: none"> • Have students examine an illustration of first contact (e.g., Captain Cook’s landing at Nootka). Focus questions could include <ul style="list-style-type: none"> – How did Captain Cook and his crew get to shore from the ship? – Name four different tools in the picture. – Name two articles of clothing the Aboriginal peoples are wearing. – Describe the clothes Captain Cook and his crew are wearing. 	<ul style="list-style-type: none"> • Have students pair and share with a partner all they can see about the technology used by the explorers and Aboriginal peoples in a given picture. Look for evidence that students are able to articulate an understanding of the differences in technologies used by both groups, including categories such as <ul style="list-style-type: none"> – transportation – food and medicines – clothing – shelter – navigation

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • After reading fictional and non-fictional material about the first contact between Aboriginal cultures and the first European explorers, conduct a role play to allow students to explore various points of view and to respond to the events depicted. Alternatively, use a strategy of Role-Audience-Format-Topic-Strong Verb (RAFTS) to have students write two different but plausible accounts of the same historical event. 	<ul style="list-style-type: none"> • Have students discuss the pros and cons of first contact with European explorers. Observe the level of student participation and willingness to listen to other points of view. Then have students write a statement summarizing their thoughts, feelings, and interpretation of the key facts. Use criteria such as the ones found in the sample assessment tool provided at the end of this grade (First Contact) to assess students' interpretation of the key facts.
<ul style="list-style-type: none"> • Use guided reading or viewing resources to provide students with information about the impacts of contact on Aboriginal peoples' rights and governance. 	<ul style="list-style-type: none"> • Use a worksheet to help students record key events and issues in Aboriginal peoples' rights and interactions with early governments in Canada (e.g., the <i>Indian Act</i>, banning potlatches, reserve system, treaties).

Exploring Canada

Prescribed Learning Outcomes

It is expected that students will:

SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
- A2 use maps and timelines to gather and represent information

IDENTITY, SOCIETY, AND CULTURE

- B2 demonstrate knowledge of early European exploration of BC and Canada

HUMAN AND PHYSICAL ENVIRONMENT

- E1 use maps and globes to locate
 - the world’s hemispheres
 - the world’s continents and oceans
 - Aboriginal groups studied
- E2 identify the significance of selected place names in BC and Canada
- E3 describe Aboriginal peoples’ relationship with the land and natural resources

PLANNING FOR ASSESSMENT

- Provide students with an outline map of the world. Have students locate and label the continents, oceans, and the four hemispheres of the world. Next, have students locate and label the traditional territories of selected Aboriginal groups to be studied, and the exploration routes of European explorers who had contact with these Aboriginal groups.

ASSESSMENT STRATEGIES

- As a class, develop the criteria that will be used to assess their maps, such as
 - name all continents and oceans accurately, including correct spelling
 - print neatly and legibly, with names centred on each feature where possible
 - use arrows to accurately indicate location if name cannot be placed on a feature
 - include an appropriate map legend
- Ask students to assess each others maps for accuracy and clarity of information.

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Have students identify a variety of Aboriginal places names as well as places named after explorers and other prominent individuals on a map of Canada (e.g., Vancouver Island, Juan de Fuca Strait, Mount Trudeau). <p>Have students identify Aboriginal places names on a map of British Columbia and select one to research. Ask students to research their choices and determine reasons for the name (e.g., Nootka Island, Ucluelet, Haida Gwaii).</p> <p>Invite an Aboriginal guest speaker to provide a literal translation of local place names or legends as to the origin of local place names (e.g., the Comox Valley Glacier and the Legend of Queneesh or the Legend of Forbidden Plateau, Siwah Rock).</p>	<ul style="list-style-type: none"> • Discuss with students the criteria that will be used to assess their maps, such as <ul style="list-style-type: none"> – accurately locate and label places named, including correct spelling – print neatly and legibly, with names centred on each feature where possible – use arrows to accurately indicate location if name cannot be placed on a feature – include an appropriate map legend <p>Look for evidence that students are able to articulate an understanding of the significance of Aboriginal place names in BC by correctly connecting them to their non-Aboriginal place names as applicable.</p> <p>Provide an opportunity for students to share their research work with class. Allow time for questions and discussion as to the significance of the origin of the place name, or reason for the name (e.g., based upon legend, local usage, or recognition of someone’s achievements).</p> <p>Ask students to draw a poster advertising the location they research as a tourist destination.</p>
<ul style="list-style-type: none"> • Have students research two Aboriginal cultures and their physical environments (e.g., the Inuit and the Nootka). Ask students to focus upon a critical question during their research such as: Which animal is more important for Nootka survival, the whale or the salmon? Which type of land transportation is more effective in the Arctic, the dog team or the snowmobile? <p>Have students work individually to organize their research information in chart form using the headings Geography, Food, Shelter, Transportation, and Art. Have students create maps of the environments using simple grids, scales, and legends. Use a Venn diagram to debrief by asking how these cultures are similar and different.</p>	<ul style="list-style-type: none"> • As students create their charts and maps to show what they have learned from their research about Aboriginal cultures and their physical environments, look for evidence that they are able to <ul style="list-style-type: none"> – make connections between geography and the other features – use simple mapping skills to represent an environment – make generalizations about the effect of specific geography features (e.g., climate, landforms, resources) on food, shelter, and art – reflect the seasonal nature of resource gathering and its effect upon life and culture – draw conclusions about the relationship between Aboriginal people and the land and natural resources – justify their decisions
<ul style="list-style-type: none"> • Read stories by Aboriginal authors or legends that describe the Aboriginal peoples’ relationship with their environment: the land, water, plants, and animals (e.g., <i>The Elders are Watching</i>). Have students web, sketch, or write poems reflecting their understanding of this relationship. 	<ul style="list-style-type: none"> • Provide an opportunity for students to share their charts, webs, sketches, or poems. Look for evidence that students are able to articulate an understanding of how natural elements are represented in stories and beliefs, use of materials for art, and ceremonies and rituals.

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Ask students to choose a natural resource and organize information on a chart under the headings Past and Present. Ensure that students describe harvesting techniques, means of processing and using the resources, and people involved (e.g., clear-cut logging, hand logging, single plank removal, subsistence hunting and gathering, trapping, spear fishing, dip-net fishing, driftnet fishing, drying fish). 	<ul style="list-style-type: none"> • Discuss with students the criteria that will be used to assess their work, such as <ul style="list-style-type: none"> – a well-organized format – neatly and legibly produced, includes pictures to add detail – detail in text and picture – number and sequence of events are clearly described (e.g., fishing – spear to dip-net to driftnet) – creative or originally designed

*Assessment Instrument***FIRST CONTACT**

Key: 3=excellent, 2=satisfactory, 1=needs improvement, 0=not evident

Rating (0-3)	To what extent does the student's work demonstrate the following criteria:	Comments
	<ul style="list-style-type: none"> inclusion of key facts – student interpretations accurately include all key facts and many supporting details 	
	<ul style="list-style-type: none"> believable account – student interpretations are believable and realistic 	
	<ul style="list-style-type: none"> RAFTS statements – all categories are imaginatively represented 	
	<ul style="list-style-type: none"> sensitivity – student expresses sensitivity to all points of view 	



LEARNING RESOURCES

This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Social Studies K to 7 Grade Collections.

What Are Recommended Learning Resources?

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?

Teachers must use either

- provincially recommended resources
- OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

What Are the Criteria Used to Evaluate Learning Resources?

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)
www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf

What Funding is Available for Purchasing Learning Resources?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

What Kinds of Resources Are Found in a Grade Collection?

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

SOCIAL STUDIES K TO 7 GRADE COLLECTIONS

The Grade Collections for Social Studies K to 7 include newly recommended learning resources as well as relevant resources previously recommended for prior versions of the Social Studies K to 7 curriculum. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the Grade Collections for each IRP:

www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

